

# Your Outreach Assessment(s) are Scheduled. Now What?



These are the next steps in your preparation:

1. Complete the action items (e.g., Classroom and Teacher Information forms, copies of the daily schedule, etc.). The forms are included in your scheduling packet.
2. Read all pages of the scheduling packet.
3. Get answers to any questions you have.
  - Visit [ncrlap.org](http://ncrlap.org) to view our training resources, webinars, and videos.
  - Connect with us at [ncrlap@uncg.edu](mailto:ncrlap@uncg.edu) or 866-362-7527.
4. Administrators and teachers often feel more at ease if they know what to expect when observers are present in their program or classroom. Please review the information below with program staff who may be involved in upcoming Environment Rating Scale assessments. This information will give you and your staff a better understanding of the process.

## Prepare families and children:

- Inform families that a visitor(s) may be present in the classroom/child care areas.
- Prepare children for a visitor. Often teachers will tell children that a guest(s) is coming to watch them play and write down notes about the activities and toys they use.

## Prepare staff by involving and sharing the information below with them:

- Share relevant items from this packet with staff and see if they have any questions about what to expect.
- During the observation, teachers do not need to change what they usually do. Assessors need to see a typical day including the regular staff, schedule, and interactions. Extra staff members should not be present unless these individuals are a part of the daily routine for that classroom at that time (e.g., floater that assists daily with lunch).
- Once the observation begins, assessors will limit their interactions with teachers and children and try to blend into the background. They will take notes during the entire observation to accurately assign scores for the items across all the levels of quality. They may also take photographs of materials or the indoor/outdoor spaces but will be careful to avoid photographing the teachers and children. At times they may stay in one place to observe, while at other times they will move around the indoor and outdoor environments to look at materials or observe specific events.
- Assessors try to stay out of the way, but teachers can request for assessors to move at any time if they are in a place where the teachers and/or children need to be.
- There is no teacher interview, and scores are based on a time-limited 3-hour observation for the ECERS-3, ITERS-3, and FCCERS-3.

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- There is a teacher interview with the SACERS-U assessment and the lead teacher/group leader needs to be available for approximately 45 minutes after the observation. The lead teacher/group leader answers the majority of the questions; however, a few questions may be asked of other staff who work with children at different times of the day (when applicable).

## On the day of assessment(s):

- Be ready when the assessor(s) arrive with completed and current forms. Print two copies of each classroom's daily schedule.
- Offer typical daily schedules, staffing, and activities.
- For child care centers, ensure that a designated person is present at the scheduled assessor arrival time, who can provide the paperwork to the assessor and conduct random selection.
- For child care centers with a school age program, think about where the interview for the SACERS-U assessment will occur and what is needed for classroom coverage at that time.

## After the assessment(s):

- Assessors do not share information with the program about the results of the assessment at the end of the observation.
- Programs will receive feedback from each observation. An assessor will call to schedule a time to discuss important scoring issues, your questions, and to explain various requirements.
- Administrators are strongly encouraged to include the classroom teachers in the follow up call and involve them in planning and decision-making processes regarding any needed changes. Please help all staff recognize that there will be unfamiliar information and requirements, and some low scores along with high scores. Supporting them in viewing assessments as a planning and learning opportunity will be helpful. It is most helpful to look at the Environment Rating Scale and to refer to the NC Additional Notes.
- Generate questions and make plans to participate in the follow up phone call with an assessor to ask questions and get more information. Consider creating an action plan that identifies areas that will enhance your program based on developmentally appropriate practices.
- Remember the assessment process is designed to help identify areas of strength and areas needing improvement. Acknowledge the strengths, as well as paying attention to items receiving scores of less than 5. Recognizing strengths can be helpful in supporting and motivating staff to provide high quality care every day.
- Think about completing a self-study process using resources from NCRLAP such as the Thinking More worksheets available on our website.