

Making the Switch to FCCERS-3

Key Differences Between FCCERS-R and FCCERS-3

FCCERS-R	FCCERS-3
Focus on materials within the classroom	Focus on teaching and interactions
Observation and interview	Observation only
Includes Parents and Staff Subscale	Eliminates Parents and Staff Subscale
Play area	Interest Center
	Enhanced language items

Accessible

Infants – birth through 11 months

Toddlers – 12 through 23 months

Two-year-olds – 24 through 35 months

Preschool – 3 years through 5 years

School-age – 6 through 12 years

New Language Items

Talking with children

Encouraging vocabulary development

Responding to children’s communication

Encouraging children to communicate

Staff use of books with children

Encouraging children’s use of books

Interest Center

A clearly defined play area for a specific type of play for children 2 years and older

Materials organized by type and accessible to the children

Furniture that supports the specific type of play accessible

Interest Centers Required for children 2 years and older-Blocks and Dramatic Play

Engaged

Children are interested and paying attention

Children show interest by gazing intently or actively participating

Watch for engagement through children’s facial expression, movements, or vocalizations

FCCERS-3 Materials

The notes for clarification in each item identify categories of materials, examples of materials from each category, and number of materials required

You Have the Materials Now What

Interact with children while they are using materials

Visit all play areas and interest centers during free play, engaging in conversations with children about their play

Find opportunities to talk with children and extending their knowledge and understanding while using the materials

Focus on Interactions

Positive provider-child interactions during play and routines

Children are within sight and easy reach of the provider

Children are given a message of warmth

Peer interactions are encouraged and supported

Provider is respectful to children and use positive guidance

Expectations are appropriate for child’s age and ability

