

Getting Started

- Review Administration of Scale starting on page 7
 - 3-hour observation
 - No staff interview
- Review new terms used throughout the scale starting on page 10
 - Accessible
 - Engaged
 - Individualized teaching
 - Play area vs Interest center
- Print off [Additional Notes for Clarification for the ECERS-3](#)
- Focus on one subscale at a time
 - Read through each indicator for items in the subscale you are working on
 - Review both the notes for clarification and the additional notes for clarification
 - Review and answer the following questions for the subscale you are working on
- Complete a rating on the individual subscale
 - Identify strengths
 - Create a plan of action – identifying areas for improvement
 - Implement plan of action
- Follow the same process for the next subscale

Questions to Consider for Increasing Quality

Space and Furnishings

- Are staff able to control the lighting and ventilation?
- Do children have access to a substantial amount of softness?
- What are the 5 interest centers in the classroom?
- Are children able to find a space for privacy, is this space protected?
- How often do staff talk with children about the displayed items?
- During a 3-hour time sample, how much time do children have access to a gross motor space?
- What types of gross motor equipment do children have access to?

Personal Care Routines

- List meal and snack times, is there 3-hours or less between meals?
- What are the proper handwashing procedures and when should hands be washed?
- How do staff encourage children to manage health practices independently?
- Define major and minor hazard. Make a list of major and minor hazards. What can staff do to decrease major and minor hazards in your program?

Helping Programs Prepare for ECERS-3

Language and Literacy

- How do staff explain unfamiliar words to children? How often do they engage in this practice?
- How do staff help children communicate with each other? How often do they engage in this practice?
- How often do staff read with children?
- Do staff encourage children to use books independently?
- How often do staff write down what a child says?

Learning activities

- During a 3-hour time period, how much time do children have access to learning materials?
- What materials are accessible during a 3-hour time period?
- Do staff visit all play areas and interest centers while children are engaged in free play?
- How often do staff engage in conversations with children who are engaged in free play?
- What are some examples of individualized teaching that can occur in each of the learning activities areas?

Interaction

- What is vigorous gross motor play? How often are children engaged in vigorous gross motor play?
- Are staff actively involved with children during gross motor play?

- Do staff circulate through the classroom and engage with small groups or individual children during free play?
- A visitor would describe staff-child interactions in the classroom as; positive, neutral, or negative?
- Do staff facilitate positive peer interactions? How do staff handle negative interactions?
- Make a list of expectations, are these expectations appropriate for the age of children enrolled?

Program Structure

- Look at the posted schedule, how many transitions do children experience daily? Can some of these transitions be combined or eliminated?
- What do children do while they are waiting for the next activity?
- During a 3-hour time sample, how long are children engaged in free play?
- Look at the posted schedule, how many whole-group activities are there each day? How long do these whole-group activities last?

Resources

- [Environment Rating Scales Institute](#)
- [Formal Rating and Environment Rating Scales](#)
- [Caring for Our Children](#)
- [Formal Rating in YoungStar](#)
- [Public Playground Safety Handbook](#)