

DAE to ECERS-3 for Observations

**Programs have met DAE requirements -
Here are some next steps to help prepare for ECERS-3 observation**

Play Areas and Interest Centers

DAE Evaluation Criteria

Classrooms/groups with all children over age 3 must have accessible materials organized into at least 5 interest centers.

The following items and indicators reference interest centers:

- Item 3
 - Indicator 3.1: At least 2 play areas (Pg 19)
 - Indicator 3.2: At least 3 interest centers accessible (Page 19)
 - Indicator 5.1 At least 5 interest centers are used including a cozy area (Page 19)
- Item 15 Indicator 5.1 (Page 43) - Books
- Item 20 Indicator 5.3 (Page 53) - Blocks
- Item 21 Indicator 5.3: (Page 55) - Dramatic Play
- Item 22 Indicator 5.1: (Page 57) - Nature/science

Definition of Interest Center - Page 11

- Clearly defined space
- Materials organized by type & stored so that they are accessible
- Appropriate amount of space provided for the type of play encouraged by the materials and the number of children allowed to play in the center
- Materials do not interfere with intention/purpose of the space

Types of Materials

DAE Evaluation Criteria

ECERS-3

(for definition of accessibility for different age groups of children ages 0-3 see page 12)

<p>Books:</p> <p>One book for each child present at any time</p>	<p>Item 15 - Page 43</p> <ul style="list-style-type: none"> ● Indicator 3.1: At least 15 books accessible for 25 minutes during the observation ● Indicator 5.1: Many books accessible for at least 1 hour during he observation ● Indicator 7.1: A wide selection of books is accessible ● Indicator 7.2: At least 5 books relate to current classroom activities or themes <p><i>Look at all indicators for additional information regarding organization and interactions</i></p> <p><i>*Additional Item regarding books: Item 14 - Staff Use of books with children (Page 41)</i></p>
<p>Fine Motor:</p> <p>Six DIFFERENT examples of fine motor materials</p>	<p>Item 17 - Page 47 (Art materials are also considered fine motor materials)</p> <ul style="list-style-type: none"> ● 3.1: At least 10 different choices of complete, functional, and appropriate fine motor materials accessible for at least 25 minutes ● 5.1: Accessible materials include interlocking building materials, manipulatives, puzzles, and art materials accessible for at least 25 minute (Indicator 5.2 requires 1 hour) <p><i>Look at all indicators for additional information regarding organization and interactions</i></p>
<p>Art:</p> <p>Six examples of art materials with all children 24 months and older</p>	<p>Item 18 - Page 49</p> <ul style="list-style-type: none"> ● 3.1: At least 1 drawing material accessible for 25 minutes during the observation ● 5.1: At least 1 material from each category is accessible for 1 hour <ul style="list-style-type: none"> ○ Categories: drawing materials, paints, 3-dimensional objects, collage materials, tools <p><i>Look at all indicators for additional information regarding organization and interactions</i></p>
<p>Blocks:</p> <p>Two sets of 10-20 blocks for classrooms with all children 24 months and older</p>	<p>Item 20 - Page 53</p> <p>***ECERS-3 considers ONLY 2 types of blocks:</p> <ol style="list-style-type: none"> 1) Unit Blocks - Usually made of wood, plastic, or hard foam with varied shapes all of which relate in scale. Most sides are more than 2" 2) Large Hollow Blocks - Can be made of wood, cardboard, or plastic - can be same size sets or varied sizes or shapes. They are larger than unit blocks. <p>***Accessories: small people, vehicles, animals, other accessories used to enhance block play (road signs, fences, trees, small buildings, etc.) If use of vehicles or other toys interfere with building, they cannot count as accessories</p> <ul style="list-style-type: none"> ● 3.1: Enough blocks AND accessories for at least 2 children to build sizable independent structures at the same time for at least 25 minutes ● 5.1: Enough space, unit blocks, AND accessories from 3 categories for 3 children to build sizeable, independent structures at the same time

	<p><i>Look at all indicators for additional information regarding organization and interactions</i></p>
<p>Dramatic Play: 5 examples of dramatic play materials</p>	<p>Item 21 - Page 55</p> <ul style="list-style-type: none"> ● 3.1: Some dramatic play materials and furniture accessible for at least 25 minutes ● 5.1: Many and varied dramatic play materials for number of children allowed are accessible for 25 minutes including dolls, child-size furniture, play foods and cooking/eating utensils, dress up clothes for boys & girls (see notes for clarification for more information about many and varied) ● 7.1 At least 4 clear examples to represent diversity are included in dramatic play <p><i>Look at all indicators for additional information regarding organization and interactions</i></p>
<p>Nature/Science 5 examples of nature/science for all children 24 months and older</p>	<p>Item 22 - Page 57 **Nature/Science Categories</p> <ol style="list-style-type: none"> 1. Living Things - Children can easily observe or care for 2. Natural Objects - bird's nest, leaves, insects in transparent plastic, rocks, seashells 3. Factual books/nature-science picture games 4. Tools - magnifying glasses, magnets 5. Sand OR Water with toys - must be sand or water or something that can be poured, scooped, and/or dumped - food items cannot be used <ul style="list-style-type: none"> ● 3.1: At least 5 developmentally appropriate nature/science materials from at least 2 categories are accessible for at least 25 minutes ● 3.3: Sand or water with appropriate toys accessible for at least 25 minutes <ul style="list-style-type: none"> ○ Indoors or outdoors - outdoor accessibility counts after children have been outside for at least 15 minutes. ● 5.1: At least 15 nature/science materials from each category accessible in a clearly defined interest center for at least 1 hour. Must include at least 5 nature/science books. <p><i>Look at all indicators for additional information regarding organization and interactions</i></p>
<p>Math: 6 examples of math materials</p>	<p>Item 23 - Page 57 ***Math material Categories: (more info on page 58 under notes for clarification)</p> <ol style="list-style-type: none"> 1. Counting/comparing quantities 2. Measuring/comparing sizes and parts of whole (fractions) 3. Familiarity with shapes <ul style="list-style-type: none"> ● 3.1: At least 2 different math materials from each of the 3 categories accessible for at least 25

	<p>minutes</p> <ul style="list-style-type: none"> ● 5.1: At least 10 different appropriate math materials with at least 3 from each of the 3 categories accessible for 1 hour <p><i>Additional Math Items:</i></p> <ul style="list-style-type: none"> ● <i>Item 24 - Math in daily events - Page 61</i> ● <i>Item 25 - Understanding Written Numbers - Page 63</i> <ul style="list-style-type: none"> ○ Indicator 3.1 At least 2 examples of print numbers in display materials accompanied by pictures that show what the number means ○ Indicator 3.2 Some play materials with numbers accessible ○ Indicator 5.1 At least 3 different play materials that help show children the meaning of print numbers are accessible for at least 25 minutes ○ Indicator 7.1 At least 5 different appropriate materials that help children attach meaning to print numbers are accessible for at least 25 minutes. <p><i>Look at all indicators for additional information regarding organization and interactions</i></p>
	<p>Additional Activity Areas in ECERS-3 which require materials and interactions:</p> <ul style="list-style-type: none"> ● Item 19 - Music/Movement (Page 51) <ul style="list-style-type: none"> ○ Music materials as well as activities with music/movement - singing to children, providing opportunities for movement to words, having access to materials that make pleasant sounds ● Item 26 - Promoting acceptance of diversity (Page 65) <ul style="list-style-type: none"> ○ 3.1: at least 3 examples of racial/cultural diversity in materials ○ 5.1: At least 2 different types of dramatic play props representing different races or cultures are included for use in dramatic play for 1 hour ○ 5.2: at least 10 easily visible positive examples of diversity with at least 1 in books, displayed pictures, and accessible play materials ○ 5.3: materials include at least 4 of the following 5 types of diversity: race, culture, age, ability, and nontraditional gender roles
<p>Free Play - Time Requirements</p>	
<p>Evaluation Criteria</p>	<p>ECERS-3</p>

The daily schedule must include a minimum of 50 consecutive minutes of uninterrupted free choice. Materials in all required centers and/or play areas must be accessible for children to use for the entire uninterrupted free choice time period.

Typically the time requirements at the 3 level indicators require 25 minutes of access and at the 5 level indicators 1 hour of access. The time does not have to be consecutive (all at one time). The times can be added up to equal the required times throughout the 3 hour observation.

Accessible: Children can reach and use the materials, furnishings, equipment, etc. There should be no barriers to children's access. Barriers can be physical or staff control such as by telling the children the area is "closed." Time counted as materials being accessible must be when all children have reasonable access and are not compelled to be doing something else such as finishing a meal or being in a required group time.