



CUR116: Understanding the Early Childhood Environment Rating Scale®, Third Edition (ECERS-3™) Handout

Welcome to CUR116

This course introduces the most recent revision of the *Early Childhood Environment Rating Scale (ECERS-3™)*. It is intended primarily for early childhood professionals whose programs may be subject to quality ratings by program monitors, regulatory agencies, or other formal observers.

If you are an early childhood professional, this course will help you understand the basics of what ECERS observers look for during the observation period and how you can use the ECERS as a guide to improve the quality and effectiveness of your program.

Objectives:

By taking notes on the handout, successfully answering assessment questions, and completing reflection exercises, participants will meet the following objectives as a result of taking this course:

- Identify the basic purpose and characteristics of ECERS-3
- Identify characteristics of the Indicators for rating the quality of space, room arrangement, supervision, and equipment for gross motor play in the preschool environment
- Recognize recommended best practices for personal care routines, including meals and snacks, toileting/diapering, and health/safety practices
- Identify strategies and methods for promoting early language and literacy skills
- Identify recommended strategies for designing and maintaining high-quality learning activities and interest centers in the early childhood classroom
- Identify characteristics related to the Indicators for high-quality interactions in the early childhood environment, including criteria for supervision, discipline and guidance, individualized teaching and learning, staff-child interactions, and peer interactions
- Identify elements of a high-quality program structure, including recommendations regarding transition, free play, and group time

References:

1. American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 4th edition*. Retrieved from <https://nrckids.org/files/CFO4%20pdf-%20FINAL.pdf>
2. Click, P., Karkos, K., & Robertson, C. (2013). *Administration of Programs for Young Children, 9th edition*. Cengage Learning.
3. Clifford, R., Yazejian, N., et al. (2021). *A Guide to Analyzing and Interpreting ECERS-3 Data*. Teachers College Press.
4. Environmental Rating Scales Institute. (2021). Early Childhood Environment Rating Scale®, Third Edition (ECERS-3). Retrieved from <https://ersi.info/ecers3.html>
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6. Harms, T., Clifford, R., & Cryer, D. (2014). *Early Childhood Environment Rating Scale (ECERS-3), 3rd edition*. Teachers College Press.
7. Herr, J. (2020). *Working with Young Children, 9th Edition*. Goodheart-Wilcox Company.

8. Morrison, G., Woika, M.J., & Breffni, L. (2019). *Fundamentals of Early Childhood Education, 9th edition*. Pearson Education, Inc., Upper Saddle River, NJ.
9. National Association for the Education of Young Children (NAEYC). (2022). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, 4th edition*. Washington, DC: NAEYC.
10. National Association for the Education of Young Children (NAEYC). (2020). "Developmentally Appropriate Practice Position Statement." Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/dap-statement_0.pdf
11. Seplocha, H., et al. (2018). *Coaching with ECERS: Strategies and Tools to Improve Quality in Pre-K & K Classrooms*. Teachers College Press.

Course Notes:

Please use the space provided on this handout to keep notes on important information on this course.

What is ECERS-3?

The ECERS-3 and related scales are tools for measuring _____

Basic Organization

What is a **subscale**?

How many subscales does ECERS-3 have?

What is an Item?

What is an Indicator?

Indicators are organized into 4 levels with the following titles and quality ratings

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-
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Facts about ECERS-3 scoring

Subscale 1: Space and Furnishings

1. Indoor Space

2. Furniture for Routine Care, Play, and Learning

3. Room Arrangement for Play and Learning

Programs should have at least _____ interest areas to receive a rating of **Good** or better.
Note: This is a significant change from the ECERS-R, which only required a 3 for a good rating.

4. Space for Privacy

5. Child-Related Display

6. Space for Gross Motor Play

7. Gross Motor Equipment

- Stationary equipment:

- Portable equipment

Subscale 2: Personal Care Routines

8. Meals/Snacks

9. Toileting/Diapering

10. Health Practices

11. Safety Practices

Subscale 3: 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

Subscale 4: Learning Activities

17. Fine Motor

18. Art

19. Music/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

Subscale 5: Interaction

28. Supervision of Gross Motor Activities

29. Individualized Teaching and Learning

30. Staff-Child Interactions

31. Peer Interaction

32. Discipline

Subscale 6: Program Structure

33. Transitions and Waiting Times

34. Free Play

35. Group Time