

## ECERS Expectations

### Child Related display (6)

- children's art work displayed must be individualized – child selects media and subject (do not display 6 finger painting samples – choose different media by different children, ie. one finger painting, 1 tissue paper art, 1 collage etc.)
- three dimensional art – must have height, width, and depth – build up and out. (gluing 3-D materials such as scraps or packing peanuts does NOT count)

### Gross Motor Play (7,8, 16, 23, 24, 29)

- wheeled toys with and without pedals
- different sized balls
- toys for active dramatic play outdoors
- sand and water outdoors
- block play outdoors
- talk about concepts related to their play such as near/far, fast/slow, under/over

### Nap/rest (11)

- cots 18 inches apart
- not asleep or on cot for more than 2 ½ hours

### Health/Safety Practices (13, 14)

- health related books
- handwashing – upon arrival and re-entering classroom from outdoors; before meals and after bathrooming; before and after water or after messy play; after dealing with bodily fluids (coughing, sneezing, runny nose, bathroom, etc); and after touching contaminated objects and surfaces – trash can lids and pets.
- Dangerous solutions/items in locked cabinet away from children (bleach and water solution does not have to be locked away but must be out of reach of children –cannot be sprayed while children are sitting around the table.

### Book and pictures (15)

- At least 20 books for class of 15 available
- Variety of topics:  
Fantasy  
Factual information  
Stories about people, animals, and nature/science  
Books that reflect different cultures and abilities

### Language (16, 17, 18)

- Frequent conversations by all staff with all children individually
- Dictations of child's story about painting, trip, personal experience, conversations about work, etc.
- Puppets and flannel board pieces in book area
- Children encouraged to talk through/explain reasoning when solving problems
- Materials that stimulate reasoning – same, different, size, shape sorting games, math games
- Children recall sequence of experiences (ie. cooking experience)
- What , where, how , why questions

### **Art (20)**

- Projects that follow an example rarely used (85% art is “free art”)
- Work is varied and individual
- Some art related to other classroom experiences (ie. draw picture following field trip, after fall walk have fall colored paint available)
- Provisions made for children to extend art activity over several days

### **Music (21)**

- Music offered at free choice time
- Small group activities daily
- Guests invited for extending understanding of music
- Creativity encouraged – ie. child makes up song or new words to known song, individual dance

### **Dramatic Play (24)**

- Props for 2 different themes daily
- Props represent diversity – cultures, disabilities, gender
- Pictures, stories to enrich play

### **Nature/Science (25)**

- Games, materials, activities for:
  - Collections of natural objects (enough to be able to explore similarities and differences)
  - Living things for care for and observe
  - Nature/science books
  - Nature/science games ( nature matching or sequence cards)
  - Nature/science activities – cooking, simple experiments, magnets, sink and float, etc)
  - Teacher directed nature/science activities – cooking, measuring rainfall, field trips) – at least once every 2 weeks)
  - Books, pictures, computer programs used to add information and extend interests/knowledge

### **Math/Number (26)**

- Different types of materials
  - Counting
  - Measuring
  - Comparing
  - Quantities
  - Recognizing shapes
  - Become familiar with written numbers

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- Math/number activities requiring teacher - ie. making chart to compare heights, counting and recording birds at bird feeder, etc.

### **Computers (27)**

- Limit screen time to 30 minutes per week per child
- Staff actively involved in use of computer
- Use computer to extend classroom themes, ie. look up information on caterpillars, names of trees, animals, etc.

**General Supervision of children (other than gross motor) (30)**

- Help wandering children involved in play
- Frequently scan room when working individually or with small group children
- Talk to children about their ideas, asking question and adding info to extend thinking

**Discipline (31)**

- Implement Second STEP curriculum (problem solving, social stories, social skill activities, empathy, discussing solutions to problems)
- Duplicate favorite toys
- Child with favorite toy given protected place to play

**Staff-Child Interactions (32)**

- Sympathetic response to children who are upset, hurt, angry

**Schedule (34, 35)**

- A substantial portion of the day used for free play activities and outdoor play (each - 1 hour for full day, 45 minutes for ½ day)
- No long periods of waiting during transitions (ie. running around aimlessly, whole group sitting at tables waiting for lunch, waiting in line to go outdoors or to use the bathroom)
- Most transitions handled a few children at a time rather than whole group
- Variations made to meet individual needs (ie. shorter story for child with short attention span; longer time to work on project past scheduled time; slower eater may finish at own pace)

**Group Time (36)**

- Whole group generally means all the children in the class – however, if a very large group is broken into two smaller groups and the children in each group must participate in the same activity, consider this a whole group time.
- Definition of small group – 2 and 3 year olds is 3-5 children; 4-5 year olds is 5-8 children
- Whole group gatherings may not be suitable for children under 3 ½ years of age or some children with special needs. One way to determine whether the whole group gathering is suitable is whether the children remain interested and involved.

**Opportunities for Professional Growth (43)**

- Professional library on site containing current materials on a variety of early childhood subjects