

# DAE to SACERS-U for Observations

Programs have met DAE requirements -  
Here are some next steps to help prepare for SACERS-U observation

## Interest Centers

DAE Evaluation Criteria	SACERS-U
Classrooms/groups must have accessible materials organized into at least 5 interest centers.	<p>The following items and indicators reference interest centers:</p> <ul style="list-style-type: none"> <li>● Item 4 Room Arrangement                             <ul style="list-style-type: none"> <li>○ Indicator 3.1: At least 1 interest center (Page 11)</li> <li>○ Indicator 5.1: Three or more interest centers defined and conveniently equipped (Page 11)</li> <li>○ Indicator 7.1: Centers selected to provide a variety of learning experiences(Page 11)</li> </ul> </li> </ul> <p>Definition of Interest Center - Page 11</p> <ul style="list-style-type: none"> <li>● Materials arranged for use within an appropriately equipped play space</li> </ul>

## Types of Materials

DAE Evaluation Criteria	SACERS-U
<p><b>Books:</b></p> <p>One book for each child present at any time</p>	<p>Item 23 - Page 30</p> <ul style="list-style-type: none"> <li>● Indicator 3.1: Some appropriate materials accessible to enhance the development of language reading skills (Ex: books, story tapes or CDs, and language games)</li> <li>● Indicator 5.1: Many appropriate books and language games accessible daily</li> </ul> <p><b><i>Look at all indicators for additional information regarding organization and interactions</i></b></p>
<p><b>Fine Motor:</b></p> <p>Six DIFFERENT examples of fine motor materials</p>	<p>SACERS-U does not include a Fine Motor Item in the tool but does address fine motor materials in Blocks and Construction, Arts and Crafts.</p>

<p>Examples include puzzles, math manipulatives, games with small parts, art materials, fine motor manipulatives for building, games with small parts</p> <p>Additional examples can also include the use of tools such as: cooking utensils used in pretending, art, writing and homework supplies, tools for science exploration</p>	
<p><b>Arts and Crafts:</b></p> <p>Six examples of art materials</p>	<p>Item 19 - Page 26</p> <ul style="list-style-type: none"> <li>● 3.1: At least one type from two different categories of art materials accessible for free choice, daily (Categories include: drawing materials; paints; collage; sculpture; crafts)</li> <li>● 5.1: At least one type from three different categories of art materials accessible daily for at least 30 minutes for program of 3 or more hours (Prorate for program of less than 3 hours)</li> </ul> <p><b><i>Look at all indicators for additional information regarding organization and interactions</i></b></p>
<p><b>Blocks and Construction:</b></p> <p>Two sets of 10-20 blocks for classrooms</p>	<p>Item 21 - Page 28</p> <p>***SACERS-U includes blocks, interlocking construction materials, functional carpentry tools and supplies:</p> <ol style="list-style-type: none"> <li>1) Blocks of various shapes and sizes</li> <li>2) Interlocking construction materials (Lego, Lincoln Logs)</li> <li>3) Functional carpentry tools and supplies</li> </ol> <p>***Accessories: appropriately sized people, animals, vehicles; accessories for different themes such as knights, pirates, farming.)</p> <ul style="list-style-type: none"> <li>● 3.1: Some blocks or at least one interlocking construction material accessible for free choice weekly (ex: enough material for two children to use)</li> <li>● 5.1: Some blocks or at least one interlocking construction material accessible for at least 30 minutes for program of 3 or more hours (Prorate for program of less than 3 hours)</li> <li>● 5.2 Sufficient space and materials for at least three children to use at the same time</li> <li>● 7.1 Requires enough blocks AND at least one interlocking construction material to build sizeable structures</li> </ul> <p><b><i>Look at all indicators for additional information regarding organization and interactions</i></b></p>

<p><b>Dramatic Play/Theatre:</b></p> <p>5 examples of dramatic play materials</p>	<p>Item 22 - Page 29</p> <ul style="list-style-type: none"> <li>● 3.1: Some dramatic play materials accessible</li> <li>● 5.1: Variety of dramatic play materials for both boys and girls that support many roles and situations (Ex: work, adventure, fantasy, theatrical productions) Materials accessible daily for at least 30 minutes for program of 3 or more hours (Prorate for program of less than 3 hours)</li> <li>● 7.2 Opportunities for developing drama/theater productions (Ex: children create costumes, write dialogue, rehearse, and give performance)</li> </ul> <p><b><i>Look at all indicators for additional information regarding organization and interactions</i></b></p>
<p><b>Science/Nature Activities:</b></p> <p>5 examples of nature/science materials</p>	<p>Item 25 - Page 32</p> <p>**Science/Nature Activities Categories</p> <ul style="list-style-type: none"> <li>● Equipment: (aquarium, terrarium, measuring tools, magnifying glass, magnets, scales, microscope)</li> <li>● Materials: (natural objects such as leaves and shells; living things such as plants; pets; realistic books, posters, pictures and games about science/nature)</li> </ul> <ul style="list-style-type: none"> <li>● 3.1: Some equipment and materials are accessible weekly for science or nature activities</li> <li>● 5.1: Variety (3-5) of science/nature games accessible daily (Ex: nature puzzles, activities with magnets, puzzles) Materials accessible daily for at least 30 minutes for program of 3 or more hours (Prorate for program of less than 3 hours)</li> </ul> <p><b><i>Look at all indicators for additional information regarding organization and interactions</i></b></p>
<p><b>Math/Reasoning Activities:</b></p> <p>6 examples of math materials</p>	<p>Item 24 - Page 31</p> <p>***Math material Categories:</p> <ol style="list-style-type: none"> <li>1. For K: puzzles, number games, dominoes, Veritec, board games (e.g., Chutes and Ladders)</li> <li>2. For Grades 1 and up: chess, checkers, Veritec, backgammon, dominoes, board games (e.g., Stratego, Monopoly, RUSHHOUR)</li> </ol> <ul style="list-style-type: none"> <li>● 3.1: Some (2 or more) age-appropriate math/reasoning games or activities accessible on a daily basis</li> <li>● 5.1: Variety (3 – 5) of age-appropriate math/reasoning games and/or activities</li> </ul>

	<p>accessible daily for at least 30 minutes for program of 3 or more hours (Prorate for program of less than 3 hours)</p> <p><b><i>Look at all indicators for additional information regarding organization and interactions</i></b></p>
	<p>Additional Activity Areas in SACERS-U which require materials and interactions:</p> <ul style="list-style-type: none"> <li>● Item 20 - Music/Movement (Page 27) <ul style="list-style-type: none"> <li>○ The provision for music/movement activities must be a regular part of the program. This can include teacher-led group singing, or the provision of materials to enable children to listen to music, dance, or sing along.</li> </ul> </li> <li>● Item 26 – Cultural awareness(Page 33) <ul style="list-style-type: none"> <li>○ 3.1: Some ethnic, linguistic, gender role, cultural, or racial variety visible in materials</li> </ul> </li> </ul>
<p><b>Free Play - Time Requirements</b></p>	
<p><b>Evaluation Criteria</b></p>	<p><b>SACERS-U</b></p>
<p>For programs open more than four hours, the daily schedule must include a minimum of 50 consecutive minutes of uninterrupted free choice. Materials in all required interest areas must be accessible for children to use for the entire uninterrupted free choice time period.</p> <p>For programs open less than 4 hours per day, 30 consecutive minutes is required.</p> <p>For programs with split schedules, the 50 consecutive minutes can be split into two segments of consecutive uninterrupted time.</p>	<p>Accessible: Children can reach and use the materials by themselves, during the times that the materials are available for use. For school-aged children, if materials are stored in closed spaces, they can be considered accessible only if it is observed that children can freely access and use these materials. This access must be provided as part of the usual daily (or almost daily) practice, with only unusual exceptions.</p> <p>When open for 2.5 hours, time for accessibility is prorated to 25 minutes.</p>