



ITERS-3 ECERS-3 FCCERS-3

Using the Environment Rating Scale, Third Editions to set a foundation for quality.



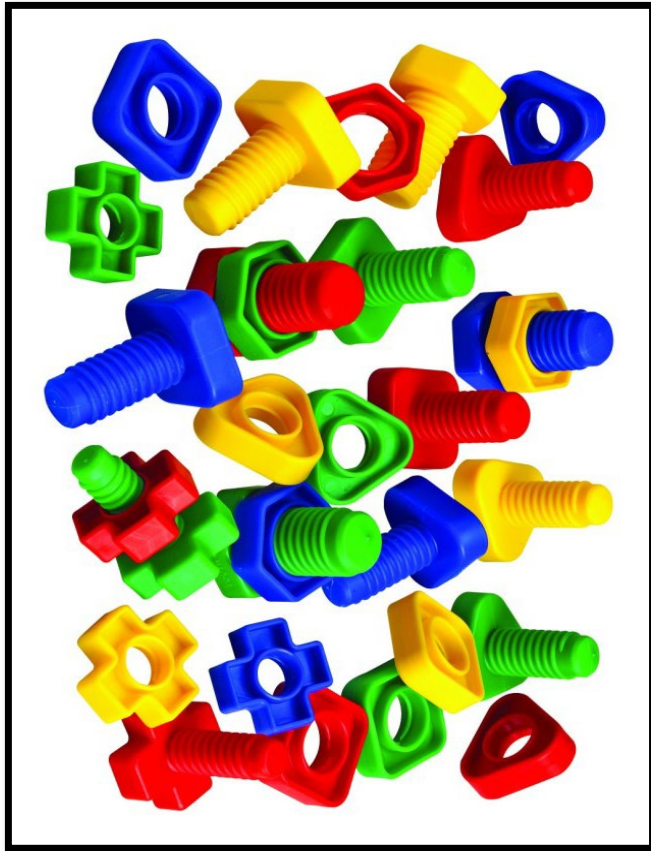


Welcome!

Introduction and general information



ERS Basics - *the “nuts & bolts” of using the instruments*



Point in time observation in the classroom / program space while children are present.

ERS format (all instruments):

- Subscale
- Item
- Indicator

ERS scoring rubric:

- 1 (inadequate) – 7 (excellent)
- “Is this true?”



Rating observed practice for an ERS-3 item

1 Inadequate	2	3 Minimal	4	5 Good	6	7 Excellent
1.1		3.1		5.1		7.1
1.2		3.2		5.2		7.2
1.3				5.3		7.3
1.4				5.4		
				5.5		

Must rate all indicators in the 1s “No” to have a rating above a 1.

Must rate all indicators in the 3s “Yes” to have a rating above a 3.

Must rate all indicators in the 5s “Yes” to have a rating above a 5.

Must rate all indicators in the 7s “Yes” to have a rating of 7.

Wide-angle or close up?



- What does the ERS assessment tell us about the child's full experience?
- What does the ERS assessment tell us about strengths and the foundation upon which the CQI plan can be built?





Terms you'll find across the Environment Rating Scales

- Accessible
- Free play
- Interaction
- Play area
- Interest Center
- Math talk
- Major safety hazard
- Little, some, much
- Weather permitting
- Infants, toddlers, and twos



Read more about it!



Examples of updated expectations:

- Weather permitting
- Interest Center



Read more about it!



Play Area

Interest Center

Think about an ideal space that would help you think, be creative, explore a new idea, get some substantial work done, or finish a project....Don't children deserve the same conditions for their creative work and learning?

Lisa Porter Kuh and Iris Chin Ponte



Developmentally Appropriate Practice (DAP)

Teaching practices that ensure that young children learn and develop to their fullest potential.

Well-grounded in the research on child development and educational effectiveness, and carefully reviewed by experts, developmentally appropriate practice serves as a fundamental guide for all who work with young children.



Read and learn more about it!



- ERS Professional Development
 - [The PD Registry - The Pennsylvania Key \(pakeys.org\)](https://pakeys.org)
- Let's Talk Quality: Program Quality Assessment in PA Blog
 - <https://letstalkqualitypa.com>
- Program Quality Assessment (PQA) pages of the Pennsylvania Key website
 - <https://www.pakeys.org/pqa>
- Environment Rating Scale Institute (ERSi)
 - www.ersi.info





ITERS-3, ECERS-3, FCCERS-3

Building on a strong foundation





What went into the development of the ITERS - 3, ECERS-3, and FCCERS-3?





Why transition to the **ITERS-3, ECERS-3, and FCCERS-3?**





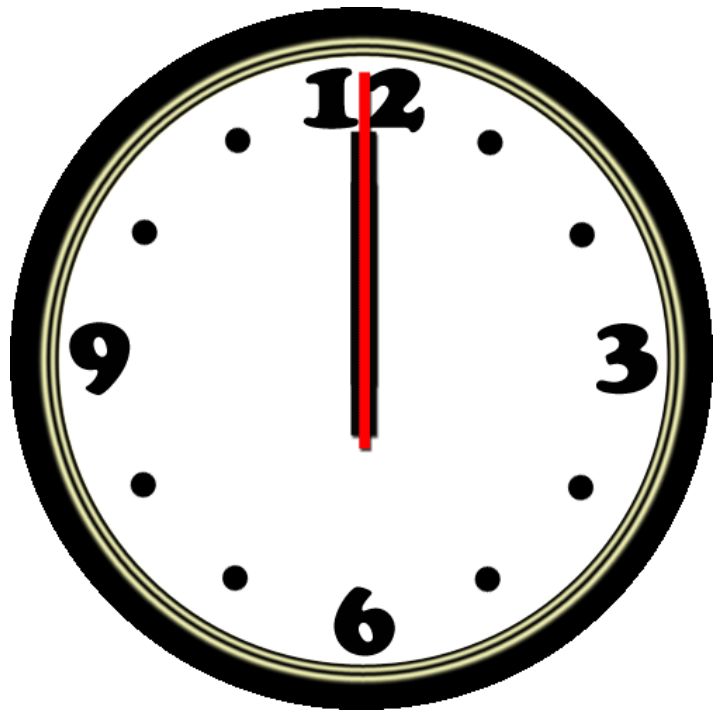
The big ideas

Preparing for a new perspective





Observation and Interview





Toys and Materials

- Focus is on interactions and the learning experiences created during play, transitions, and routines.
- Considering children's observed access and observed lapses in access to toys and play materials throughout the three-hour visit.
- The experiences of children with disabilities is incorporated throughout the scale.





- Emphasis on variety and having enough for the number of children allowed in the interest center.
- Observed accessibility and availability only.

Toys and Play Materials that Spark Curiosity and Growth





Spaces and Furnishings that Support Children

- Focus on how the room arrangement enhances interactions and the experience of the children
- Furnishings are child-sized and support children's emerging self-help skills
- Special function furnishings that support children's play are accessible.





Responsive interactions
throughout the day

- Adult and child interactions, peer interactions between children and between adults.
- Warm and responsive positive interactions.
- Relationships as the starting point for learning.





A Deeper Dive into a New Perspective





Experiences with Language and Print

- More items related to language
- Items that specifically consider how teachers and children interact with print
- Items that specifically consider how teachers and children experience books
- More robust reflection of language and literacy as learning opportunities for all ages





Experiences with Math and Numbers

- ECERS-3 includes three math/number items.
- ITERS-3 includes one math and number item.
- FCCERS-3 includes an expanded math/number item.
- Focus is on the interactions that happen when children use math/ number materials, participate in math / number activities, and how math and number concepts are interwoven into daily routines and events.





Closing Reflections



Planning your transition to the third editions

- Share the big ideas from this overview with your team.
- Reflect on how the perspective of the ERS, third editions connect to the priorities and philosophy of your program.
 - *What do we want to learn about the experiences children are having?*
- Register for ERS Professional Development through the PD Registry.
- Connect with your quality coach for additional resources and support, including support from a PA Key assessor.
- Plan for practice observations.





Planning for your ERS internal or external observation.

- The third editions of the ERS utilize a three-hour observation while children are present.
 - No follow-up interview for the ITERS-3, ECERS-3, and FCCERS-3.
 - The assessor must see one meal or snack service.
- The assessor will look and listen more and "count" less.
- Observation notes are powerful!



Putting your learning and your plan into action.



- ERS Professional Development
 - [The PD Registry - The Pennsylvania Key \(pakeys.org\)](https://www.pakeys.org)
Foundations of ERS, Foundations of FCCERS, ITERS-3, ECERS-3, SACERS-U, FCCERS-3
- Let's Talk Quality: Program Quality Assessment in PA Blog
- <https://letstalkqualitypa.com>
 - Program Quality Assessment (PQA) pages of the Pennsylvania Key website
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