

# What is ECERS-3

- The ECERS-3 builds upon the importance of the appropriateness and variety of materials with an enhanced **focus on teaching and interactions**
- An instrument that provides a highly comprehensive measure of quality geared toward **enhanced child outcomes**
- While **no single instrument** has been shown to be a strong predictor of child development outcomes, the ECERS-3 incorporates all that has been learned from the widespread use of the ECERS-R (1998) both in the field and in numerous research studies

# Key Differences Between ECERS-R & ECERS-3

- Assesses programs for 3-5 year olds (ECERS-R was 2 ½ to 5 year olds)
- More emphasis on interactions and the teacher's role
- Decreased emphasis on counting materials, more on how they are used in teaching activities
- Greater reliance on observation of ongoing classroom activity
- Eliminates teacher interview
- Eliminates Parents and Staff subscale to allow more time to focus on actual classroom practices
- Utilizes current research to determine where the indicators lie on the spectrum of quality (improved scaling)
- Increased emphasis on engaging language, literacy, and math experiences with many new items and indicators
- Distinguishes between ***Play Areas*** and ***Interest Centers***

# *Play Areas and Interest Centers*

- A ***Play Area*** is a space where play materials are provided for children.
- An ***Interest Center*** is a clearly defined play area for a particular kind of play.
  - Materials are organized by type and accessible.
  - Furniture is provided for use of materials if needed.
  - Appropriate amount of space for materials & number of children.
  - Blocks & dramatic play are likely to be larger centers.
- For 5's: At least ***5 Interest Centers*** are used including a cozy area protected from active play.
- For 5's: ***Interest Centers*** include Blocks, Books, Dramatic Play, Nature/Science

# Item Level Differences

## ECERS-R

### Space and Furnishings

- 1 - Indoor space
- 2 - Furniture for routine care, play, and learning
- 3 - Furnishings for relaxation and comfort
- 4 - Room arrangement for play
- 5 - Space for privacy
- 6 - Child-related display
- 7 - Space for gross motor play
- 8 - Gross motor equipment

## ECERS-3

### Space and Furnishings

- 1 - Indoor space
- 2 - Furnishings for care, play and learning
- 3 - Room arrangement for play and learning
- 4 - Space for privacy
- 5 - Child-related display
- 6 - Space for gross motor play
- 7 - Gross motor equipment and activity

### Key Differences:

- *Furnishings for relaxation and comfort* is **incorporated in other items** and is no longer a stand alone item
- Adjustments made in scoring in *Gross motor equipment* (time requirement and amount of appropriate equipment adjusted)

# Item Level Differences

## ECERS-R

### Personal Care Routines

- 9 - Greeting/departing
- 10 - Meals/snacks
- 11 - Nap/rest
- 12 - Toileting/diapering
- 13 - Health practices
- 14 - Safety practices

## ECERS-3

### Personal Care Routines

- 8 - Meals/snacks
- 9 - Toileting/diapering
- 10 - Health practices
- 11 - Safety practices

## Key Differences:

- *Greeting/departing* has been **eliminated**
- *Nap/rest* is no longer a stand alone item now **incorporated within Health Practices**
- **Broader range of credit** given in the 3's level
- Now credit can be given if at least 75% of the children have the required components for the meal and snack observed

Scoring adjusted for Sanitary conditions:

- Level 3 = some attempt
- Level 5 = usually followed (75%)
- Level 7 = most of the time

# More on Personal Care

## Safety Practices:

- Major vs minor hazards (better defined and more examples given)
- Indoor/outdoor hazards previously combined have now been separated
  - Indicator 3.1 = no more than 3 major hazards in the **outdoor** environment
  - Indicator 3.2 = no more than 3 major hazards in the **indoor** environment
  - Indicator 5.1 = no more than 2 major hazards present (**indoors and outdoors combined**)

## Health Practices:

- If children consistently and independently complete most hygiene procedures correctly, with no staff input, credit is given at the 5 level (**previously the 3 level**) since it is obvious that children have been taught to do so

# Item Level Difference

## Language- Reasoning

- 15 - Books and pictures
- 16 - Encouraging children to communicate
- 17 - Using language to develop reasoning skills
- 18 - Informal use of language

## Language and Literacy

- 12 - Helping children expand vocabulary
- 13 - Encouraging children to use language
- 14 - Staff use of books with children
- 15 - Encouraging children's use of books
- 16 - Becoming familiar with print

## Five New Language & Literacy Items

- *Helping children to expand vocabulary* - What staff talk about is important!
- *Encouraging children to use language* - We want them to talk!
- *Staff use of books with children* - Are children engaged?
- *Encouraging children's use of books* - Do children show interest?
- *Becoming familiar with print* – Identifying letters is not enough!

# Item Level Differences

## ECERS-R

### Activities

- 19 - Fine motor
- 20 - Art
- 21 - Music/movement
- 22 - Blocks
- 23 - Sand/water
- 24 - Dramatic play
- 25 - Nature/science
- 26 - Math/number
- 27 - Use of TV, video, and/or computers
- 28 - Promoting acceptance of diversity

## ECERS-3

### Learning Activities

- 17 - Fine motor
- 18 - Art
- 19 - Music and movement
- 20 - Blocks
- 21 - Dramatic play
- 22 - Nature/science
- 23 - Math materials and activities
- 24 - Math in daily events
- 25 - Understanding written numbers
- 26 - Promoting acceptance of diversity
- 27 - Appropriate use of technology

### Key Differences:

- *Sand/water* is now incorporated into *Nature/science*
- Time access to all materials has been adjusted
- *Math/number* has been expanded with **three new math items!**



# Learning Activities

## More about the three new math items

### *1. Math in Daily events*

- Not about having math materials but how math is drawn into the lives and activities of the children

### *2. Understanding written numbers*

- How staff introduce numbers to children in a meaningful way

### *1. Math materials and activities*

- Not just about access to materials, but instead about how staff use and teach with the materials in a way that engages children

# Item Level Differences

## ECERS-R

### Interaction

29 - Supervision of gross motor activities  
30 - General supervision of children (other than gross motor)  
31 - Discipline  
32 - Staff-child interactions  
33 - Interactions among children

## ECERS-3

### Interaction

28 - Supervision of gross motor  
29 - Individualized teaching and learning  
30 - Staff-child interaction  
31 - Peer Interaction  
32 - Discipline

## Key Differences:

- *General supervision* has been removed and is incorporated in other items throughout the Scale
- Both Social and Teaching Interactions are considered throughout ECERS-3

# More about Individualized Teaching and Learning

**More emphasis on matching teacher interactions with the children's abilities and interests to engage them!**

- **Level 1:** *Teaching content is the same for all the children (days of the week recited, writing your name, same book for all)*
- **Level 3:** *Staff ask children questions that they are able to answer during free play activities*
- **Level 5:** *Staff ask questions as general practice (identifying shapes, colors, counting) children respond well during activities*
- **Level 7:** *Interested & meaningful learning going beyond academic skills. Staff do this as they circulate around the classroom. This is a regular part of what they do*

# Item Level Differences

## ECERS-R

### Program Structure

34 - Schedule  
35 - Free play  
36 - Group time  
37 - Provisions for children with disabilities

## ECERS-3

### Program Structure

33 - Transitions and waiting times  
34 - Free play  
35 - Group activities for play and learning

### Key Differences:

- *Schedule* has been removed and is incorporated within *Transitions and waiting times*
- *Provisions for children with disabilities* is incorporated in other items and is no longer a stand alone item

# Feedback from the field

"The new 3 year old cutoff in the instrument works so much better."

"Providers will really see a difference in the indicators that typically caused problems in ECERS-R."

"Language and literacy items are great addition to an already great instrument!"

"The notes for clarifications are more detailed and very helpful."

"Great to see the shift of emphasis from materials to practice."

"Love that interactions are not just a subscale but are now embedded throughout the instrument."

"Impediments to a more distributed scoring in Supervision of Gross Motor, Safety, Health Practices & Personal Care have been addressed."

"No longer relying on information gathered from the staff interview strengthens the scale."