

Site Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Review Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

**ECERS-R Interview Questions for Provider Review**

**Instructions:** It is not required that you complete the interview questions before your scheduled observation. The questions are provided for you to know the questions that may be asked.

Questions labeled “if not observed, ask...” are those that the observer may ask. The observer will always ask Questions #38 through #43. If you would like to respond to these questions in advance, you can and is strongly encouraged.

**Complete the chart below:**

Center	Additional Materials	How often are materials rotated?	Where are additional materials stored that are not currently in the classroom?
Books and language materials			
Fine Motor			
Dramatic Play			
Math/number			

<b><u>Item 5. Space for Privacy</u></b>	YES	NO
<b>7.2.</b> Do you ever set up activities for just one or two children, away from the activities for the rest of the children?		
<i>If yes, ask:</i> Can you provide me <b><u>two examples</u></b> ?		
1.		
2.		

<b><u>Item 6. Child-related Display</u></b>
<b>5.1.</b> Can you tell me what you’ve been doing/studying/working on over the past month?

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<b>Item 7. Space for Gross Motor Play</b>		
Under what circumstances do you not use the gross motor play area?		
	<b>YES</b>	<b>NO</b>
<b>5.1.</b> Is there any indoor space that you use for <b>gross motor play</b> , especially in bad weather or for some reason you are not able to go outdoors?		
<b><u>If yes, and not observed, ask:</u></b> Could you please show me these areas?		

<b>Item 8. Gross Motor Equipment</b>
<b>3.1.</b> What types of gross motor activities and equipment do you use indoors during bad weather (or when you do not use the outdoor play space)?
<b><i>How long</i></b> are children scheduled to participate in these activities?

<b>Item 9. Greeting/departing (Only ask if arrival AND/OR departure not observed):</b>
<b>If do not observe exchange of information with parents, ask...</b>
Can you describe what happens each day when children and parents arrive in the classroom?
Can you describe departure?
What do children do until they're picked up?

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<b>Item 10. Meals/snacks (Ask if no evidence present that allergies or dietary restrictions are observed):</b>	<b>YES</b>	<b>NO</b>
<b>1.5, 3.5, 5.4.</b> Do any children in your program have food allergies?		
<b>If yes, ask:</b> What do you do if children have food allergies or families have dietary restrictions?		

<b>Item 11. Nap/rest</b>
Could you describe how nap or rest is handled?
<b>3.3.</b> How is supervision handled during nap time?
<b>3.4, 7.2.</b> What do you do if children are tired before nap time, have trouble settling down, or wake up early?
<b>5.3.</b> How far apart are cots or mats placed?

<b>Item 13. Health Practices</b>	<b>YES</b>	<b>NO</b>
<b>3.4.</b> Do you have any health requirements for children and staff?		
<b>If yes, ask:</b> Can you describe them?		
	<b>YES</b>	<b>NO</b>
<b>If not mentioned, clarifying question:</b> Is staff required to have TB tests?		
<b>If yes, ask:</b> How often?		

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<b>(ITEM 13 CONTINUED)</b>	<b>YES</b>	<b>NO</b>
<b>7.2.</b> Do children brush their teeth?		
<b><u>If yes, ask:</u></b> How is this handled?		
          <b><i>If you don't see the toothbrushes, ask how they are stored</i></b>		

<b>Item 15. Books and Pictures</b>
<b>Only ask if books with frightening content or graphic violence are observed accessible to children.</b>
<b>5.4.</b> I see that you have (NAME BOOKS). How do you introduce books with frightening or violent images to children?

<b>Item 16. Encouraging Children to Communicate</b> - Only ask if art with dictation not observed.	<b>YES</b>	<b>NO</b>
<b>7.2.</b> Do you do anything to help children see that what they say can be written down and read by others?		
<b><u>If yes,</u></b> ask: Please give some examples.		
1		
2		
3		

<b>Item 20. Art</b>	<b>YES</b>	<b>NO</b>
<b>7.1.</b> Are three-dimensional art materials such as clay or wood for gluing, ever used?		
<b><u>If yes, ask:</u></b> <b>How often?</b>		

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<b>(ITEM 20 CONTINUED)</b>	<b>YES</b>	<b>NO</b>
<b>7.2. Only ask if not observed:</b> Do you offer art activities that relate to other classroom experiences?		
<b><u>If yes, ask:</u></b> Please give <b>two examples</b> .		
1.		
2.		
	<b>YES</b>	<b>NO</b>
<b>7.3.</b> Do you offer art activities that children can work on over several days?		
<b><u>If yes, ask:</u></b> Please give <b>two examples</b> .		
1.		
2.		

<b>Item 21. Music/movement</b>	<b>YES</b>	<b>NO</b>
<b>3.2.</b> Do you use music with children?		
<b><u>If yes, ask:</u></b> How is it used?		
<b>How often</b> do such activities take place?		
	<b>YES</b>	<b>NO</b>
<b>3.3.</b> Do children ever do movement or dance activities?		
<b><u>If yes, ask:</u></b> <b>How often?</b>		
<b>5.2.</b> What kinds of music do you use with the children?		
1		
2		
3		

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<b>(ITEM 21 CONTINUED)</b>	<b>YES</b>	<b>NO</b>
<b>7.2.</b> Do you ever do special music activities that extend children's understanding of music?		
<i>If yes, ask: How often?</i>		
Please give me <b><u>two examples</u></b> :		
1.		
2.		

<b>Item 22. Blocks - If not observed, ask:</b>	<b>YES</b>	<b>NO</b>
<b>7.3.</b> Do the children play with blocks outdoors?		
<i>If yes, ask: How often?</i>		

<b>Item 23. Sand/water</b>	<b>YES</b>	<b>NO</b>
<b>1.1.</b> Do you use sand or water with the children?		
<i>If yes, ask:</i>		
About <b>how often?</b>		
Sand:		
Water:		
Where is this available?		

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<b>(ITEM 23 CONTINUED)</b>		<b>YES</b>	<b>NO</b>
1.2. Are there any toys for children to use with sand or water play?			
<i>If yes, ask:</i> Please describe them.			
		<b>YES</b>	<b>NO</b>
7.2. Do you change the activities children do with sand and water?			
<i>If yes, ask:</i> Please give me <b><u>two examples</u></b> .			
1.			
2.			

<b><u>Item 24. Dramatic Play</u></b>		
7.3. Are props for dramatic play ever used outside or in a larger indoor space?		
7.4. In order to extend children's dramatic play, do you:	<b>YES</b>	<b>NO</b>
1. Use trips or special visitors (e.x., firefighter, librarian, waiter)?		
<i>If yes, ask:</i> Please give me <b><u>two examples</u></b> :		
1		
2		
<b>How often?</b>		
	<b>YES</b>	<b>NO</b>
2. Use pictures?		
<i>If yes, ask:</i> Please describe.		
	<b>YES</b>	<b>NO</b>
3. Use stories?		
<i>If yes, ask:</i> Please describe.		

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<b>Item 25. Nature/science</b>	YES	NO
3.3. Do children bring in nature or science things to share?	<input type="checkbox"/>	<input type="checkbox"/>
	YES	NO
7.1. Can you give me some examples of teacher-directed nature/science activities you do with the children in addition to what I've seen?	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>If yes, ask:</i></b> Please give me <b><i>two examples.</i></b>		
1		
2		
<b>How often</b> are these activities done?		
	YES	NO
7.2. Do you use nature/science books or TV materials with the children to reinforce current science themes?	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>If yes, ask:</i></b> Please describe.		

<b>Item 26. Math/number</b>	YES	NO
7.1. Could you give me some examples of teacher-directed math activities you do with the children in addition to what I've seen today?	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>If yes, ask:</i></b> Please give me <b><i>two examples.</i></b>		
1		
2		
<b>How often</b> are these activities done?		

<b>Item 27. Use of TV, Video and/or Computers</b>	YES	NO
Are TV, video or computers used with the children?	<input type="checkbox"/>	<input type="checkbox"/>
<b>If yes, continue. If no, stop here and continue with next item.</b>		



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<b>(ITEM 27 CONTINUED)</b>		
1.1, 3.1, 5.1. How do you choose the TV, video or computer materials to use with the children?		
	<b>YES</b>	<b>NO</b>
1.2, 3.2, 5.2. Are other activities available to children while TV or videos are used?		
<i>If yes, ask:</i> How many?		
3.3. How often are TV, video, or computers used with the children?		
For what <b>length of time</b> are these available? TV/video- Computer- Other-		
<b>How many times</b> per day? TV/video- Computer- Other-		
	<b>YES</b>	<b>NO</b>
5.3. Do any of the materials encourage active involvement by the children?		
<i>If yes, ask:</i> Please give me <b>two examples</b> . 1  2		
5.4. What do you usually do when children watch TV, video or use the computer?		
	<b>YES</b>	<b>NO</b>
7.1. Does any of the computer software encourage creativity?		
<i>If yes, ask:</i> Please give me <b>two examples</b> . 1  2		
	<b>YES</b>	<b>NO</b>

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<b>7.2.</b> Do you use TV, video or computer to support topics or themes in the classroom?		
<b>(ITEM 27 CONTINUED)</b>		
<b><i>If yes, ask:</i></b> Please give me <b><i>two examples.</i></b>		
1		
2		

<b>Item 28. Promoting Acceptance of Diversity</b>	<b>YES</b>	<b>NO</b>
<b>7.2:</b> Aside from books, pictures, and materials, are there any special activities used to help children understand and accept diversity?		
<b><i>If yes, ask:</i></b> Please give me <b><i>two examples.</i></b>		
1		
2		

<b>Item 29. Supervision of Gross Motor Activities - If outdoor play not observed:</b>
<b>1.1, 3.1.</b> Could you describe how staff supervise children during gross motor activities and outdoor play?
<b>5.3.</b> What happens when children have difficulty using equipment?

<b>Item 31. Discipline</b>		
<b>1.1.</b> What methods of discipline do you use?		
	<b>YES</b>	<b>NO</b>

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7.2. Do you provide activities for children to understand social skills?		
<b>(ITEM 31 CONTINUED)</b>		
<b><i>If yes, ask:</i></b> Please provide <b><i>two examples.</i></b>		
1		
2		
	<b>YES</b>	<b>NO</b>
7.3: Do you seek advice from professionals when you encounter children with challenging behaviors in your care?		
<b><i>If yes, ask:</i></b> Can you give me <b><i>two examples</i></b> of who might be asked?		
1		
2		

<b><u>Item 35. Free Play (asked when it is not observed)</u></b>	<b>YES</b>	<b>NO</b>
Do children have the opportunity for free play?		
<b><i>If yes, ask:</i></b> When and where do these occur?		
What can children play with?		

<b><u>Item 37. Provisions for Children with Disabilities - Ask only if a child with disabilities is presently being served.</u></b>		
	<b>YES</b>	<b>NO</b>
1.1, 1.3: Do you have any information from assessments on the children?		
<b><i>If yes, ask:</i></b> How is it used?		
	<b>YES</b>	<b>NO</b>

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<b>1.2, 3.2, and 5.2:</b> Do you need to do anything special to meet the needs of the children?			
<b><i>(ITEM 37 CONTINUED)</i></b>			
<b><i>If yes, ask:</i></b> Please describe what you do.			
		<b>YES</b>	<b>NO</b>
<b>1.3, 3.3, and 5.3:</b> Are you and the children’s parents involved in helping to decide how to meet the children’s needs?			
<b><i>If yes, ask:</i></b> Please describe.			
<b>5.1, 7.1:</b> When and where do professional recommendations or interventions such as therapy take place?			
		<b>YES</b>	<b>NO</b>
<b>7.3:</b> Are you involved in the children’s assessments or in the development of intervention plans?			
<b><i>If yes, ask:</i></b> What is your role?			