



# SFQC Substantial Portion of the Day (SPD) Overview

Gabriela López

San Francisco Quality Connections

February 26, 2013



## Learning Objectives

- Develop an understanding of Substantial Portion of the Day (SPD)
- How SPD is calculated
- Why SPD is important
- Where SPD is rated in the ECERS-R

## Substantial Portion of the Day (SPD) Definition

- SPD= At least 1/3 of the day children are in attendance (pg. 7, ECERS-R)
- Eleven Items are effected by SPD



## SPD Items

### Subscale 1: Space and Furnishings

- **Item 3**: Furnishings for Relaxation
- **Item 5**: Space for Privacy

### Subscale 3: Language-Reasoning

- **Item 15**: Books & Pictures

### Subscale 4: Activities

- **Item 19**: Fine Motor
- **Item 20**: Art
- **Item 22**: Blocks
- **Item 24**: Dramatic Play
- **Item 25**: Nature/Science
- **Item 26**: Math/Number

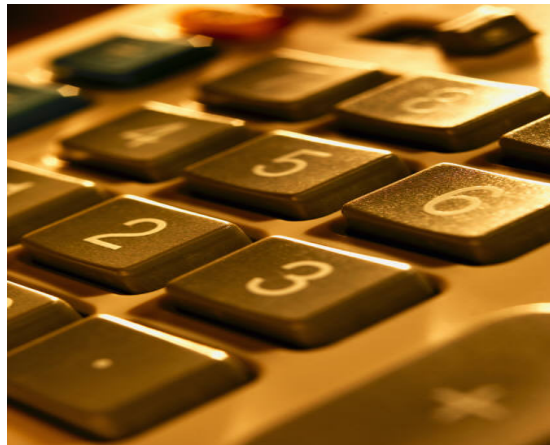
### Subscale 6: Program Structure

- **Item 34**: Schedule
- **Item 35**: Free Play

# Calculating SPD

## How it's done

- Observed schedule (3 to 3.5 hours)
- Posted/planned schedule
- Can also include outdoor play time
- Use chart on the last page of ECERS-R expanded score sheet



## SPD Time Requirement

### Reference Chart Provided in the All About the ECERS-R

- 4..... 1 hour, 20 minutes
- 4.5..... 1 hour, 30 minutes
- 5..... 1 hour, 40 minutes
- 5.5..... 1 hour, 50 minutes
- 6..... 2 hours
- 6.5..... 2 hours, 10 minutes
- 7..... 2 hours, 20 minutes
- 7.5..... 2 hours, 30 minutes
- 8..... 2 hours, 40 minutes

## Why SPD

- Looking at the experiences children have during their time in group care
- Accessibility of materials
- Time and space to use materials independently



## SPD Items

### Subscale 1: Space and Furnishings

- **Item 3**: Furnishings for Relaxation
- **Item 5**: Space for Privacy

### Subscale 3: Language-Reasoning

- **Item 15**: Books & Pictures

### Subscale 4: Activities

- **Item 19**: Fine Motor
- **Item 20**: Art
- **Item 22**: Blocks
- **Item 24**: Dramatic Play
- **Item 26**: Math/Number

### Subscale 6: Program Structure

- **Item 34**: Schedule
- **Item 35**: Free Play



## Subscale 1: Space and Furnishings

### **Item 3: Furnishings for Relaxation and Comfort**

### **Item 5: Space for Privacy**

- Is there a space provided that is accessible to children for 1/3 of the day or more?
- Is that space protected and used for its intended purpose of quiet less active play?
- Item 3: indicator 5.1
- Item 5: indicator 5.2

## Subscale 3: Language - Reasoning

### Item 15: Books and Pictures

- Observe the quantity and variety of books accessible to children
- Several topics listed in the scale (pg. 35)
- Indicator 5.1



## Subscale 4: Activities

- Variety of materials accessible within specific categories
- Requirements for counting materials accessible during outdoor time



## If using Outdoor time for SPD

### Item 15: Books and Pictures

- Outdoor books must meet the same requirements as indoor books. Outdoors there needs to be at least 20 books for a group of 15 children and at least 1 additional book for each child over that to count toward SPD.
- Indicator 5.1

## If using Outdoor time for SPD

### Item 19: Fine Motor

- At least 1 example from each fine motor category must be observed outdoors
- Indicator 5.1

### Item 20: Art

- At least one item from four of the five categories must be observed outdoors. Drawing materials are required.
- Indicator 5.1



## If using Outdoor time for SPD

### Item 22: Blocks

- Blocks outdoors must meet the requirements for indicators 5.1, 5.2, and 5.3



### Item 24: Dramatic Play

- Dramatic play props found outdoors must be enough to provide meaningful play to the children
- Indicator 5.2



## If using Outdoor time for SPD

### Item 25: Nature/Science

- There must be materials from at least 2 nature/science categories observed outdoors
- Indicator 5.2

### Item 26: Math/Number

- There must be materials from at least 2 math/number categories observed outdoors
- Indicator 5.2



## Subscale 6: Program Structure

### Item 34: Schedule

- Total time across the day
- Indicator 5.3

### Item 35: Free Play

- Both indoor and outdoor play
- Indicator 5.1





# *Questions*



Thank you!

San Francisco Quality  
Connections  
[sfqc@wested.org](mailto:sfqc@wested.org)



# References

- Harms, T., Clifford, R. M., & Cryer, D. (2005). ***Early Childhood Environment Rating Scale – Revised Edition.***
- ***Additional Notes For Clarification for the ECCERS-R:*** <http://www.ersi.info/>
- Cryer, D., Harms, T., & Riley, C. (2003). ***All about the ECERS-R.***