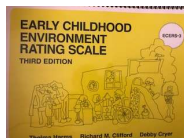


ECERS-3:

A New Updated Early Childhood Environment Rating Scale for the 21st Century

Cathy Riley
ERSI, Inc.



Introducing ECERS-3

ECERS-3 is the first major revision of the ECERS since 2005

Building on the widespread usage and feedback from the field, as well as extensive research and program improvement efforts, we have developed a next generation assessment tool: ECERS-3.

Why are you using the ECERS?

Children in classes with higher ECERS scores have repeatedly been found to do better on outcomes that are considered very important

- Language ability
- Pre-academic skills (math and reading readiness)
- Attitudes towards child care and perceptions of their own competence
- Relationships with teachers
- Social skills
- Executive Functioning

These differences are lasting

What stays the same?

- ECERS-3 looks very much like ECERS-R with indicators grouped into items and subscales, and levels of quality indicators in the 1,3,5, and 7 levels
- It is scored in exactly the same manner
- ECERS 3 continues the primary intent to measure global quality of learning environments for preschool / kindergarten aged children
- It covers the broad range of developmental needs of children including language and cognitive, social-emotional and physical development as well as concern for children's health and safety

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
14. Staff use of books with children*						
1.1 Staff do not use books with children during the observation.*		3.1 Staff read a book with children at least once during the observation.*		5.1 Staff read books to children during the observation, either to the whole group, to a small group, or individually.*		7.1 Appropriate books that relate to current classroom activities or themes are read to or used with children.*
1.2 Book times are unpleasant or not engaging for many of the children (Ex: children forced to listen; punitive atmosphere; children can't see books; children's reactions are treated as interruptions).*		3.2 Book time is arranged to encourage children's engagement (Ex: children can easily see the book; crowding does not cause problems; books used that interest children; appropriate length).*		5.2 Accommodations are made for children who require additional support during book time (Ex: children use flashers in classroom language, with developmental delays, or who do not do well in large groups; have special provision, such as smaller group).*		7.2 Staff and children discuss the content of a book in a way that engages children.*
1.3 Staff reading or use of books with children is dull, disinterested, and/or unenthusiastic.*		3.3 The majority of children appear to be engaged for most of the time when books are used (Ex: children may lose interest for short period, but then become interested again; one child is not interested but others are).*		5.3 All children participating in the activity are actively engaged during each book time (Ex: staff is supportive and reads with interest; children appear to enjoy book time and pay attention).*		7.3 Staff use books informally with children, with more than one example observed.*
1.4 Inappropriate book observed being used with the children (Ex: reading a book that has frightening content, gives a negative social message, or shows prejudice, that is too long or too difficult to understand).*		3.4 Staff show some interest and enjoyment in books.		5.4 Staff show much interest and enjoyment in books (Ex: read with animation; responds to children who are looking at books).*		7.4 Staff use books with children to help answer questions and to provide information on things that children are curious about.*

Big Changes to ECERS-3

- Assesses programs for **three through six year olds**
- **Big emphasis on interactions and the teacher's role**
- **Emphasis on materials** but more on how they are used in teaching activities
- **3 hours of observation of ongoing classroom activity** (Eliminates need for teacher interview)

Emphasis on Teacher's Role

- Space for privacy
- Fine Motor
- Art
- Blocks
- Dramatic Play
- Nature/Science
- Math



What would you do?

- When a child has chosen to play alone or with a friend (cozy area, easel) what do you do?
1. Do nothing because the child is doing fine
 2. Interact negatively
 3. Interact socially, discuss ideas, read the book

Child(ren) play with the puzzles

1. Do not interact because you are busy with cleaning the table for lunch, helping children in the restroom and showing them how to wash hands
2. Help solve problems with sharing
3. Help them find all the pieces to the puzzle.
4. Help them to see how to match colors, shapes, corners to fit the pieces together. Add concepts, language.

Child(ren) start using the markers and drawing their own creative pictures during choice time

1. Remind children to clean up
2. Do not interact because you are busy with other children
3. Make a few comments to show appreciation of the child's work. For example, "I like your picture. Good job."
4. Have several conversations with interested children about their work. For example, "Tell me about your picture."
5. Write captions dictated by children about their artwork or help them write themselves.

Child(ren) use the unit blocks during choice time

1. Children almost never use blocks during choice time
2. Make positive comments to encourage children to go over and play with blocks.
3. Ask them questions about using the accessories as they pretend with the cars.
4. Have several conversations with interested children about their work. For example, "What are you building? It looks like a garage where you can park your cars."
5. Write children's comments about what they have built.
6. Point out math concepts. For example, "Look at these two squares, they make a rectangle."

Emphasis on Teacher's Role

- Space for privacy
- Fine Motor
- Art
- Blocks
- Dramatic Play
- Nature/Science
- Math



Child(ren) are playing in the House Keeping area

1. Don't interact because you the children do not play with these materials.
2. Encourage them to play with the materials and join them
3. Have several conversations with interested children about their play. For example, "Name foods and then ask the child what they had for dinner at home. Who is the chef and what are you serving today?"
4. Talk about print and numbers in dramatic play in a way that is meaningful to children. (Example, "What is your phone number? Discuss the numbers in menus. Help make signs and price tags for the market.)

Nature-Science

- Tell children how scared you are of bugs and all the things they can do to hurt you.
- Point to and explain the weather chart during whole group gathering
- Model concern for the environment
- Initiate activities for comparing, sorting, measuring nature/science materials.

Key Differences between ECERS-R and ECERS-3

- **Big emphasis on interactions and the teacher's role**
- **Increased emphasis on engaging language, literacy, and math experiences**

Five New Language & Literacy Items

Helping children to expand vocabulary

Helping children learn new words through a variety interactions & experiences

Encouraging children to use language

Fostering communication skills through interactions with staff & one another

Staff use of books with children

Stimulating the desire to read by engaging children in the use of books for enjoyment and information

Encouraging children's use of books

Providing and encouraging the use of a wide range of interesting books for children to use on their own

Becoming familiar with print

Making the connection between the spoken and printed word in meaningful ways throughout the day

Item 14: Staff Use of Books

- Read Sample Situation (handout)
- Read Indicators and mark them **Yes** or **No**
- Questions on New Requirements

Three New Math Items

- **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
- **Math in daily events**
Making children aware of how math is useful in daily life and activities
- **Understanding written numbers**
Introducing printed numbers to children in a meaningful way

Item 23: Math Materials and Activities

- Item (handout)
- Notes for Clarification (handout)
- Video of Classroom
- Mark indicator *Yes* or *No*

How the Environment Rating Scales are used

- QRIS systems in 38 states for Quality Rating and Technical Assistance
- Community/technical colleges/universities
- Evaluation of Federal, State and Locally funded programs
- Setting Up Classrooms
- Research
- ECERS has been used in a very wide range of programs; of different type, using a variety of curricula
- ECERS-R has been shown to be sensitive to the needs of low income and minority children in the US (Burchinal & Cryer, 2003)
- It has been used successfully in countries as diverse as China, Japan, Germany, Brazil, Chile, Australia, Sweden, Saudi Arabia and Israel

Any questions?

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Environment Rating Scales Institute

[SACERS Updated Now Available!](#)
[ECERS-3 Now Available!](#)

Quick Links
Updated Notes for Clarification:
ECERS-3> (use at this time)
ECERS-R> (updated 1/2014)
ITERS-R> (updated 9/2013)
FCCERS-R> (updated 9/2013)
SACERS> (updated 9/2013)
ECERS-R, ITERS-R, and FCCERS-R Notes now available in Spanish!

Children thrive when their health and safety needs are met and healthful habits are established for a lifetime.

ECERS-3
Early Childhood

ECERS-R
Early Childhood

ITERS-R
Infant/Toddler

FCCERS-R
Family Child Care

SACERS
School-Age Care