

# Quick Environment Check Training

CLASS + Scale

# OVERVIEW OF CLASS+

- CLASS + allows CLASS evaluators to collect the following information:
  - Critical aspects of the classroom environment
  - Health and safety practices
  - Practices that support the emotional well-being of children

# WHAT SCALES COMPRISE CLASS+?

- A-TSRS Scale
- CLASS Environmental Scale
- Quick Environment Check (QEC)



## WHAT IS QEC SCALE?

- The scale contains selected items, adapted from the ECERS-3 tool.
- Captures critical aspects of the classroom environment and staff practices to maintain the health and wellness of children.



# WHAT DOES QEC MEASURE?

QEC Modules	Program Level	Classroom Level
QEC Module Descriptions	Captures opportunities for play, specifically Gross Motor and Center Time.	Captures many components in a classroom, including hazards, classroom space, handwashing, meal/snack, social/emotional, and learning activities and materials.
QEC Items	<ul style="list-style-type: none"><li>•Gross Motor</li><li>•Learning Activities</li></ul>	<ul style="list-style-type: none"><li>•Hazards</li><li>•Classroom Space</li><li>•Handwashing</li><li>•Meal/Snack</li><li>•Social/Emotional</li><li>•Learning Activities &amp; Materials</li></ul>

# HOW DOES QEC ALIGN WITH EFQ?



QEC Modules	Program Level	Classroom Level
QEC Descriptions	Captures opportunities for play, specifically Gross Motor and Center Time.	Captures many components in a classroom, including hazards, classroom space, handwashing, meal/snack, social/emotional, and learning activities and materials.
<b>Connection to NYC DECE Early Childhood Framework for Quality</b>	<p><b>Create safe and positive environment</b>            Program leadership teams and teaching teams create healthy, nurturing, and predictable environments for all children, families and staff.</p> <p><b>Advance play-based learning and responsive instruction</b>            Program leadership teams and teaching teams engage children in a variety of play-based and developmentally appropriate learning experiences, and ensure that instruction is based on children’s individual strengths, interests, and needs.</p>	

# PROGRAM LEVEL



- What is program level?
  - Data collected only once during a program visit.
- Gross Motor
  - Focuses on whether children have daily access to gross motor play.
- Learning Activities
  - Measures use of books and opportunities for Center Time.

# Gross Motor

PROGRAM LEVEL		
Items	Gross Motor	Learning Activities
Descriptions	Items within this practice identify if the schedule has allotted time for children to have vigorous outdoor and/or indoor gross motor play.	These items look at whether Center Time was observed and how staff and children use books.

# GROSS MOTOR

	<b>Arrival</b>
	<b>Breakfast</b>
	<b>Morning Meeting</b>
	<b>Centers</b>
	<b>Gross Motor</b>

- What is it?
  - Time allotted for children to have daily access to outdoor and/or indoor gross motor play.
- What does it measure?
  - Whether opportunities are given to children to engage in gross motor activities (e.g. run and use of equipment at the playground).
- Why is it important?
  - During their preschool and kindergarten years, children continue to develop their large muscle coordination through active play.

# Learning Activities

PROGRAM LEVEL		
Items	Gross Motor	Learning Activities
Descriptions	Items within this practice identify if the schedule has allotted time for children to have vigorous outdoor and/or indoor gross motor play.	These items look at whether Center Time was observed and how staff and children use books.

# LEARNING ACTIVITIES-USE OF BOOKS

- What is it?
  - Items focus on use of books by children and staff.
- What does it measure?
  - Whether staff read books to children
  - Books are easily accessible to children.
- Why is it important?
  - When staff read to children individually, in small groups or spontaneously, they help children develop a positive relationship with reading and books.

## Examples- Use of Books



# LEARNING ACTIVITIES- CENTER TIME



- What is it?
  - Items focus on opportunities for Center Time.
- What does it measure?
  - Whether children have Center Time/Choice Time during the observation. 
- Why is it important?
  - Purposeful play is an important vehicle for developing a variety of skills outlined in the Early childhood Framework for Quality (EFQ) and New York State Pre-K Learning Standards (NYSPLS).
  - When children have a sufficient amount of time to play and can access many learning centers and materials, they are more likely to engage in complex forms of play.

# Examples - Center Time



# CLASSROOM LEVEL

- What is it?
  - Data collected once (across cycles) per classroom.
- Items under Classroom Level:
  - Hazards
  - Classroom Space
  - Handwashing
  - Meal/Snack
  - Social/Emotional
  - Learning Activities & Materials

# HAZARDS

CLASSROOM LEVEL						
Items	Hazards	Classroom Space	Handwashing	Meal/Snack	Social/ Emotional	Learning Activities & Materials
<b>Descriptions</b>	Looks at whether there are hazards in the classroom and other areas used by children.	Captures the physical environment of the classroom, including furniture.	Assesses if adults and children make attempts to wash and/or sanitize their hands when needed.	Looks at whether proper sanitary procedures were attempted before and after a meal.	Assesses the relationship between staff and children and resources available for children to self-regulate.	Captures interactions and materials available and accessible to children during play.

# HAZARDS

- What is it?
  - Since many serious accidents in early childhood programs occur during play, safety of the space is important. Hazards are those that can cause minor or serious injury.
- What does it measure?
  - Focus on safety of the space used by children
- Why is it important?
  - Young children are learning about the world by exploring and trying things out. Even if they have been told that something is dangerous, they can easily forget. It is up to responsible adults to protect the children in their care, to minimize hazards present in a child's space, and to also supervise carefully.

# Examples- Hazards



# CLASSROOM SPACE

CLASSROOM LEVEL						
Items	Hazards	Classroom Space	Handwashing	Meal/Snack	Social/ Emotional	Learning Activities & Materials
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# CLASSROOM SPACE



- What is it?
  - Classroom space considers the space in the classroom used by the group most of the day.
- What does it measure?
  - Spaces used by children are clean and in good condition.
  - There is sufficient furniture for all children.
  - Furniture is sturdy and in good repair.
  - There is enough space for children and staff in the classroom.
  - There is enough space for children and staff to play.

# CLASSROOM SPACE



- Why is it important?
  - The amount of space is important because it influences the number and types of activities children can effectively engage in at the same time.
  - The condition of the space is also important because it affects how children and staff feel about themselves and their comfort in the room.
  - Space that is in poor repair or poorly maintained encourages rough and neglectful behavior towards the surroundings and materials and can be dangerous.

# HANDWASHING

CLASSROOM LEVEL						
Items	Hazards	Classroom Space	Handwashing	Meal/Snack	Social/ Emotional	Learning Activities & Materials
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# HANDWASHING



- What is it?
  - This item considers whether staff and children attempted to wash or sanitize their hands before and after different activities.
- What does it measure?
  - Whether children and staff attempt to wash hands when needed.
- Why is it important?
  - Proper hand cleaning is an important tool for fighting and preventing diseases. Center for Disease Control statistics show that infectious diseases account for more than 164 million lost school days each year in grades K-12 with an even stronger impact in the prekindergarten years.

# MEALS/SNACKS

CLASSROOM LEVEL						
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# MEALS/SNACKS



- What is it?
  - Proper table sanitization before and after meals is important to prevent the spread of germs.

## What does it measure?

- Focus on proper sanitary procedures were attempted before and after a meal.
- Whether each classroom keeps track of children with allergies and dietary restrictions.

## Why is it important?

- To prevent the spread of germs and that staff are aware of children with allergies/dietary restrictions.

# SOCIAL/EMOTIONAL

CLASSROOM LEVEL						
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Descriptions	Looks at whether there are hazards in the classroom and other areas used by children.	Captures the physical environment of the classroom, including furniture.	Assesses if adults and children make attempts to wash and/or sanitize their hands when needed.	Looks at whether proper sanitary procedures were attempted before and after a meal.	Assesses the relationship between staff and children and resources available for children to self-regulate.	Captures interactions and materials available and accessible to children during play.

# Social/Emotional

- **What is it?**
  - Staff-child and peer interactions that help build positive relationships. In addition to verbal communication, interactions happen through physical contact, gestures, the focus of attention, or facial expressions
- **What does it measure?**
  - Focuses on resources and interactions to create a positive atmosphere for children.
    - Feelings chart visible and easily accessible to children.
    - Space for children to self-regulate

# Social/Emotional

- Why is it important?
  - It is important for children to feel emotionally and physically safe in their environment and comfortable to experiment and play. This is supported through positive interactions, active supervision, and age appropriate guidance.



Character Emotions Chart

 angry	 bored	 confident	 confused
 disappointed	 guilty	 happy	 hurt
 interested	 jealous	 nervous	 sad
 scared	 satisfied	 surprised	 thoughtful

# LEARNING ACTIVITIES & MATERIALS

CLASSROOM LEVEL						
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# Learning Activities & Materials



- What is it?
  - Supervision provided by staff during play.
  - Materials accessible for children to explore.
- What does it measure?
  - Whether staff is facilitating during play.
  - Whether children have opportunities to access and play with certain materials during Choice Time/Center Time.
- Why is it important?
  - Children are active learners who thrive when staff plan and respond to their learning and development throughout the day.
  - When children can access learning centers and the materials in them, they have some of the essential supports necessary for their play to continue developing in complexity.



THANK YOU