

ecers rating scale pdf

ecers rating scale pdf is a widely utilized tool designed to assess the quality of early childhood education environments. This comprehensive rating scale evaluates various aspects of childcare settings, including space, activities, and interactions, to ensure that programs meet established standards for developmental support and safety. The availability of the ECERS rating scale in PDF format allows educators, administrators, and evaluators to access and utilize the instrument conveniently for consistent quality assessments. This article explores the components, usage, and significance of the ECERS rating scale, with a focus on understanding how the PDF version facilitates effective implementation. Additionally, readers will gain insights into the different subscales, scoring methods, and practical considerations when applying the ECERS framework in early childhood settings. The following sections will provide a detailed overview and practical guidance related to the ECERS rating scale PDF.

- Overview of the ECERS Rating Scale
- Components and Subscales of ECERS
- Accessing and Using the ECERS Rating Scale PDF
- Scoring and Interpretation of ECERS Ratings
- Benefits of Using the ECERS Rating Scale
- Best Practices for Implementing ECERS Assessments

Overview of the ECERS Rating Scale

The Early Childhood Environment Rating Scale (ECERS) is an established framework designed for assessing the quality of early childhood education settings. The ECERS rating scale focuses on measuring factors that contribute to children's developmental needs, safety, and well-being within group care environments. It is widely recognized by educators, policymakers, and quality improvement programs to promote consistent standards across childcare centers and preschools.

Purpose and Scope

The primary purpose of the ECERS rating scale is to evaluate the overall environment of early childhood programs, ensuring that children receive adequate support in physical space, learning materials, and

teacher-child interactions. The scale covers classrooms serving children aged 2.5 to 5 years and is often used in licensing, accreditation, and research settings. The ECERS rating scale PDF provides a structured format for conducting observations and recording findings systematically.

History and Development

Developed in the 1980s by Thelma Harms and colleagues, the ECERS rating scale has undergone revisions to reflect current research and best practices in early childhood education. Its continuous updates have maintained its relevance as a trusted measure for program quality. The PDF version of the ECERS rating scale allows for standardized use across diverse educational contexts.

Components and Subscales of ECERS

The ECERS rating scale consists of multiple subscales that collectively assess various dimensions of the early childhood environment. Each subscale addresses specific areas critical to children's learning and development, providing a comprehensive evaluation framework.

Main Subscales

The ECERS rating scale is divided into the following key subscales:

- **Space and Furnishings:** Evaluates indoor and outdoor space, furniture, and room arrangement.
- **Personal Care Routines:** Assesses hygiene, meals, and health practices.
- **Language-Reasoning:** Measures opportunities for language development and cognitive skills.
- **Activities:** Looks at play materials, fine and gross motor activities, and creative arts.
- **Interaction:** Examines teacher-child and child-child interactions.
- **Program Structure:** Considers scheduling, group size, and supervision.
- **Parents and Staff:** Reviews communication with families and staff qualifications.

Evaluation Criteria

Each item within the subscales is rated on a seven-point scale, from 1 (inadequate) to 7 (excellent). The ECERS rating scale PDF includes detailed indicators and examples for each score, facilitating objective and consistent assessments by observers.

Accessing and Using the ECERS Rating Scale PDF

The ECERS rating scale PDF is a valuable resource for professionals seeking to conduct quality assessments in early childhood settings. Access to the official PDF ensures the use of an up-to-date and authorized version of the tool.

Obtaining the Official ECERS PDF

The ECERS rating scale PDF is typically available through authorized distributors or organizations specializing in early childhood education resources. Institutions often purchase licenses or memberships that provide access to the latest ECERS materials, including the scoring guides and observation forms.

Advantages of the PDF Format

Using the ECERS rating scale PDF offers several benefits:

- **Portability:** Easily stored and accessed on digital devices for use during site visits.
- **Consistency:** Standardized formatting ensures uniform application of rating criteria.
- **Ease of Use:** Printable forms allow for manual entries or digital annotations.
- **Updatability:** Updated versions can be distributed promptly to reflect current standards.

Scoring and Interpretation of ECERS Ratings

Understanding how to score and interpret the ECERS rating scale is critical for obtaining meaningful assessments. The rating system provides quantitative data that reflects program strengths and areas needing improvement.

Rating Scale Details

The ECERS rating scale employs a 7-point scoring system, where each numerical value corresponds to a description of quality:

1. **Inadequate** – Fails to meet basic quality standards.
2. **Minimal** – Barely meets quality expectations.
3. **Somewhat Inadequate** – Below desired quality but with some positive features.
4. **Minimal to Good** – Approaching acceptable quality.
5. **Good** – Meets quality standards effectively.
6. **Very Good** – Exceeds basic standards with notable strengths.
7. **Excellent** – Exemplary quality and best practices.

Interpreting Overall Scores

After scoring individual items, evaluators calculate subscale averages and an overall ECERS score. These aggregated scores guide program directors and policymakers in understanding the quality landscape and targeting improvements. The ECERS rating scale PDF includes instructions for calculating these scores accurately.

Benefits of Using the ECERS Rating Scale

Employing the ECERS rating scale for quality assessment in early childhood environments offers multiple benefits that enhance program effectiveness and child outcomes.

Quality Improvement

Regular ECERS assessments identify strengths and weaknesses, enabling targeted interventions to elevate program quality. The detailed feedback supports continuous improvement efforts aligned with best practices.

Accountability and Standards

The ECERS rating scale provides a standardized benchmark for regulatory agencies and accreditation bodies to ensure childcare programs comply with established quality standards.

Professional Development

Insights gained from ECERS evaluations inform staff training needs, fostering professional growth and enhancing instructional quality.

Best Practices for Implementing ECERS Assessments

Effective implementation of the ECERS rating scale requires thoughtful preparation and adherence to established protocols to ensure reliable and valid results.

Observer Training

Observers should undergo comprehensive training to understand the scoring criteria and observation techniques thoroughly. Proper training minimizes subjectivity and enhances inter-rater reliability.

Scheduling and Environment Preparation

Assessment visits should be scheduled to reflect typical program operations, avoiding special events or unusual disruptions. Preparing the environment by ensuring regular routines are in place provides an accurate snapshot of program quality.

Using the ECERS Rating Scale PDF Effectively

When using the ECERS rating scale PDF, it is advisable to:

- Familiarize thoroughly with the instrument prior to observations.
- Use the PDF to take detailed notes supporting each rating.
- Maintain objectivity by focusing on observable evidence.
- Review completed forms for completeness and accuracy before finalizing.

Frequently Asked Questions

What is the ECERS rating scale PDF used for?

The ECERS (Early Childhood Environment Rating Scale) rating scale PDF is used to assess the quality of early childhood education environments by providing a standardized tool to evaluate various aspects such as space, materials, activities, and interactions.

Where can I download the ECERS rating scale PDF?

The ECERS rating scale PDF can typically be downloaded from official early childhood education organization websites, educational resource platforms, or by purchasing it through publishers specializing in early childhood assessment tools.

Is the ECERS rating scale PDF free to use?

The official ECERS rating scale PDF is usually copyrighted and may require purchase or permission to use. Some summaries or guides might be available for free, but the full official scale often comes with licensing restrictions.

How do I interpret the scores on the ECERS rating scale PDF?

Scores on the ECERS rating scale PDF range from 1 to 7, with higher scores indicating better quality environments. Specific criteria in the tool guide evaluators on rating aspects such as space, materials, and interactions to determine overall quality.

Can the ECERS rating scale PDF be used for virtual or online early childhood programs?

The ECERS rating scale PDF is primarily designed for physical classroom environments, but some adapted versions or supplementary tools exist to help evaluate virtual or online early childhood programs.

What are the key domains assessed by the ECERS rating scale PDF?

Key domains assessed by the ECERS rating scale PDF include Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff.

How often should the ECERS rating scale PDF be used for assessments?

The ECERS rating scale PDF is typically used periodically, such as annually or biannually, to monitor and

improve early childhood program quality, depending on program policies and regulatory requirements.

Are there different versions of the ECERS rating scale PDF?

Yes, there are several versions of the ECERS rating scale PDF, such as ECERS-R (Revised), ECERS-3, and specialized versions like ITERS for infants and toddlers, each tailored to different age groups and updated standards.

Can educators use the ECERS rating scale PDF for self-assessment?

Yes, educators can use the ECERS rating scale PDF for self-assessment to identify strengths and areas for improvement in their early childhood environments, although formal evaluations often require trained assessors for accurate scoring.

Additional Resources

1. Understanding the ECERS-R: A Comprehensive Guide

This book offers an in-depth exploration of the Early Childhood Environment Rating Scale-Revised (ECERS-R). It guides educators and administrators through the assessment process, explaining each subscale and item in detail. Practical examples and case studies help readers apply the scale effectively to improve early childhood program quality.

2. Implementing ECERS-R in Early Childhood Settings

Focusing on practical application, this book provides step-by-step instructions for using the ECERS-R in diverse early childhood environments. It includes tips for preparing classrooms, engaging staff, and interpreting results to enhance program quality. The author also discusses common challenges and strategies for overcoming them.

3. ECERS-R Scoring and Interpretation Workbook

Designed as a hands-on resource, this workbook helps educators practice scoring ECERS-R assessments accurately. It contains sample rooms, scoring exercises, and detailed explanations of scoring criteria. This resource is ideal for training purposes and for those preparing to conduct formal ECERS-R evaluations.

4. Enhancing Early Childhood Quality with ECERS-R

This book explores how the ECERS-R can be used as a tool for continuous program improvement. It outlines strategies for using assessment results to inform curriculum development, teacher training, and classroom environment enhancements. Emphasis is placed on collaborative approaches involving staff and families.

5. The ECERS-R Manual: Standards and Best Practices

Serving as a companion to the ECERS-R scale, this manual details the standards behind each item and best practices for meeting them. It provides a theoretical foundation and practical advice to help early childhood

professionals understand the rationale behind the scale. The manual supports quality assurance and accreditation processes.

6. Early Childhood Environment Rating Scales: Research and Applications

This book reviews key research studies related to the ECERS-R and its impact on early childhood education quality. It discusses the scale's reliability, validity, and use in policy-making and program evaluation. Educators and researchers will find valuable insights into the broader implications of ECERS-R assessments.

7. Training Guide for ECERS-R Assessors

Aimed at professionals who conduct ECERS-R assessments, this guide covers essential training content, including scoring protocols and ethical considerations. It includes sample scenarios, practice exercises, and tips for providing constructive feedback. The guide supports consistent and reliable assessment practices.

8. Adapting ECERS-R for Special Populations

This book addresses modifications and considerations when using the ECERS-R with children with diverse needs, including those with disabilities and from various cultural backgrounds. It offers guidance on ensuring assessments are fair and inclusive. Practical adaptations and case studies illustrate effective use.

9. Digital Tools for ECERS-R Assessment and Reporting

Exploring modern technology in early childhood assessment, this book reviews digital platforms and software designed to streamline ECERS-R evaluations. It discusses benefits such as improved data accuracy, ease of reporting, and enhanced communication with stakeholders. The book also covers challenges and best practices for digital adoption.

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ECERS Rating Scale PDF: A Comprehensive Guide to Early Childhood Education Assessment

Ebook Title: Mastering the ECERS-R: A Practical Guide to Achieving High-Quality Early Childhood Education

Ebook Outline:

Introduction: Understanding the Early Childhood Environmental Rating Scale-Revised (ECERS-R) and its importance in assessing the quality of early childhood education programs.

Chapter 1: The Structure and Components of the ECERS-R: A detailed breakdown of the ten ECERS-R subscales, their weighting, and the specific items assessed within each.

Chapter 2: Scoring the ECERS-R: A step-by-step guide to accurately scoring each item, understanding the rating scale (1-7), and interpreting the overall score. Includes practical examples and scenarios.

Chapter 3: Using ECERS-R Data for Program Improvement: Strategies for using ECERS-R scores to identify areas of strength and weakness within a program, and developing targeted improvement plans.

Chapter 4: ECERS-R and Accreditation: The role of the ECERS-R in achieving and maintaining accreditation for early childhood education programs.

Chapter 5: Addressing Common Challenges in ECERS-R Implementation: Troubleshooting common issues encountered during the assessment process and offering practical solutions.

Conclusion: Recap of key takeaways and the ongoing relevance of the ECERS-R in ensuring high-quality early childhood education.

ECERS Rating Scale PDF: A Comprehensive Guide to Early Childhood Education Assessment

The Early Childhood Environmental Rating Scale – Revised (ECERS-R) is a widely recognized and respected instrument used to assess the quality of early childhood education and care settings. This comprehensive guide delves into the intricacies of the ECERS-R, providing a practical framework for understanding, utilizing, and maximizing its potential for program improvement. Obtaining a high ECERS-R score signifies a commitment to providing children with a stimulating and nurturing environment that promotes their optimal development. This PDF ebook offers a detailed exploration of the ECERS-R, empowering educators, administrators, and policymakers to better understand and improve the quality of early childhood programs. It's a valuable resource for anyone involved in the field of early childhood education.

Chapter 1: The Structure and Components of the ECERS-R

The ECERS-R is structured around ten subscales, each focusing on a crucial aspect of the early childhood environment. These subscales are not equally weighted; some contribute more significantly to the overall score than others. Understanding the weighting of each subscale is crucial for targeted program improvement efforts. The ten subscales are:

Space and Furnishings: This assesses the arrangement of the physical space, the availability of appropriate furniture, and the overall safety and cleanliness of the environment. It considers factors like sufficient space for individual and group activities, age-appropriateness of furniture, and the presence of hazards.

Personal Care Routines: This focuses on the quality of routines related to hygiene, such as handwashing, toileting, and diapering. It emphasizes the importance of consistent, hygienic practices that safeguard children's health.

Language-Reasoning: This subscale assesses the opportunities for children to engage in language development activities, including reading, storytelling, and conversations. It focuses on the richness and complexity of the language used in the environment.

Activities: This subscale looks at the variety, appropriateness, and engagement of activities available to children. It evaluates whether activities promote cognitive, social-emotional, and physical development.

Interaction: This subscale assesses the quality of interactions between adults and children, focusing on aspects like responsiveness, encouragement, and emotional support. It highlights the importance of positive relationships between caregivers and children.

Program Structure: This evaluates the organization and consistency of the program's daily routine, including transitions between activities and the overall flow of the day. It considers whether the structure supports children's predictability and security.

Parent and Staff Relationships: This focuses on the communication and collaboration between parents and staff, and the overall welcoming and supportive atmosphere for families.

Staff-Child Ratio and Group Size: This assesses the adequacy of staff-child ratios and group sizes, ensuring that children receive sufficient individual attention and support.

Staff Qualifications and Training: This subscale examines the qualifications and training of the staff, emphasizing their understanding of child development and their ability to provide quality care.

Indoor and Outdoor Space: This subscale assesses both indoor and outdoor spaces, emphasizing the availability of diverse and stimulating environments that foster exploration and play. It considers the safety and suitability of both environments.

Each subscale contains several items, each rated on a seven-point scale (1-7). Understanding the specific criteria for each rating is critical for accurate scoring. The PDF ebook provides detailed examples and explanations for each item within each subscale.

Chapter 2: Scoring the ECERS-R

Accurately scoring the ECERS-R is crucial for obtaining a meaningful assessment of the program's quality. The seven-point scale reflects the quality of each item, with 1 representing inadequate provision and 7 representing exemplary provision. The ebook provides clear definitions for each rating level, offering practical examples to illustrate the differences between scores. For example, an item rated a '1' might reflect an absence of appropriate materials, while a '7' demonstrates exemplary provision of diverse, engaging, and accessible materials.

The scoring process requires careful observation and documentation. The ebook provides guidance on conducting systematic observations, using checklists, and documenting specific examples of observed behaviors and environmental features. It also addresses the importance of inter-rater reliability, emphasizing the need for consistent scoring across different observers. Real-world case

studies and scenarios will aid users in practicing their scoring capabilities.

Understanding how to aggregate the scores from each subscale to arrive at an overall program score is also explained in detail. The ebook helps users to interpret the overall score, understanding its implications for program quality and identifying areas needing improvement.

Chapter 3: Using ECERS-R Data for Program Improvement

The primary purpose of the ECERS-R is not merely to assign a score, but to facilitate program improvement. This chapter provides practical strategies for using ECERS-R data to identify areas of strength and weakness within a program. The ebook outlines a step-by-step process for:

Analyzing the data: Identifying high and low-scoring areas across all subscales.

Prioritizing areas for improvement: Focusing on the areas with the lowest scores that will have the most significant impact on overall quality.

Developing targeted improvement plans: Creating specific, measurable, achievable, relevant, and time-bound (SMART) goals.

Implementing improvement strategies: Using evidence-based strategies to address the identified weaknesses.

Monitoring progress: Tracking progress towards the established goals and making adjustments as needed.

The ebook provides numerous examples of successful improvement plans, showcasing how programs have used ECERS-R data to enhance their services and improve outcomes for children. It emphasizes the importance of involving staff, parents, and children in the improvement process.

Chapter 4: ECERS-R and Accreditation

Many accreditation agencies for early childhood education programs utilize the ECERS-R as a key component of their assessment process. This chapter explores the relationship between the ECERS-R and accreditation, highlighting its role in demonstrating quality and achieving compliance with standards. The ebook provides information on:

Specific accreditation standards: How the ECERS-R aligns with different accreditation frameworks.

Using ECERS-R data to support accreditation applications: Demonstrating compliance with standards through strong ECERS-R scores.

Maintaining accreditation: Utilizing ongoing ECERS-R assessments to monitor quality and identify areas needing improvement.

The ebook explains how to use ECERS-R data effectively in the accreditation process, providing practical advice for preparing for accreditation visits and demonstrating program quality.

Chapter 5: Addressing Common Challenges in ECERS-R Implementation

The ECERS-R assessment process can present various challenges. This chapter addresses common issues, offering practical solutions and strategies for overcoming these hurdles. The ebook covers topics such as:

Observer bias: Strategies for minimizing bias during the observation process.

Inter-rater reliability: Techniques for ensuring consistent scoring across different observers.

Time constraints: Efficient strategies for completing the assessment within a reasonable timeframe.

Resource limitations: Creative solutions for overcoming resource constraints.

Staff resistance to change: Approaches for engaging staff in the improvement process.

The ebook provides practical tips and troubleshooting advice, helping users navigate the challenges and maximize the effectiveness of the ECERS-R assessment.

Conclusion:

The ECERS-R is a powerful tool for assessing and improving the quality of early childhood education programs. This ebook provides a comprehensive guide for understanding and utilizing the ECERS-R effectively, enabling educators, administrators, and policymakers to create enriching and developmentally appropriate learning environments for young children. Continuous assessment and improvement using the ECERS-R ensures that programs meet the highest standards of quality, leading to better outcomes for children.

FAQs

1. What is the difference between ECERS and ECERS-R? The ECERS-R is a revised version of the original ECERS, incorporating updated research and reflecting current best practices in early childhood education.
2. How long does it take to complete an ECERS-R assessment? The assessment typically takes several hours to complete, spread across multiple visits to the program.
3. Who can conduct an ECERS-R assessment? Trained and certified assessors are qualified to conduct ECERS-R assessments.
4. How often should an ECERS-R assessment be conducted? The frequency of assessments depends on the program's needs and goals, but it's typically recommended at least every few years.

5. Is the ECERS-R used internationally? While primarily used in the US, the principles and practices of the ECERS-R are relevant to early childhood settings worldwide.
6. What are the limitations of the ECERS-R? The ECERS-R is a snapshot in time and might not capture the full complexity of program quality.
7. How much does it cost to get an ECERS-R assessment? The cost varies depending on the assessor and the location.
8. Where can I find training on how to conduct ECERS-R assessments? Various organizations offer training programs for ECERS-R assessors.
9. Can the ECERS-R be used for home-based child care settings? Yes, the ECERS-R can be adapted for use in home-based settings.

Related Articles:

1. Improving Child Outcomes with the ECERS-R: This article explores the link between high ECERS-R scores and positive child outcomes.
2. Using Data-Driven Decision Making in Early Childhood Education: This discusses how to leverage ECERS-R data for informed decision-making.
3. The Role of the Teacher in Achieving a High ECERS-R Score: This focuses on the teacher's contribution to a quality early childhood environment.
4. Creating a Stimulating Learning Environment: An ECERS-R Perspective: This article examines specific strategies for enhancing the learning environment based on ECERS-R criteria.
5. Addressing Health and Safety Concerns using the ECERS-R: This focuses on the health and safety aspects evaluated in the ECERS-R.
6. The Importance of Parent-Teacher Communication in ECERS-R: This explores the crucial role of communication in achieving a high ECERS-R rating.
7. ECERS-R and Program Sustainability: This article explores how a strong ECERS-R rating contributes to program longevity.
8. Comparing ECERS-R with Other Quality Rating and Improvement Systems (QRIS): This article compares ECERS-R to other assessment systems.
9. Using ECERS-R to Advocate for Early Childhood Funding: This discusses how to leverage ECERS-R data to advocate for increased resources for early childhood education.

ecers rating scale pdf: Early Childhood Environment Rating Scale (ECERS-3) Thelma Harms, Richard M. Clifford, Debby Cryer, 2014-11-01 The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale®, ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional Items assessing developmentally appropriate literacy and math activities. Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using

ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

ecers rating scale pdf: Infant/Toddler Environment Rating Scale (ITERS-3) Thelma Harms, Debby Cryer, Richard M. Clifford, Noreen Yazejian, 2017-07-07 Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning, the authors have revised and updated the widely used Infant/Toddler Environment Rating Scale. ITERS-3 is the next-generation assessment tool for use in center-based child care programs for infants and toddlers up to 36 months of age. ITERS-3 focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality. Further, the scale assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development, as well as concern for health and safety. ITERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, program evaluation by directors and supervisors, teacher self-evaluation, monitoring by agency staff, and teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. While the approach to assessing quality and the scoring process remain the same for the new ITERS-3, users will find the following improvements informed by extensive use of the ITERS in the field and by the most recent research: Enhanced focus on interactions and the role of the teacher. Six new language and literacy Items. A new Item on beginning math experiences. Expanded age range to include children from birth to 36 months. A new approach to scoring based solely on observation of ongoing classroom activity (3-hour time sample). The elimination of the parents/staff subscale and teacher interviews, freeing up time for observing more actual classroom practice. Improved indicator scaling, providing more precise and useful scores for use in professional development and self-improvement. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, ITERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure

ecers rating scale pdf: All about the ECERS-R Debby Cryer, Thelma Harms, Cathy Riley, 2003 This resource provides step by step instruction on how to design a quality day care environment. It should be used side by side with the ECERS-R, the scale used to develop and quantify quality standards in Canada, the USA, and abroad. It includes the How, What and Why for Each indicator, seven sub-scale items, step-by-step instructions, and over 700 colour photos. The usage of this book can ensure accurate ECERS-R assessment by: early childhood practitioners, to improve classroom quality; technical staff, wanting to provide guidance to practitioners; licensing staff, who need to evaluate the quality of a program; and researchers, who need to use the scale correctly and reliably. The format is organized to match the format of the assessment, by subscale, item and indicator. They provide clear, print explanations of how each indicator within each item is to be interpreted.

ecers rating scale pdf: Family Day Care Rating Scale Thelma Harms, Richard M. Clifford, 1989 FDCRS consists of 32 items, organized under six major headings: Space and Furnishings for Care and Learning -- Basic Care -- Language and Reasoning -- Learning Activities -- Social Development -- Adult Needs. Eight additional items are included for rating a day care home's provisions for special-needs children. Each book contains one score sheet. Packages of 30 score sheets can be

ordered separately.

ecers rating scale pdf: School-age Care Environment Rating Scale Thelma Harms, Ellen Vineberg Jacobs, Donna Romano White, 1996-01 What are the components of high-quality care for school-age children? How can we tell the quality of care that is being provided on a daily basis? These are the challenges facing caregivers and parents as increasing numbers of school-age children are enrolled in before- and after-school programs. SACERS provides an easy to use resource for defining high-quality care and assessing levels of quality in child care programs offered by schools and other organizations. It consists of 49 items, organized under seven categories: Space and Furnishings; Health and Safety; Activities; Interactions; Program Structure; Staff Development; and Supplementary Items (for children with special needs). Full instructions for using the scale, a training guide, and notes clarifying selected items are included. In addition, one blank score sheet is provided in the center of each book. Packages of 30 score sheets may be ordered separately.

ecers rating scale pdf: Early Childhood Assessment National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Children, Youth, and Families, Committee on Developmental Outcomes and Assessments for Young Children, 2008-12-21 The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

ecers rating scale pdf: ECERS-E with Planning Notes Kathy Sylva, Iram Siraj, Brenda Taggart, 2010-11-22 ECERS-E is designed to be used with the Early Childhood Rating Scale-Revised (ECERS-R), an internationally recognized measure of quality in education and care written by Thelma Harms, Richard M. Clifford, and Debby Cryer. It not only complements the ECERS-R but extends the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity. Given the current focus on emerging literacy and numeracy skills, the ECERS-E provides unique guidance on the kinds of environments that enhance learning in preschool settings. The curriculum domains within the scales bear important relationships to children's (age 3-5) cognitive and social/behavioral developmental outcomes. Using the ECERS-E alongside the ECERS-R gives users a more complete picture of what a high-quality early childhood education program can look like. It can be used by program directors, teaching staff, agency staff, and in teacher training programs. Convenient organization: Literacy Items: Print in the environment Book and literacy areas Adults reading with children Sounds in words Emergent writing/mark making Talking and listening Mathematics Items: Counting and application of counting Reading and representing simple numbers Activities: Shape Activities: Sorting, matching and comparing Science and Environment Items: Natural materials Areas featuring science/science materials Activities: Non living Activities: Living processes Activities: Food preparation Diversity Items: Planning for individual learning needs Gender equality and awareness Race equality and awareness

ecers rating scale pdf: Infant/toddler Environment Rating Scale Thelma Harms, Debby Cryer, Richard M. Clifford, 2003 The ITERS-R is a thorough revision of the widely used program quality assessment instrument, The Infant/Toddler Environment Rating Scale. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-R can

be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. Book jacket.

ecers rating scale pdf: Head Start Impact Michael J. Puma, 2006 Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low-income children. Based on a 'whole child' model, the program provides comprehensive services that include pre-school education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child's development. Head Start services are designed to be responsive to each child's and family's ethnic, cultural, and linguistic heritage. The Congressionally-mandated Head Start Impact Study was conducted across 84 nationally representative grantee/delegate agencies. Approximately 5,000 newly entering 3- and 4-year-old children applying for Head Start were randomly assigned to either a Head Start group that had access to Head Start program services or to a non- Head Start group that could enrol in available community non-Head Start services, selected by their parents. Data collection began in fall 2002 and is scheduled to continue through 2006, following children through the spring of their 1st-grade year. The study quantifies the impact of Head Start separately for 3- and 4-year-old children across child cognitive, social-emotional, and health domains as well as on parenting practices. This book is essential reading for those in the education field.

ecers rating scale pdf: Coaching with ECERS Holly Seplocha, 2018-11-16 ECERS is widely used in the United States and internationally to assess the overall quality of preschool and kindergarten classrooms and to provide a framework for continuous quality improvement. This new book in the ERS® Family presents best practices to help coaches build trusting relationships with teachers, program directors, and administrators that will improve classroom environments and teaching practices. By using ECERS-3 and ECERS-R as a coaching tool, Holly Seplocha shows coaches and teachers how to work together to implement what is best for children. Each ECERS subscale chapter offers suggestions for quick and easy solutions, as well as strategies for classroom change that generally take more time for teachers to understand and incorporate into daily practice. This resource also includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Coaching with ECERS will help refine classroom practices and environments so that scores will rise, not just for the day, but for every day. Book Features: Outlines the nuts and bolts of coaching with ECERS in a way that has meaning and impacts classroom practice. Provides an overview of adult learning and coaching strategies, incorporating techniques for coaching novice and experienced teachers, as well as administrators. Examines the diversity of roles, from peer coaching to coaching from the inside or outside of the program, to administrators and supervisors who coach within their role. Presents the case for building onsite program capacity for coaches who target their efforts with administrators. Offers hands-on advice, strategies, and tools including "ECERS Tips" and No, No, Never, Nevers, as well as helpful resources to support coaches and administrators.

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and management.

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ecers rating scale pdf: Preschool Assessment Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly, this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3- to 6-year-olds in accordance with current best practices and IDEA 2004 guidelines. The authors are leading clinician-researchers who take the reader step by step through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case studies illustrate key facets of assessing diverse children and families; appendices offer concise reviews of over 100 instruments.

ecers rating scale pdf: Spaces for Children T.G. David, C.S. Weinstein, 2013-11-11 As a developmental psychologist with a strong interest in children's response to the physical environment, I take particular pleasure in writing a foreword to the present volume. It provides impressive evidence of the concern that workers in environmental psychology and environmental design are displaying for the child as a user of the designed environment and indicates a recognition of the need to apply theory and findings from developmental and environmental psychology to the design of environments for children. This seems to me to mark a shift in focus and concern from the earlier days of the interaction between environmental designers and psychologists that occurred some two decades ago and provided the impetus for the establishment of environmental psychology as a subdiscipline. Whether because children--though they are consumers of designed environments are not the architect's clients or because it seemed easier to work with adults who could be asked to make ratings of environmental spaces and comment on them at length, a focus on the child in interaction with environments was comparatively slow in developing in the field of environment and behavior. As the chapters of the present volume indicate, that situation is no longer true today, and this is a change that all concerned with the well-being and optimal functioning of children will welcome.

ecers rating scale pdf: Coaching with ECERS Holly Seplocha, 2018-11-30 This book in the Environment Rating Scale® Family presents best practices for coaches to use in their work with teachers and administrators to help them improve classrooms and teaching practices. The author includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Appropriate for use with ECERS-3 and ECERS-R. Book Features: Outlines the nuts and bolts of coaching with ECERS in a way that has meaning and impacts classroom practice. Provides an overview of adult learning and coaching strategies, incorporating techniques for coaching novice and experienced teachers, as well as administrators. Examines the diversity of roles, from peer coaching to coaching from the inside or outside of the program, to administrators and supervisors who coach within their role. Presents the case for building onsite program capacity for coaches who target their efforts with administrators. Offers hands-on advice, strategies, and tools including "ECERS Tips" and "No, No, Never, Nevers," as well as helpful resources to support coaches and administrators. "We, the authors of the ECERS, thank Holly for writing this much-needed resource, and hope that the book eases the challenges that coaches face every day." —From the Foreword by Debby Cryer, Richard M. Clifford, Thelma Harms, and Noreen Yazejian "In her very practical and straightforward style, Dr. Seplocha breaks down the ECERS subscales into easy-to-tackle steps that will more readily lead to improvements in program quality." —Judy Jablon, Leading for Children "Seplocha's approach helps coaches focus their efforts beyond getting a good ECERS score to what is truly critical: getting the best results for children." —Deborah Stahl,

consultant, early childhood implementation

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ecers rating scale pdf: On the Road to High-Quality Early Learning Marjorie E. Wechsler, David L. Kirp, 2018 This timely book will help policymakers and practitioners convert their visions of high-quality early education into on-the-ground reality by providing a much-needed, richly detailed look at how states can design, fund, and manage exemplary programs. The authors describe and analyze how four states—Michigan, West Virginia, Washington, and North Carolina—have built early education systems that positively affect student outcomes. Sharing a commitment to advancing key elements of a quality preschool education, each of the states developed programs with different enrollment requirements, services, and oversight. All of them, however, rely on common overarching strategies, such as: establishing standards and supporting improvement, investing in knowledgeable educators, coordinating and aligning early education programs with elementary school, seeking sufficient funding sources and mechanisms, and building broad-based support. This book offers powerful lessons for anyone who is committed to delivering engaging, age-appropriate preschool programs for all. “This book is so valuable—it’s a ‘how-to’ for the current generation of political leaders, Republicans and Democrats alike, who want to develop early education policies and practices that work.” —James B. Hunt, Jr., former Governor of North Carolina “This book provides critical insights for addressing the key challenge to preschool policy: fulfilling preschool’s promise at scale.” —W. Steven Barnett, National Institute for Early Education Research (NIEER) “A great resource for everybody engaged in state-level processes on behalf of young children, providing valuable lessons from leading states to help other states chart their own path.” —Elliot Regenstein, Foresight Law + Policy “A detailed and fascinating account of how distributive leadership, collaboration, and professional learning can greatly and positively influence teachers’ effective use of data.” —Randi Weingarten, president, American Federation of Teachers

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ecers rating scale pdf: *Overview: MELQO* UNESCO, UNICEF, World Bank, Brookings Institution (USA). Center for Universal Education, 2017-08-14 The Measuring Early Learning Quality and Outcomes (MELQO) initiative began in 2014 as part of the global emphasis on early childhood development (ECD). Led by UNESCO, the World Bank, the Center for Universal Education at the Brookings Institution and UNICEF, the initiative aims to promote feasible, accurate and useful measurement of children’s development and learning at the start of primary school, and of the quality of their pre-primary learning environments. Items are designed for children between the ages of 4 and 6 years. Following the premise that many existing tools include similar items, the leading organizations’s core team worked with a consortium of experts, non-governmental organizations (NGOs) and multilaterals to build upon current measurement tools to create a common set of items organized into modules for measuring: 1) early childhood development and learning, and 2) the quality of pre-primary learning environments. The MELQO core team and experts also collaborated to outline a process for context-specific adaptation of the measurement modules resulting from lessons learned from field-testing in several countries in 2015 and 2016. The modules are designed to be implemented at scale, with an emphasis on feasibility for low- and middle-income countries (LMICs). A key question addressed by MELQO was the balance between a global tool suitable for use everywhere, and local priorities and goals for children’s development. [Introduction, ed]

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ecers rating scale pdf: Assessing Quality in the Early Years Kathy Sylva, Iram Siraj-Blatchford, Brenda Taggart, 2003 The Early Childhood Environmental Rating Scale - Extension (ECERS-E) has been developed by Kathy Sylva, Iram Siraj-Batchford and Brenda Taggart as an instrument to measure quality in literacy, numeracy, science and diversity, as observable in pre-school settings. The scales are in accord with the United Kingdom’s Foundation Stage

Curriculum. ECERS-E complements the Early Childhood Environmental Rating Scales-Revised (ECERS-R), an internationally recognised measure of quality in education and care. Although originally devised as a research tool, the scales have been used by early years practitioners during self audits to determine quality of provision. This practical handbook will be of interest to all those concerned with providing a quality environment in which young children's learning can flourish.

ecers rating scale pdf: Investing in Young Children Sophie Naudeau, Naoko Kataoka, Alexandria Valerio, Michelle J. Neuman, Leslie Kennedy Elder, 2012-07-03 La Banque mondiale a rédigé ce guide du développement de la petite enfance (DPE) pour répondre à la demande croissante de conseil et d'appui des responsables de programmes en matière de dialogue politique sur le thème du DPE, et pour aider les clients à prendre et à mettre en oeuvre des décisions pertinentes sur la meilleure manière d'investir dans le DPE dans le cadre de leur économie et de leurs priorités nationales. Ce guide comble un manque dans la littérature actuelle sur le sujet (1) en distillant l'information existante sous la forme de notes concises et faciles à utiliser ;(2) en fournissant une information pratique sur les dernières questions pertinentes relatives au DPE, telles que la mesure des résultats du développement des enfants grâce à l'identification et l'adaptation d'instruments efficaces, aux transferts monétaires conditionnels destinés aux familles de jeunes enfants, et autres ; et (3) en évaluant la qualité des derniers faits rapportés pour chaque sujet et en identifiant les lacunes en matière de connaissances pour lesquelles des expérimentations et évaluations complémentaires sont nécessaires.

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ecers rating scale pdf: The Inclusive Classroom Profile (Icp) , Research Edition Elena P. Soukakou, 2016-08 Available in packs of 5, these are the 40-page forms needed to conduct the complete ICP(TM) assessment. How well is your early childhood program implementing quality inclusive practices? Now there's a comprehensive, field-tested observational tool that uncovers the answers. A one-of-a-kind tool for classrooms serving children ages 2-5, the Inclusive Classroom Profile (ICP) assesses 12 key practices with the strongest research base for supporting the education and development of young children in inclusive programs: Adaptations of Space, Materials, and Equipment Adult Involvement in Peer Interactions Adults' Guidance of Children's Free-Choice Activities and Play Conflict Resolution Membership Relationships between Adults and Children Support for Communication Adaptation of Group Activities Transitions between Activities Feedback Family-Professional Partnerships Monitoring Children's Learning Benefits The in-depth ICP evaluation process gives you the rich information and insights you need to: assess your program's current inclusive practices establish a baseline for measuring future progress apply recommended inclusive practices for young children guide quality improvement efforts by linking assessment data with instructional decision-making tailor professional development to teachers' specific needs The ICP is an observation rating scale designed to assess the quality of daily classroom practices that support the developmental needs of children with disabilities in early childhood settings. Comprehensive assessment with ICP takes about 3 1/2 hours, plus 20 minutes to score. The ICP Manual gives guidance on how to understand, implement, and score the ICP. Learn more about ICP here. See how this product helps strengthen Head Start program quality and school readiness. View our recorded webinar: Introduction to the Inclusive Classroom Profile presented by Elena Soukakou, Ph.D.

ecers rating scale pdf: Program Administration Scale (PAS) Teri N. Talan, Paula Jorde Bloom, 2011-10-15 Research has consistently found that effective administrative practices are crucial for ensuring beneficial program outcomes for children and families. The Program Administration Scale (PAS) is designed to reliably measure and improve the leadership and management practices of center-based programs—the only instrument of its kind to focus exclusively on organization-wide

administrative issues. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 25 items grouped into 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. This new second edition of the PAS includes minor refinements to support the reliable use of the instrument and to reflect current best practices in early childhood administration. The Notes and Guiding Questions for the PAS items are expanded to increase understanding and facilitate greater consistency in scoring. Emphasis is placed on administrative practices that support family partnership, inclusion, cultural sensitivity, and linguistic diversity. Routines that demonstrate distributed leadership are measured. The focus in technology is on practices that promote effective communication, collaboration, and continuous learning.

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ecers rating scale pdf: *Eager to Learn* National Research Council, Commission on Behavioral and Social Sciences and Education, Committee on Early Childhood Pedagogy, 2001-01-22 Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learners—every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. *Eager to Learn* presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

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reducing the increasingly serious problem of job turnover in this industry. The authors provide activities for teachers and directors, and resources for understanding how turnover affects children, parents and staff. They demonstrate what turnover costs programs and provides steps to managing turnover whenever it happens, to promote stability and reduce stress among remaining staff. They suggest ways to reduce turnover by improving a program's work environment, recruitment and hiring practices, and compensation packages. In addition, this work provides information on creating a workable substitute-teacher system for a program.

ecers rating scale pdf: Who Cares for our Children? Valerie Polakow, 2007 Valerie Polakow spent a year traveling around the country listening to low-income women from diverse backgrounds tell their stories of struggle, resilience, distress, and occasional success as they encountered ongoing child care crises. The resulting work is both a compelling account of the lived realities of the child care crisis, and an incisive critique of public policy that points to the United States as an outlier in the international community. Drawing on historical and international perspectives, Polakow creates a groundbreaking analysis of child care as a human right, persuasively arguing for a universal child care system. "Who Cares for Our Children? is one of the most disturbing books I have read in a long time. It should have a major impact on debates over poverty and social policy." —From the Foreword by Barbara Ehrenreich, author of *Nickel and Dimed* "In this beautifully written and provocative volume, Polakow deftly steps aside and lets real mothers, struggling against the odds to keep their families safe and sound, speak for themselves about what they need. This book delivers a timely message: Child care should be viewed as a human right." —Martha F. Davis, Northeastern University School of Law "A collection of moving and often chilling personal narratives. . . . Who Cares for Our Children? is a powerful and well-documented analysis of the worlds of low-income families." —Beth Blue Swadener, Arizona State University "Thoroughly researched and grounded in a heartfelt sympathy for the struggles of families . . . that face such painful choices and dilemmas in meeting the needs of their children." —James Garbarino, Loyola University Chicago

ecers rating scale pdf: Sustaining Early Childhood Learning Gains Arthur J. Reynolds, Judy A. Temple, 2019-01-10 How gains from early childhood experiences are initiated, increased, sustained, and affect life-course development are fundamental to science and society. They also have increasing policy relevance, given public investments in early learning programs and the need to measure their effectiveness in promoting well-being. With contributions from leading researchers across many disciplines, this book emphasizes key interventions and practices over the first decade of life and the elements and strategies through which gains can be enhanced by schools, families, communities, and public institutions. Three critical themes are addressed: firstly, the importance of documenting and understanding the impact of investments in early childhood and school-age years. Secondly, increased priority on elements and principles for scaling effective programs and practices to benefit all children. Thirdly, a focus on multiple levels of strategies for sustaining gains and promoting long-term effects, ranging from early care and family engagement to school reform, state, and federal policy.

ecers rating scale pdf: A Guide to Analyzing and Interpreting ECERS-3 Data Richard M. Clifford, Noreen Yazejian, Wonkyung Jang, Dari Jigjidsuren, 2021 Early childhood is a crucial stage in a child's life, and aspects of the environment in the physical, social-emotional, cognitive, and health and safety domains all play important roles in shaping children's development during these early years. Having a valid and reliable measure of the quality of these aspects of children's care settings is critical. The Early Childhood Environment Rating Scale (ECERS-3) is the leading research-based instrument for examining these influential global factors that directly impact children in early childhood environments. In this new guide, readers will find an in-depth description of both the conceptual model underlying the ECERS-3 and innovative ways of analyzing data for a fuller understanding of what can be done with the scale and why it is integral to the evaluation of early care and education. The authors analyze a large database of classroom observations to help ECERS-3 users better understand, interpret, and utilize their own findings. Readers will also see how components of their ECERS-3 data relate to one another, within and across subscales, and

within the scale as a whole. A Guide to Analyzing and Interpreting ECERS-3 Data will assist program directors, agency administrators, preK-K teaching coaches/mentors, school principals, researchers, and others who use the ECERS-3 to more successfully document, interpret, and analyze the quality of essential influential factors in an early learning setting. This resource will help guide program improvement initiatives with insight into what is needed for children's development and learning. Book Features: Provides a framework for thinking about how early childhood care and education learning environments fit into the larger picture of influences on children's development. Presents a theory of change that combines understanding how children learn and develop with how early education and care affect long-term outcomes. Analyzes what ECERS-3 data looks like for a large sample of classrooms and by different child and teacher characteristics.

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ecers rating scale pdf: EBOOK: Quality in Early Childhood Services - An International Perspective Helen Penn, 2011-01-16 This book examines how quality and good practice in early childhood education and care (ECEC) is interpreted and implemented in a variety of settings and circumstances. Drawing on her experience of research and policy making in a wide variety of countries, the author considers the variety of rationales that inform services for early childhood education and care. Services are organized, financed and delivered in many different ways across the world. The policies that have been adopted by governments, and the resources which are made available for implementing them, have shaped practice. On the one hand there are complex ideas about what children should be learning and how they should be learning. These ideas about curriculum and the training of teachers and carers may differ radically between countries. On the other hand policies have been prompted by the need to reconcile family and work obligations and to provide childcare to support working mothers, irrespective of educational concerns. The notions of economic competition and parental choice have led to the growth of private for-profit childcare services which promote a particular view of quality and achievement. Above all, growing inequality within countries, and between rich and poor countries, have undermined attempts to provide good quality services. In an unfair world, the impact of any services is likely to be distorted. The book charts the many different approaches to understanding and measuring quality and gives an exceptionally well-informed overview.

ecers rating scale pdf: The Movement Environment Rating Scale (MOVERS) Carol Archer, Iram Siraj, 2023-12-22 This revised new edition of The Movement Environment Rating Scale (MOVERS) offers a brand-new method of measuring the quality of environment and pedagogy in which young children are encouraged to move and be physically active. As physical development is a key component of an educational curriculum, MOVERS offers practitioners the opportunity to accurately assess the quality of a child's physical experiences, and the environmental and pedagogical quality of these experiences. The MOVERS is placed firmly in the family of CLIQRS - Curriculum, Leadership and Interaction Quality Rating Scales, which includes the Early Childhood Quality Rating Scale - Emergent Curriculum (ECQRS-EC), the Sustained Shared Thinking and Emotional Well-being Scale (SSTEW) and the Pedagogical Leadership in the Early Years (PLEY) scale, all of which have a similar format to previously mentioned scales, making it easy for educators already familiar with these well-established scales to adopt them and adapt them to their own unique settings. MOVERS has four sub-scales: - curriculum, environment and resources for physical development - pedagogy for physical development - supporting physical activity and critical thinking - parents/carers and staff. This book will be an invaluable tool for research, self-evaluation and improvement, audit and regulation. With additional notes derived using the feedback from extensive use of this resource by practitioners in hundreds of settings and early years specialists around the world, it has also been rigorously updated according to latest research, practice and policy.

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programs. Now there's a single volume that spotlights today's most urgent pre-K debates, explores each one from all sides, and paves the way for sound, educated decision-making. Edited by a founder of Head Start and two other highly respected experts, this forward-thinking book gathers a who's who of more than 40 leading thinkers in early childhood education for a rigorous examination of the most-debated pre-K issues. In a clear and compelling point-counterpoint format, this book gives current and future decision-makers multifaceted perspectives on critical questions; Should pre-K be targeted or universal; what kind of teacher preparation should be required? When should pre-K services be provided and for how long? Where should pre-K be provided? What should the primary focus of instruction be? Should pre-K be structured around direct instruction or learning through play? How can we ensure quality and accountability in pre-K programs? Readers will also get a helpful synthesis of the major themes of the pre-k debate, investigate lessons learned from model programs in 2 states, and identify key issues for future research and debate, including policies for English Language learners and children with special needs.

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