

## ECERS-3 Room Arrangement Checklist – Beginning of the Year

**\*DISCLAIMER:** This document is intended to be used for room arrangement only. It does not address all the items in the Space and Furnishings subscale.

### Terms You Need to Know Related to Room Arrangement

- **Accessible** means children can reach and use materials and equipment during play time (e.g., do not have to ask teacher to get item). See *E3 p. 10 for further clarification*.
- **Cozy area** is a clearly defined space with a substantial amount of softness where children can lounge, daydream, read, play quietly, etc. The cozy area must provide enough soft furnishings to allow a child to completely escape the hardness of the classroom (e.g., be completely surrounded by softness). See *E3 p. 18 for further clarification*.
- An **interest center** is a clearly defined play area for a specific type of play (e.g., block play, dramatic play). There is adequate storage for the materials in the interest center. Materials are organized by type and stored on labeled shelves so that children can easily access the materials and return them to the correct location. There is a place nearby where children can play the materials (e.g., rug or nearby table). The interest center has an appropriate amount of space for the type play and the number of children allowed in the center. NOTE: The dramatic play center and block center should be larger because the play in these centers is more active. Interest centers required by E3 include: block center, dramatic play center, reading center, science center and a cozy area (see definition above). See *E3 p. 11 for further clarification*.
- **Soft furnishings** include rugs, upholstered furniture, padded chairs/couches, bean bags, large pillows, small mattress, etc. NOTE: A wall-to-wall carpet that covers several areas can count as 2 soft furnishings. See *E3 p. 16 for further clarification*.
- **Space for privacy** is a place where 1 or 2 children can play and are protected from interruption by other children. A space for privacy should not be located in a busy area of the classroom. Do not count computer/IPAD areas as spaces for privacy since these areas have a time limit and a space for privacy should not have a time limit. See *E3 p. 20 for further clarification*.
- **Substantial amount of softness** means that children can mostly escape the hardness of the classroom (e.g., several pillows on a rug, a cushioned couch on a rug, etc.). See *E3 p. 16 for further clarification*.

**Directions:** Use this checklist to think through your room arrangement

**NOTE:** \* One or more criteria in the statement reflects an indicator at Level 7.

Section 1: Space and Furnishings	Yes	No	?	Action I need to Take
My classroom has enough space for routines, play and learning. The basic furnishings for play and routines fit in my classroom reasonably well, allowing children and staff to move around with few problems. <i>See E3 p. 14 for further clarification.</i>				
My classroom has enough furnishings (e.g., cubbies) to allow children's belongings to be stored without touching the belongings of another child. <i>See E3 p. 16 for further clarification.</i>				
My classroom has enough furniture for routines, play and learning (e.g., enough shelving for toys/materials, shelving is not crowded, children are not crowded when sitting at classroom tables). <i>See E3 p. 16 for further clarification.</i>				
My classroom has soft furnishings that provide a substantial amount of softness (see definition, p. 1).				
My classroom has at least 2 pieces of furniture designated for a specific activity (e.g., art easel, sand-water table, dramatic play furniture, etc.). NOTE: All dramatic play furniture counts as one example. 3 pieces of furniture designated for specific purpose is required at the 7 level. <i>See E3 p. 16 for further clarification.</i>				
My classroom has the necessary adaptive furniture for children with disabilities. NOTE: Can be scored Not Applicable if classroom does not include children with disabilities.				
My classroom is arranged that I easily see children most of the time. <i>See E3 p. 18 for further clarification.</i>				
The interest centers in my classroom have adequate space for children to play (e.g., chairs do not usually block access to the materials on shelves).				
The dramatic play center and the block center are large enough to allow for active play (typically larger than other centers).* <i>See E3 p. 18 for further clarification.</i>				
My classroom has at least 5 centers, including a cozy area, that meet the definition of an interest center (see definition, p. 1).				

Section 1: Space and Furnishings	Yes	No	?	Action I need to Take
My classroom has a cozy area (see definition, p. 1) that is protected from active play.				
Play areas are accessible to children with disabilities. NOTE: Can be scored Not Applicable if classroom does not include children with disabilities.				
The quiet areas in my classroom (books, writing, listening center) are separated from the noisy play areas (blocks, dramatic play and music centers).* <i>See E3 p. 18 for further clarification.</i>				
Pathways in my classroom do not interrupt play (e.g., children do not have to walk through one interest center to get to another). <i>See E3 p. 18 for further clarification.</i>				
Block interest center has rug or other suitable building surface.				
The art center and sand/water table have easily cleaned surfaces and are located near the sink.*				
My classroom has a space for privacy (see definition, p. 1) and is setup in a way to discourage interruptions (easel for 1 child, writing table with 2 chairs, small rug with a puzzle where only 2 children are allowed to play at one time). <i>See E3 p. 20 for further clarification.</i>				