



Module I

The Early Childhood Environmental Rating Scale, Third Edition (ECERS-3) and the Three-hour "*Time Sample*"



Division of Early Childhood Performance Team

Objectives

Participants will learn about:

- DECE protocol before, during, and after the assessment;
- The ECERS-3 Tool:
 - Organization;
 - EFQ Alignment;
 - Subscales Summary;
 - Scoring Overview;
- ECERS-R and ECERS-3 Key Differences;
- The 3-hour observation as a "*time sample*" of regular practice during:
 - Purposeful Play/Center Time;
 - Gross Motor Play;
 - Meal Time;
 - Transitions.



COVID-19 Considerations

The information offered in this module is based on best practices as measured by the ECERS-3 tool. While highly aligned with best practices for health and safety during the COVID-19 pandemic, it may not reflect all aspects of the most current policies and requirements.

For specific information on ECERS aligned early childhood practices and the latest COVID-19 guidance, please refer to the resources included in this course.

DECE ECERS-3 Protocol

- Before the Assessment Day
- On the Assessment Day

Before the Assessment Day

- DECE informs site of assessment;
- The assigned Evaluator and the Program Leader agree on a date ("typical day");
- The Program Leader emails the classroom weekly schedule and recommends a **3-hour "time sample"** for each day that includes:
 - 1 hour of Purposeful Play/CenterTime;
 - 30 minutes of gross motor play;
 - A meal;
 - A transition;
- The Evaluator emails confirmation letter with specific assessment date, arrival time, and projected observation start time.

On the Assessment Day

Evaluators typically:

- Arrive 30 minutes before assessment start time;
- Introduce themselves;
- Conduct classroom random selection;
- Receive a hard copy of selected class schedule;
- Collect classroom data;
- Explain assessment procedure;
- Look at environment and materials;
- Conduct 3-hour observation;
- Debrief with Program Leader* (e.g., highlights, major safety hazards, daily program structure, resources) and conclude assessment;
- Email Follow-Up Survey.

*At Program Leaders' discretion, the debrief session can take place remotely, via Zoom or Microsoft Teams, 1-2 days after the assessment.

ECERS-3 Course Outline

Modules and Subscales

1. *Tool Overview and the Three-hour "Time Sample"*

Subscales 1 and 6

2. *The Classroom Environment*

Subscales 1 and 2

3. *Health and Safety and Promoting Learning During Structured Times*

Subscales 2 and 6

4. *Purposeful Play*

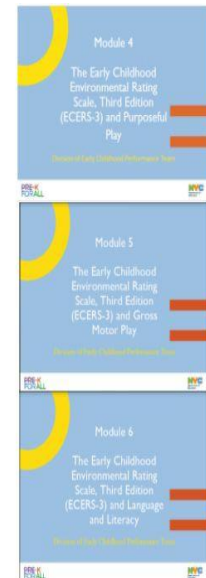
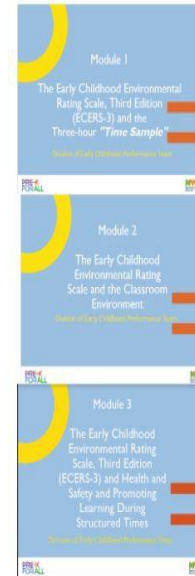
Subscales 1, 3, 4, 5, and 6

5. *Gross Motor Play*

Subscales 1, 2, and 5

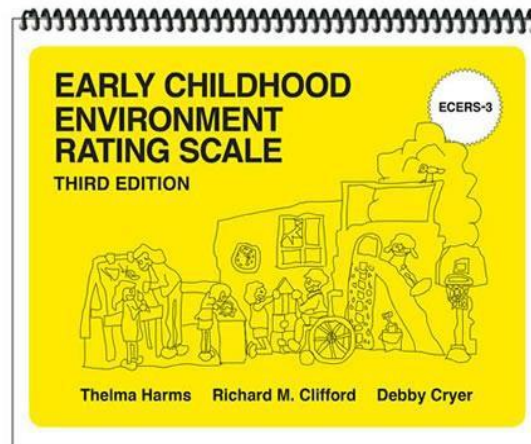
6. *Language and Literacy*

Subscales 3, 4 and 5



The Early Childhood Environmental Rating Scale, Third Edition (ECERS-3)

- Organization
- EFQ Alignment
- Subscales Summary
- Scoring Method



The Early Childhood Environmental Rating Scale, Third Edition (ECERS-3)

- Is an observational tool used to assess the early childhood learning environment;
- Builds upon the importance of ensuring there are a variety of appropriate materials with an enhanced focus on interactions;
- Provides a highly comprehensive measure of quality geared toward enhanced child outcomes;
- Incorporates lessons learned from the use of the ECERS-R (1998) in the field and in numerous research studies in the United States and internationally.



ECERS-3 Organization: 6 Subscales/35 Items

Space and Furnishings

1. Indoor space
2. Furnishings for care, play and learning
3. Room arrangement for play
4. Space for privacy
5. Child-related display
6. Space for gross-motor play
7. Gross motor equipment

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. Prompting acceptance of diversity
27. Appropriate use of technology

Personal Care Routines

8. Meals/snacks
9. Toileting/diapering
10. Health practices
11. Safety Practices

Interaction

28. Supervision of gross motor activities
29. Individualized teaching and learning
30. Staff-child interaction
31. Peer interaction
32. Discipline

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

Program Structure

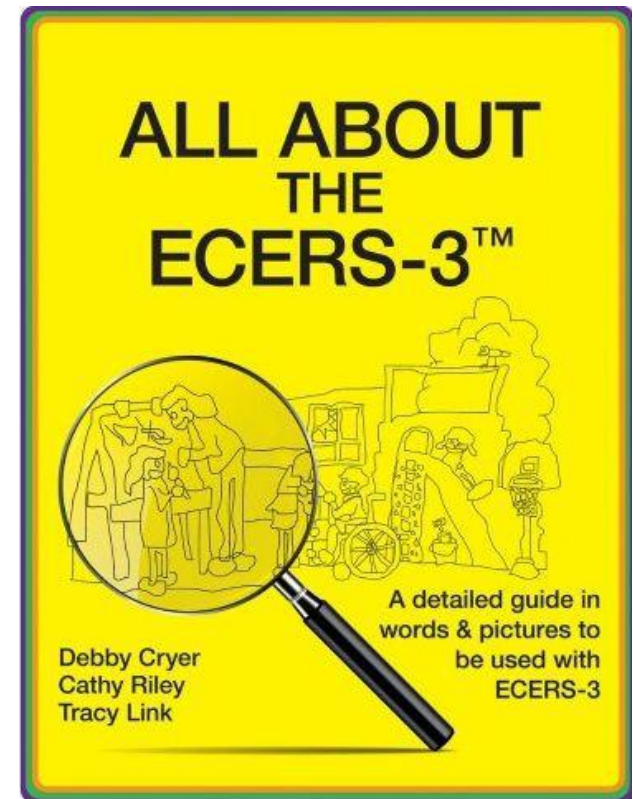
33. Transitions and waiting times
34. Free play
35. Whole-group activities for play and learning

ECERS-3/Early Childhood Framework (EFQ) Alignment

Space & Furnishings 7 Items Examines indoor and outdoor space, furnishings, room arrangement, and other factors related to the physical space. EFQ Alignment: Element 2: Create safe and positive environments <u>Element 3: Advance play-based learning and responsive instruction</u>	Personal Care Routines 4 Items Examines the content and practices around meals and snacks, hand cleaning among students and staff, and other health and safety practices. EFQ Alignment: <u>Element 2: Create safe and positive environments</u>	Language and Literacy 5 Items Examines the amount and quality of language used, number and content of books, accessibility to these materials, and the extent to which teachers encourage communication and use language to support development. EFQ Alignment: Element 1: Respect and value differences <u>Element 2: Create safe and positive environments;</u> <u>Element 3: Advance play-based learning and responsive instruction</u>
Learning Activities 11 Items Measures the range of materials that are available in the classroom, how staff interact with children as they use them, promote understanding number concepts, the amount of time that children can freely access these learning materials, and the use of computers/TV. EFQ Alignment: <u>Element 1 : Respect and value differences</u> <u>Element 3: Advance play-based learning and responsive instruction</u>	Interaction 5 Items Examines the extent to which teachers are effectively supervising children, using appropriate disciplinary strategies, providing opportunities for children to talk, and maintaining a positive climate. EFQ Alignment: <u>Element 1: Respect and value differences;</u> <u>Element 2: Create safe and positive environments;</u> <u>Element 3: Advanced play-based learning and responsive caregiving</u>	Program Structure 3 Items Examines the daily schedule, the amount of time children are in large groups, transitions, and staff support for individualized learning. EFQ Alignment: <u>Element 1</u> <u>Element 2: Create safe and positive environments;</u> <u>Element 3: Advance play-based learning and responsive instruction</u>

ECERS-3 Subscales:

1. Space and Furnishings
2. Personal Care Routines
3. Language and Literacy
4. Learning Activities
5. Interaction
6. Program Structure



Subscale 1: Space and Furnishings

Safe, engaging, and age-appropriate environments facilitate children's purposeful play, learning, and development to help meet their individual and diverse needs.

Spaces and furniture that are clean, well-kept, and appropriately sized communicate to children that they are valued community members.

EFQ Alignment:

Element 2: Create safe and positive environments

Element 3: Advance play-based learning and responsive instruction

Items:

1. *Indoor space*
2. *Furniture for routine care, play and learning*
3. *Room arrangement for play*
4. *Space for privacy*
5. *Child-related display*
6. *Space for gross motor play*
7. *Gross motor equipment*



Training Modules 2, 4, and 5 offer specific information on these Items.

Subscale 2: Personal Care Routines

Personal care habits that keep children safe and healthy are learned and reinforced in pre-K. Encouraging safe and healthy practices and responding appropriately to safety hazards, ensures that children are better prepared to be in school ready to learn. Daily events, such as mealtimes or toileting, help children develop these skills and provide meaningful learning experiences.

This holistic approach to education, including the provision of healthy foods, is fundamentally important to the learning and development of children.

EFQ Alignment:

Element 2: Create safe and positive environments

Items:

- 8. Meals/snacks.
- 9. Toileting/diapering
- 10. Health practices
- 11. Safety practices



Training Modules 2, 3, and 5 offer specific information on these Items.

Subscale 3: Language and Literacy

Children's language and literacy skills are supported through meaningful interactions with staff and peers and developmentally appropriate resources.

Engaging with children at play, modelling or scaffolding language, using questioning techniques, and helping them connect spoken and written language supports each child's language and literacy development.

EFQ Alignment:

Element 1: Respect and value differences

Element 2: Create safe and positive environments

Element 3: Advance play-based learning and responsive instruction

Items:

- 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*



Training Modules 4 and 6 offer specific information on these Items.

Subscale 4: Learning Activities

Having free access to a variety of learning activities and resources during play, children:

- Develop important skills that deepen their understanding of the world;
- Are encouraged to actively and confidently make choices and explore;
- Feel empowered and make connections, particularly when materials accessible to them represent the diversity of children in the classroom and in New York City.

EFQ Alignment:

Element 1: Respect and value differences

Element 2: Create safe and positive environments

Items:

17. *Fine motor*

19. *Music/movement*

21. *Dramatic play*

23. *Math materials and activities*

25. *Understanding written numbers*

27. *Appropriate use of technology*

18. *Art*

20. *Blocks*

22. *Nature/science*

24. *Math in daily events*

26. *Promoting acceptance of diversity*



Training Modules 4 and 6 offer specific information on these Items.

Subscale 5: Interaction

Children feel emotionally and physically safe in their environment and comfortable to experiment and play when staff:

- Support their individual and diverse needs;
- Engage them in positive interactions;
- Provide active supervision and age appropriate guidance;
- Model and promote respectful and compassionate interactions throughout the day;
- Offer comfort and support positive interactions between children.

EFQ Alignment:

Element 1: Respect and value differences

Element 2: Create safe and positive environments

Element 3: Advanced play-based learning and responsive caregiving

Items:

- 28. Supervision of gross motor activities*
- 29. Individualized teaching and learning*
- 30. Staff-child interaction*
- 31. Peer interaction*
- 32. Discipline*



Subscale 6: Program Structure

Children are active learners who thrive when staff plan and respond to their learning and development throughout the day. This includes:

- A daily schedule that is predictable yet flexible based on the ages and abilities of the children;
- Teacher and child-initiated activities;
- Sufficient amount of time for play with access to learning centers and materials;
- A balance of center time, small group, and large group learning opportunities to develop and grow at their own rate;
- Smooth transitions where staff are prepared for the next activity and children are meaningfully engaged while they wait.

EFQ Alignment:

Element 1: Respect and value differences

Element 2: Create safe and positive environments

Element 3: Advance play-based learning and responsive instruction

Items:

33. Transitions and waiting times

34. Free Play

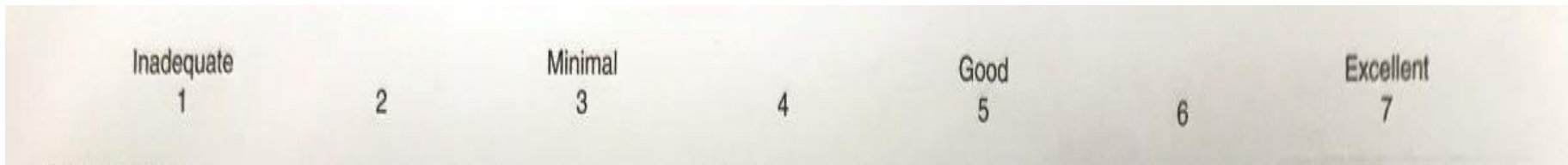
35. Whole-group activities for play and learning

Program Length	6 hr. 20 min	8 hr.	10 hr.
Indoor Free Play 1/3 of the day	2 hrs. 7 mins.	2 hrs. 40 min	3 hrs. 20 min
Outdoor Gross Motor Play	1 hr.	1 hr.	1 hr.
Time Required for Indoor Free Play During 3-Hour Time Sample	1 hr.	1 hr.	1 hr.
Time Required for Gross Motor Play During 3-Hour Time Sample	30 mins.	30 mins.	30 mins

Training Modules 1, 4 and 3 offer specific information on these Items.

Scoring Method

Each item is individually scored on a scale between 1 and 7, with higher scores indicating higher quality.



The scale is designed so that a higher score cannot be given if the more basic indicators are not met.

ECERS-R and ECERS-3 Differences

ECERS-R	ECERS-3
Used in classrooms where most children are ages 2.5 to 5 years old.	Used in classrooms where most children are 3 to 5 years old.
Staff interview required.	No staff interview required.
The Activities Subscale emphasizes a variety of materials accessible to children.	The Learning Activities Subscale emphasizes a variety of materials AND how staff support children as they use them.
Language and Reasoning Subscale emphasizes staff support of logical concepts.	The Learning Activities Subscale emphasizes staff support for logical concepts with the introduction of 3 new math items.
"Accessibility" is determined based on observed and reported schedule.	<i>"Accessibility" is determined based on the three-hour observation as a "time-sample" of regular practices.</i>
Gross motor space considers areas designated for use of large muscles.	Gross motor items consider areas and types of activities children engage in for the development of their gross motor skills.
Needs of children with Individualized Education Plans captured in Program Structure Subscale.	Meeting the needs of all children at varying developmental levels is captured in all 6 subscales.
Specific Greeting/Departure Item	Interactions at arrival and departure embedded in Language and Literacy and Interactions Subscales
Specific Nap Item	Sanitary nap procedures included in Health Practices Item

ECERS-R and ECERS-3 Key Differences

Differences on what is observed	• More emphasis on interactions and the teacher's role in facilitating play, including "vigorous" gross motor play; • Decreased emphasis on counting materials, more on how materials are used in learning activities supported by staff; • Increased emphasis on engaging language, literacy, and math experiences with many new items and indicators.
Procedure Differences	• Assesses programs where most children (at least 50%) are 3-5 year olds (ECERS-R was 2 ½ to 5 year olds); • Eliminates teacher interview, scoring relies on observation of ongoing classroom activity; • Items are scored based on what is observed during a 3- hour time sample; • Utilizes current research to determine where the indicators lie on the spectrum of quality (improved scaling).

ECERS-3 Focuses on:

- **Individualized Teaching and Learning**

When teacher interactions match children's abilities and children are engaged!



- **Learning Activities**

Three new math items:

- Math materials and activities

Access to materials and staff using them to teach in a way that engages children.

- Math in Daily events

Math talk/concepts integrated in daily activities.

- Understanding written numbers

Staff using numbers with children in a meaningful way.



ECERS-R and ECERS-3 Key Differences

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ECERS-R and ECERS-3 Main Procedure Difference

ECERS-R is scored based on:

- A 3-hour observation;
- A teacher interview;
- A weekly schedule of activities.

ECERS-3 is scored based on a 3-hour observation used as "*time sample*" to represent regular practice during play and routine care.



The 3-Hour “*Time Sample*” and Schedule of Activities

ECERS-3 is scored based on what occurs during the 3-hour observation (does not consider what has happened, usually happens, or will happen).

The 3-hour block of time should:

- Take place when regular staff and most children are in attendance
- Include:
 - ***1 hour of Purposeful Play/CenterTime;***
 - ***30 minutes of gross motor play;***
 - ***A meal;***
 - ***A transition.***

Which 3-hour block of time would be recommended for the ECERS-3 observation and why?

The 3-hour "***Time Sample***" representing **Regular Practice**

- Purposeful Play/Center Time
- Gross Motor Play
- Meal Time
- Transitions and Waiting Times



"Regular Practice" during the pandemic may vary based on Covid-19 requirements and program setting. Please refer to the resources included in this course for further information on the latest Covid-19 guidance.



The 3-hour "*Time Sample*" representing **Regular Practice**

Purposeful Play/CenterTime:

- Time/Schedule
- Language/Literacy and Individualized Teaching/Learning
- Learning Activities
- Room Arrangement



The 3-hour "*Time Sample*" and Purposeful Play/Center Time

Time/Schedule

During any 3-hour period, children have "*access*" to at least ***1 hour of free play activities/Center Time.***

Daily Schedule

8:30 – 8:45 Arrival/Greetings/Independent Activity
8:45 – 9:15 Toileting/Washing hands/ Breakfast/Clean up
9:15 – 9:30 Class Meeting/ Morning Meeting
9:30 – 10:40 Learning Centers
10:30- 10:40 Clean up
10:40 -11:00 Transition/Preparation for gross motor activity
11:00–11:45 Gross Motor
11:45-12:15 Washing Hands/Family Style Lunch/Clean up
12:15-12:30 Whole Group Recall/Review Time/Read Aloud
12:30 -1:00 Rest /Quiet Time/Select Centers
1:00 – 2:00 Learning Centers
2:00 – 2:15 Group Meeting/Washing Hands/Snack/Transition
2:15 – 2:45 Gross Motor
2:45 – 2:50 Transition/Wash hands
2:50 – 3:00 End of the Day/Get ready to go home

Program Length	6 hr. 20 min	8 hr.	10 hr.
Indoor Free Play 1/3 of the day	2 hrs. 7 mins.	2 hrs. 40 min	3 hrs. 20 min
Outdoor Gross Motor Play	1 hr.	1 hr.	1 hr.
Time Required for Indoor Free Play During 3-Hour Time Sample	1 hr.	1 hr.	1 hr.
Time Required for Gross Motor Play During 3-Hour Time Sample	30 mins.	30 mins.	30 mins

"Accessibility" means that children can use spaces, materials, furnishings, and equipment with no physical and/or verbal barriers to their access.

Time is counted as materials being accessible when all children have reasonable access and are not compelled to be doing something else.



"Accessibility"

Spaces, materials, furnishings, and equipment are considered "**accessible**" during the 3-hour observation when children:



- Can easily reach and use them (e.g., not on high or crowded shelves, in containers with difficult-to-open lids);
- Are not required to do something else, such as participate in a mandatory small group activity or a **meal**.



Note: If a **meal/snack** is offered as an option during free play, 10 minutes are deducted from access to materials to allow children enough time to eat.

DECE and ECERS-3 Time Requirements

Program Length		6 hr. 20 min	8 hr.	10 hr.
DECE	Indoor Free Play 1/3 of the day	2 hrs. 7 mins.	2 hrs. 40 min	3 hrs. 20 min
	Outdoor Gross Motor Play	1 hr.	1 hr.	1 hr.
ECERS-3	Time Required for Indoor Free Play During 3-Hour Time Sample	1 hr.	1 hr.	1 hr.
	Time Required for Gross Motor Play During 3-Hour Time Sample	30 mins.	30 mins.	30 mins

These time requirements can be broken up throughout the day. However, during any given three-hour period (both in the morning and afternoon), children should have at least one hour of Center Time and at least 30 minutes of outdoor gross motor play.

Selecting the "*Time Sample*"

Daily Schedule

9:30 AM-12:30 PM
includes

- 1 hr of Centers
- 30 minutes of GM
- Meal
- Transition

8:30 – 8:45	Arrival/Greetings/Independent Activity
8:45 – 9:15	Tolleting/Washing hands/ Breakfast/Clean up
9:15 – 9:30	Class Meeting/ Morning Meeting
9:30 – 10:40	Learning Centers
10:30- 10:40	Clean up
10:40 -11:00	Transition/Preparation for gross motor activity
11:00–11:45	Gross Motor
11:45-12:15	Washing Hands/Family Style Lunch/Clean up
12:15-12:30	Whole Group Recall/Review Time/Read Aloud
12:30 -1:00	Rest /Quiet Time/Select Centers
1:00 – 2:00	Learning Centers
2:00 – 2:15	Group Meeting/Washing Hands/Snack/Transition
2:15 – 2:45	Gross Motor
2:45 – 2:50	Transition/Wash hands
2:50 – 3:00	End of the Day/Get ready to go home

In addition to meeting the requirements for the 3-hr time sample, this daily schedule also has Centers for 1/3rd of the day and 1 hour of gross motor play

ECERS-3 Schedule Recommendations in Report

Schedule Recommendations

According to the ECERS-3 tool, high-quality programs prioritize offering children daily free play activities with a variety of materials, for at least one-third of the day, as well as time outdoors for gross motor play. This means that, during any given three-hour period (both in the morning and afternoon) when children are awake, there is at least one hour of Center Time and at least 30 minutes of outdoor gross motor play.

Based on the time sample observed and the posted classroom schedule, the following components of the Daily Schedule were aligned with high quality programs according to ECERS-3 and DECE:

- There was sufficient time provided for nap.
- The length of time between meals did not exceed 3 hours.
- Weekly schedule variances (specials, etc.) did not reduce the amount of time provided for free play indoors or outdoors

Based on the time sample observed and the posted classroom schedule, the following components of the Daily Schedule were not aligned with high quality programs according to ECERS-3 and DECE:

- Children did not have enough time for purposeful play (indoors and/or outdoors), primarily because of the amount of time spent on transitions. Even if the schedule plans for sufficient time, observers often see that time is reduced due to the length of transitions between activities. Consider reworking the schedule and/or cutting down on transition time to centers or gross motor play to ensure that children have access to and can choose from a variety of learning center materials and/or equipment for one-third of the early
- The daily schedule does not include enough time for children to have purposeful play in the morning and/or afternoon. Purposeful play is an important vehicle for developing a variety of skills outlined in the PKFCC and is woven into many of the Early Childhood Framework for Quality Standards (EFQ's). When children have a sufficient amount of time to play and can access many learning centers and materials, they

Components of
Daily Schedule that
align with high
quality
(areas of strength)

Components of
Daily Schedule that
do not align with
high quality
(areas for growth)

The 3-hour "*Time Sample*" and Purposeful Play/Center Time

Language/Literacy and Individualized Teaching/Learning

Staff engage children in conversations about materials in centers, helping them expand their vocabulary and their critical thinking skills.



Purposeful Play/Center Time: Language and Literacy

Staff:

- Engage children in rich informal conversations offering new information and using specific, more descriptive words;
- Encourage children to communicate and be active participants;
- Ask questions that promote higher order thinking skills/logical reasoning and children are interested in answering.



Purposeful Play/Center Time: Language and Literacy



Staff:

- Use books with children (e.g., read to them in small groups, point out pictures, talk about a book's content);
- Ensure activities are suited to ages and abilities of the group;
- Provide special accommodations to suit diagnosed disabilities or individual needs.



Purposeful Play/Center Time: Individualized Teaching and Learning

When staff interactions match children's abilities and interests, children remain interested and engaged!

Questions to consider:

- *Is teaching content the same for all children (days of the week recited, writing your name, same book for all)?*
- *Are children able to answer staff's questions during free play activities?*
- *Do staff ask questions as general practice that children are interested in answering?*
- *Do staff regularly circulate around the classroom and engage children in meaningful learning that goes beyond academic skills?*



Learning Activities

Five new Language and Literacy items in the ECERS-3

- 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
Helping children understand that print has meaning!



Purposeful Play/Center Time: Time, Materials, and Interactions

Inadequate 1	2	Minimal 3	4	Good 5	6	Excellent 7
20. Blocks						
1.1 No blocks accessible for children's use.*		3.1 Enough blocks and accessories accessible for at least 2 children to build sizeable independent structures at the same time, for at least 25 minutes during the observation.*		5.1 Enough space, unit blocks, and accessories from 3 categories accessible for 3 children to build sizeable independent structures at the same time.*		7.1 Large hollow blocks are accessible for use in a suitably large area where play can be very active.*
1.2 Staff show little or no interest in children's block play (Ex: do not encourage block-building; interact only to stop quarrels or insist that children clean up after block play; do not talk about their play or show appreciation for their constructions).		3.2 Enough clear floor space for 2 children to build sizeable independent structures.*		5.2 Almost all blocks and accessories are stored on open, labeled shelves (Ex: labeled with pictures or outline of blocks).*		7.2 Staff link written language to children's block play (Ex: write children's comments about what they have built; take photos and write captions; write about shapes children used in structures).*
		3.3 Blocks and accessories are organized by type.*		5.3 Special block interest center set aside, with storage and suitable building surface (Ex: flat rug or other steady surface; area out of traffic).*		7.3 Staff point out the math concepts that are demonstrated in unit blocks in a way that interests children (Ex: discuss "more" and "less", relationships in size or shape: "Look, these two squares make a rectangle, just like this one."; number of blocks; measurement).
		3.4 Some positive involvement by staff when children use blocks (Ex: make positive comments about what children are building; show some interest in children's work with blocks; ask children to identify shapes).		5.4 Block interest center accessible for play for at least 1 hour during the observation.*		<i>Observe once</i>
				5.5 Staff have many conversations with interested children about their block play (Ex: ask questions about what children are building or their favorite shapes to use; talk about pictures of structures with the children).		

Materials

Time

Interactions

The 3-hour "*Time Sample*" and Purposeful Play/Center Time

Learning Activities

Children have "*access*" to many and varied toys, games, and equipment.



Purposeful Play/Center Time:

Learning Activities

- Diverse, appropriate materials are accessible;
- At least 1 hour for children to freely access materials at various centers;
- At least **5 "clearly defined interest centers"** organized for children's independent use;
- Individualized social, teaching, and learning interactions as children use materials.



The 3-hour "*Time Sample*" and Purposeful Play/Center Time



Room Arrangement

Clearly defined interest centers promote children's independent play.



Clearly Defined Interest Centers

Offer:

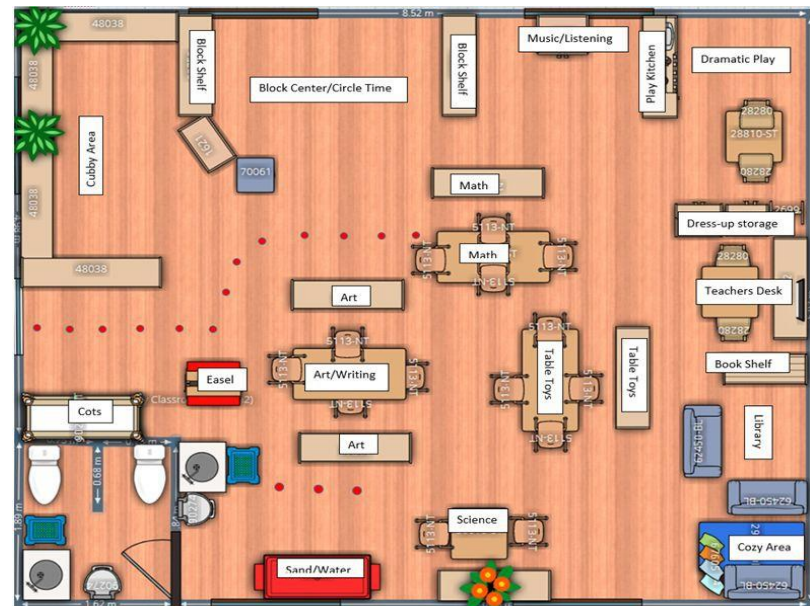
- Materials/equipment for a particular kind of play;
- Materials that are easily accessible and organized by type;
- Furniture for use of materials if needed;
- Appropriate space for the type of play and the number of children allowed there (e.g., the Block and Dramatic Centers are likely to be larger).



Purposeful Play/Center Time: Learning Activities

"Clearly defined interest centers" can include:

- Dramatic Play
- Blocks
- Reading/Library
- Art/Writing
- Cozy Area
- Nature/Science



The 3-hour "*Time Sample*" representing **Regular Practice**

Gross Motor Play

- Adequate and safe space;
- Enough appropriate portable and stationary equipment that stimulates varying skills;
- Adequate and pleasant supervision;
- Opportunities for "vigorous" gross motor play.



The 3-hour "***Time Sample***" and "***Vigorous***" Gross Motor Play

High quality gross motor play includes access to:



- A **safe outdoor gross motor environment**, large enough to allow for vigorous activity (e.g., running, riding wheel toys);
- At least **30 minutes outdoors**, "*weather permitting*;"
- Sufficient **age-appropriate portable and stationary gross motor equipment**;
- Equipment that stimulates a variety of skills at different levels (at least 7), such as climb, slide, pedal, kick, throw, balance, and jump rope.



Daily Outdoor Play, "Weather Permitting"

Children should go outdoors to play *daily*, unless there is:



- A weather advisory;
- Active precipitation;
- Ice on the playground where children mostly play;
- Snow or debris left within two days of a major storm;
- An effective temperature (wind-chill + actual temperature) of 25 degrees or lower during gross motor time.



The 3-hour "*Time Sample*" and **Gross Motor Supervision**

Staff ensure:

- An **adequate space** (large enough for free running and use of wheel toys), both indoors and outdoors, for **at least 30 minutes** a day, weather permitting;
- A **healthy and safe environment** taking action to minimize hazards in the space (e.g., closing gates, redirecting children away from fall zones, placing barriers in front of protrusions).



The 3-hour "*Time Sample*" and Gross Motor Supervision

Staff ensure:

- A **pleasant and positive atmosphere** and help children use equipment of varying difficulty levels;
- Opportunities for "**vigorous**" gross motor play (heart rate increases) for a sustained block of time;
- Different activities do not interfere with one another.



The 3-hour "*Time Sample*" representing **Regular Practice**

MealTime

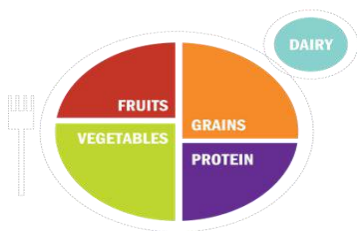
- Schedule
- Nutritious foods
- Sanitary Practices
- Furnishings
- Pleasant social atmosphere



The 3-hour "*Time Sample*" and Meal Time

During meals:

- Children are served nutritious foods based on USDA requirements;
- Food is served every 2.5 to 3 hours and water is always available;
- An allergy list is visibly posted;
- Sanitary conditions are maintained
 - Hand cleaning
 - Table sanitization
 - Food handling
- Tables and chairs are appropriately sized for at least 75% of children: Feet can reach the floor and elbows can rest comfortably on the table.



The 3-hour "*Time Sample*" and Meal Time

During meals, staff:

- Promote children's self-help skills (e.g., set the table, serve, clean up);
- Encourage a pleasant social atmosphere (e.g., **not rushing children, having social conversations while they eat**);
- **Model** good health practices (e.g., eat healthy foods in front of children, sit while eating or drinking).



The 3-hour "*Time Sample*" representing Regular Practice

Transitions and Waiting Times go smoothly when staff:

- Minimize the time children need to wait as they go from one event to the next;
- Offer meaningful activities during these times in order to keep them engaged;
- Ensure children are not crowded while they wait.



The 3-hour "*Time Sample*" and Transitions/Waiting Times



- Transitions should be:
 - smooth
 - gradual and
 - individualized
- Staff should be prepared for the next activity;
- Staff should supervise and follow up carefully to ensure children are productively engaged.



The 3-hour "*Time Sample*" and Transitions/Waiting Times

- Waiting times should not exceed 3 minutes during any transition;
- The schedule should be posted in the room where it can be easily seen (facing into the classroom if posted on the door).



Let's practice selecting the recommended 3-hour "Time Sample"

Which 3-hour block of time would be recommended for the ECERS-3 observation and why?

Arrival, Morning and Choice Time Activities 8:00-9:00 AM
Sing Along, Music and Movement Read Aloud (Intentional) 9:00 – 9:15 AM
Hand Washing, Breakfast and Tooth Brushing (Library) 9:15-10:00 AM
Group Meeting Activities, Song Group Discussion, Story Time 10:00 – 10:20 AM
Choice Time and Small Group 10:20 – 11:20AM
Preparation for Outdoors 11:20 – 12:30 PM
Prepare for Lunch 12:30- 1:00PM
Preparation for Nap, Tooth Brushing 1:00 – 1:30 PM
Nap and Transition 1:30 – 2:15 PM
Snack 2:15 – 2:35 PM
Choice Time 2:35 – 3:30 PM
Read Aloud and Closing Meeting 3:30 – 3:45 PM
Library (Children's Choice) 3:45 – 4:00 PM

Period 1	8:00 – 8:55 55 minutes
	Arrival (15 minutes) Breakfast (20 minutes) Wash hands (5 minutes) Morning Meeting (15 minutes)
Period 2	8:55 – 9:50 55 minutes
	Outside Play (49 minutes) Wash hands (6 minutes)
Period 3	9:50 – 10:44 54 minutes
	Read Aloud (15 minutes) Center Time / Small Group (39 minutes)
Period 4	10:44 – 11:38 54 minutes
	Center Time/ Small Group (37 minutes) Clean up (10 minutes) Wash hands (7 minutes) Lunch (20 minutes) Wash hands (6 minutes)
Period 5	11:38 – 12:32 54 minutes
	Nap (30 minutes) Center Time/Small Group (24 minutes)
Period 6	12:32 – 1:26 54 minutes
	Read Aloud (15 minutes) Center Time/Small Group instruction (39 minutes)
Period 7	1:26 – 2:20 54 minutes
	Center Time/Small Group instruction (28 minutes) Clean up (7 minutes) Wash hands (6 minutes) Snack (10 minutes) Delayed/Dismissal (23 minutes)

8:00 – 8:30 (30 Min)	Arrival	Wash Hands, Attendance, All Centers Open
8:30 – 9:00 (30 Min)	Breakfast / Center Exploration	All Centers Open
9:00 – 9:10 (10 Min)	Tooth brushing	Dental Hygiene
9:10 – 9:30 (20 Min)	Circle Time	Greeting, Question of the Day, Calendar/Weather, Study Intro/Review
9:30 – 9:40 (10 Min)	Music and Movement	Songs, Rhymes, Finger Play, Instruments
9:40 – 11:00 (80 Min)	Small Group / Center Time	All Centers Open
11:00 – 12:00 (60 Min)	Outdoor Time/Gross Motor Activities	Structured and Child-Led Activities (Indoor activities if inclement weather)
12:00 – 12:30 (30 Min)	Lunch	Wash Hands, Family Style Dining
12:30 – 12:45 (15 Min)	Read Aloud	Study Story
12:45 – 1:15 (30 Min)	Center Time	All Centers Open
1:15 – 2:00 (45 Min)	Rest Time	Rest, Nap, Quiet Reading/Activities
2:00 – 2:15 (15 Min)	Independent Reading	Child Chosen Book
2:15 – 2:30 (15 Min)	End of Day Meeting	Review of the Day

Schedule I: Recommended "*Time Sample*"

<u>Period 1</u>	8:00 – 8:55 55 minutes Arrival (15 minutes) Breakfast (20 minutes) <i>Wash hands (5 minutes)</i> Morning Meeting (15 minutes)
<u>Period 2</u>	8:55 – 9:50 55 minutes Outside Play (49 minutes) <i>Wash hands (6 minutes)</i>
<u>Period 3</u>	9:50 – 10:44 54 minutes Read Aloud (15 minutes) Center Time/ Small Group (39 minutes)
<u>Period 4</u>	10:44 – 11:38 54 minutes Center Time/ Small Group (9 minutes) Clean up (10 minutes) <i>Wash hands (7 minutes)</i> Lunch (22 minutes) <i>Wash hands (6 minutes)</i>
<u>Period 5</u>	11:38 – 12:32 54 minutes Nap (30 minutes) Center Time/Small Group (24 minutes)
<u>Period 6</u>	12:32 – 1:26 54 minutes Read Aloud (15 minutes) Center Time/Small Group instruction (39 minutes)
<u>Period 7</u>	1:26 – 2:20 54 minutes Center Time/Small Group instruction (16 minutes) Clean up (7 minutes) <i>Wash hands (6 minutes)</i> Snack (10 minutes) Debrief/Dismissal (15 minutes)

Schedule I: Recommended "*Time Sample*"

8:30-11:30 AM

includes

- 1 hour of Centers
- 30 minutes of GM
- Meal
- Transition

Period 1

8:00 – 8:55 55 minutes

Arrival (15 minutes)
Breakfast (20 minutes)
Wash hands (5 minutes)
Morning Meeting (15 minutes)

Period 2

8:55 – 9:50 55 minutes

Outside Play (49 minutes)
Wash hands (6 minutes)

Period 3

9:50 – 10:44 54 minutes

Read Aloud (15 minutes)
Center Time/ Small Group (39 minutes)

Period 4

10:44 – 11:38 54 minutes

Center Time/ Small Group (9 minutes)
Clean up (10 minutes)
Wash hands (7 minutes)
Lunch (22 minutes)
Wash hands (6 minutes)

Period 5

11:38 – 12:32 54 minutes

Nap (30 minutes)
Center Time/Small Group (24 minutes)

Period 6

12:32 – 1:26 54 minutes

Read Aloud (15 minutes)
Center Time/Small Group instruction (39 minutes)

Period 7

1:26 – 2:20 54 minutes

Center Time/Small Group instruction (16 minutes)
Clean up (7 minutes)
Wash hands (6 minutes)
Snack (10 minutes)
Debrief/Dismissal (15 minutes)

Schedule 2: Recommended "*Time Sample*"

Arrival, Morning and Choice Time Activities 8:00-9:00 AM
Sing Along, Music and Movement Read Aloud (Intentional) 9:00 – 9:15 AM
Hand Washing, Breakfast and Tooth Brushing (Library) 9:15-10:00 AM
Group Meeting Activities, Song Group Discussion, Story Time 10:00 – 10:20 AM
Choice Time and Small Group 10:20 – 11:20AM
Preparation for Outdoors 11:20 – 12:30 PM
Prepare for Lunch 12:30- 1:00PM
Preparation for Nap, Tooth Brushing 1:00 – 1:30 PM
Nap and Transition 1:30 – 2:15 PM
Snack 2:15 – 2:35 PM
Choice Time 2:35 – 3:30 PM
Read Aloud and Closing Meeting 3:30 – 3:45 PM
Library (Children's Choice) 3:45 – 4:00 PM

Schedule 2: Recommended "*Time Sample*"

9:15 AM-12:15 PM

includes

- 1 hour of Centers
- 30 minutes of GM
- Meal
- Transition

Arrival, Morning and Choice Time Activities

8:00-9:00 AM

Sing Along, Music and Movement Read Aloud (Intentional)

9:00 – 9:15 AM

Hand Washing, Breakfast and Tooth Brushing (Library)

9:15-10:00 AM

Group Meeting Activities, Song Group Discussion, Story Time

10:00 – 10:20 AM

Choice Time and Small Group

10:20 – 11:20AM

Preparation for Outdoors

11:20 – 12:30 PM

Prepare for Lunch

12:30- 1:00PM

Preparation for Nap, Tooth Brushing

1:00 – 1:30 PM

Nap and Transition

1:30 – 2:15 PM

Snack

2:15 – 2:35 PM

Choice Time

2:35 – 3:30 PM

Read Aloud and Closing Meeting

3:30 – 3:45 PM

Library (Children's Choice)

3:45 – 4:00 PM

Schedule 3: Recommended "*Time Sample*"

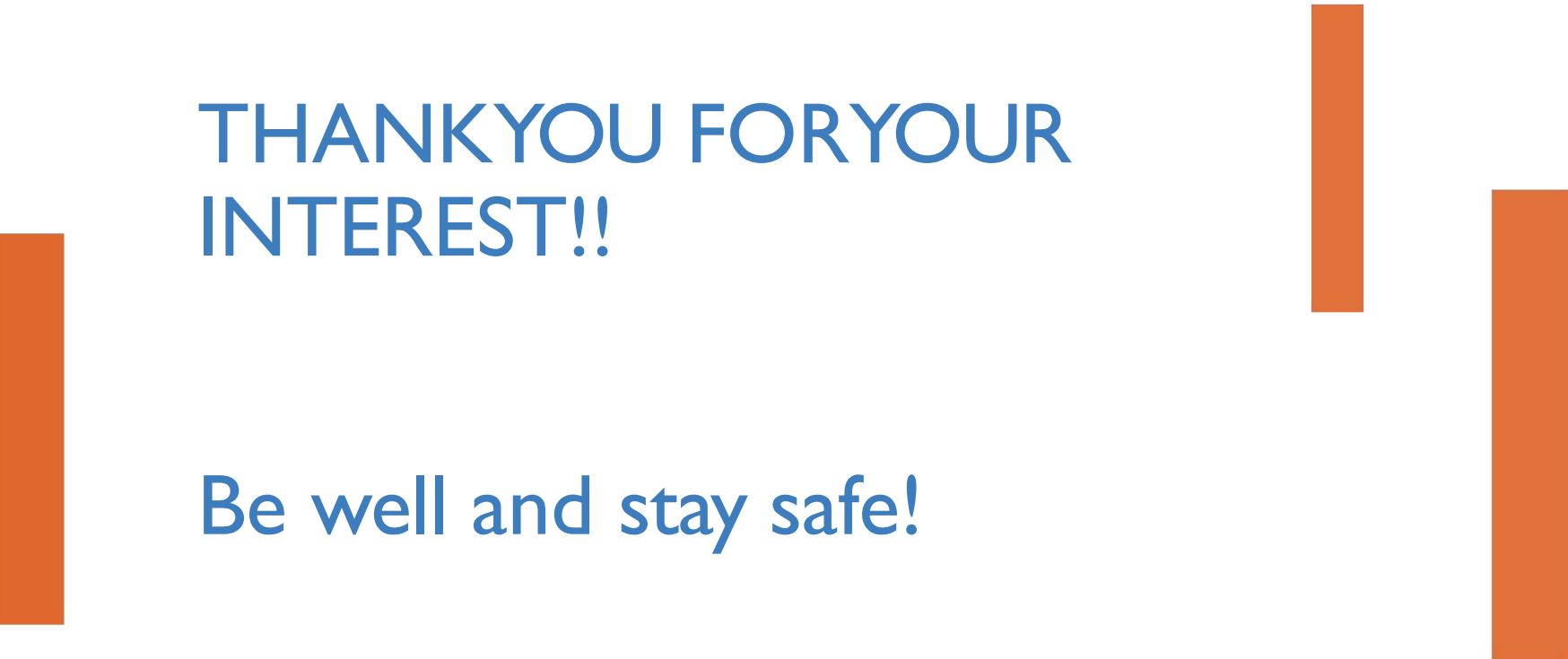
8:00 – 8:30 (30 Min)	Arrival	Wash Hands, Attendance, All Centers Open
8:30 – 9:00 (30 Min)	Breakfast / Center Exploration	All Centers Open
9:00 – 9:10 (10 Min)	Tooth brushing	Dental Hygiene
9:10 – 9:30 (20 Min)	Circle Time	Greeting, Question of the Day, Calendar/Weather, Study Intro/Review
9:30 – 9:40 (10 Min)	Music and Movement	Songs, Rhymes, Finger Play, Instruments
9:40 – 11:00 (80 Min)	Small Group / Center Time	All Centers Open
11:00 – 12:00 (60 Min)	Outdoor Time/Gross Motor Activities	Structured and Child-Led Activities (Indoor activities if inclement weather)
12:00 – 12:30 (30 Min)	Lunch	Wash Hands, Family Style Dining
12:30 – 12:45 (15 Min)	Read Aloud	Study Story
12:45 – 1:15 (30 Min)	Center Time	All Centers Open
1:15 – 2:00 (45 Min)	Rest Time	Rest, Nap, Quiet Reading/Activities
2:00 – 2:15 (15 Min)	Independent Reading	Child Chosen Book
2:15 – 2:30 (15 Min)	End of Day Meeting	Review of the Day

Schedule 3: Recommended "*Time Sample*"

9:30 AM-12:30 PM includes

- 1 hour of Centers
- 30 minutes of GM
- Meal
- Transition

8:00 – 8:30 (30 Min)	Arrival	Wash Hands, Attendance, All Centers Open
8:30 – 9:00 (30 Min)	Breakfast / Center Exploration	All Centers Open
9:00 – 9:10 (10 Min)	Tooth brushing	Dental Hygiene
9:10 – 9:30 (20 Min)	Circle Time	Greeting, Question of the Day, Calendar/Weather, Study Intro/Review
9:30 – 9:40 (10 Min)	Music and Movement	Songs, Rhymes, Finger Play, Instruments
9:40 – 11:00 (80 Min)	Small Group / Center Time	All Centers Open
11:00 – 12:00 (60 Min)	Outdoor Time/Gross Motor Activities	Structured and Child-Led Activities (Indoor activities if inclement weather)
12:00 – 12:30 (30 Min)	Lunch	Wash Hands, Family Style Dining
12:30 – 12:45 (15 Min)	Read Aloud	Study Story
12:45 – 1:15 (30 Min)	Center Time	All Centers Open
1:15 – 2:00 (45 Min)	Rest Time	Rest, Nap, Quiet Reading/Activities
2:00 – 2:15 (15 Min)	Independent Reading	Child Chosen Book
2:15 – 2:30 (15 Min)	End of Day Meeting	Review of the Day

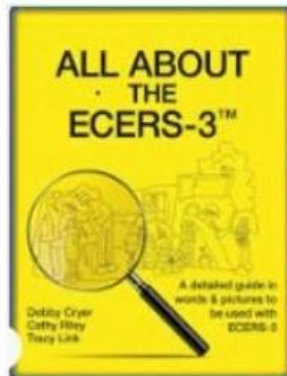
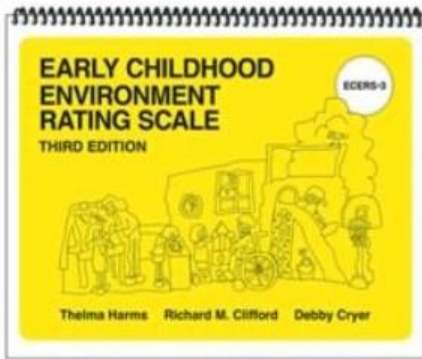


THANKYOU FORYOUR
INTEREST!!

Be well and stay safe!

Thank you!

For more information on ECERS-3



- Please also visit the program assessment page on DECE's website for additional educator resources:

- <https://infohub.nyced.org/partners-and-providers/early-childhood/early-childhood-educators>

- Review the Frequently Asked Questions page

- For other information on ECERS-3 not specific to NYC, please visit <http://www.ersi.info/>.