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

**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

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## 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
### 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

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<td>26 - Promoting acceptance of diversity</td>
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<td>27 - Appropriate use of technology</td>
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</tbody>
</table>

### 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

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<th>ECERS-R</th>
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<td>32 - Staff-child interactions</td>
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<td>33 - Interactions among children</td>
<td>32 - Discipline</td>
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</table>

**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 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*
### 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

“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 new 3 year old cutoff in the instrument works so much better.”

“The notes for clarifications are more detailed and very helpful.”

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

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

“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.”

“Great to see the shift of emphasis from materials to practice.”