Early Childhood Environment Rating Scale Revised Edition

Early Childhood Environment Rating Scale (ECERS-3)Early Childhood Environment Rating Scale®Early Childhood Environment Rating ScaleAssessing Quality in the Early YearsPlay Environment Rating Scale (PERS) and Creative Environment Rating Scale (CERS)The Movement Environment Rating Scale (MOVERS)Early Childhood Environment Rating ScaleEarly Childhood Quality Rating Scale—Emergent Curriculum (ECQRS-EC)Video Guide and Training Workbook for Early Childhood Environment Rating ScaleEarly Childhood Environment Rating Scale-revised ECERS-REcers-E: The Early Childhood Environment Rating Scale Curricular Extension to Ecers-RContemporary Perspectives on Research in Assessment and Evaluation in Early Childhood EducationProfessional Development and Quality in Early Childhood EducationIntroduction to the Early Childhood Environment Rating ScalePreschool AssessmentQuality Assessment of Chinese PreschoolsEarly Childhood EducationInfant/toddler Environment Rating ScaleInfant Toddler Environment Rating Scale Scoring SheetsEarly Childhood Environment Rating Scale-revised ECERS-R Thelma Harms Thelma Harms Thelma Harms Kathy Sylva Igor Shiyan Carol Archer Thelma Harms Kathy Sylva Thelma Harms Kathy Sylva Olivia N. Saracho Athanasios Gregoriadis T Harms Marla R. Brassard Kejian Li Moncrieff Cochran Thelma Harms Thelma Harms

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Preschool Assessment Quality Assessment of Chinese Preschools Early Childhood Education Infant/toddler Environment Rating Scale Infant Toddler Environment Rating Scale Scoring Sheets Early Childhood Environment Rating Scale-revised ECERS-R *Thelma Harms Thelma Harms Thelma Harms Kathy Sylva Igor Shiyan Carol Archer Thelma Harms Kathy Sylva Thelma Harms Kathy Sylva Olivia N. Saracho Athanasios Gregoriadis T Harms Marla R. Brassard Kejian Li Moncrieff Cochran Thelma Harms Thelma Harms*

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 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

the early childhood environmental rating scale extension ecers e has been developed by kathy sylva iram sraj 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 kingdom1s 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

children1s learning can flourish

this book includes two distinct environment rating scales one for supporting young children s play pers and one for supporting their creative abilities cers both scales are based on vygotsky s cultural historical approach they can be used with one classroom or group at a time with children aged 2 6 years old pers is a research based scale designed to analyze and evaluate conditions to support mature or developed play that nurtures young children s imagination and contributes to the development of self regulation emotions communication social skills cooperation among peers speech storytelling and literacy mature play is also very important for school readiness children s self esteem learning motivation and successful transition to school each item of the scale is focused on a specific and meaningful aspect of complex play support space for play program structure and free time for play play materials adult s support of children s play and peer interaction cers is a research based scale designed to analyze and evaluate conditions to support the development of creative thinking and imagination in young children so that they can come up with new ideas make discoveries and solve nonstandard tasks while most early childhood professionals know that encouraging creativity is important many do not have the tools to do so on a day to day basis this assessment tool measures both environmental provisions and teacher child interactions that affect several areas understanding the development processes asking and supporting questions being inventive and transforming contradictions and using imagination use the pers and the cers to improve the quality of work in early childhood settings to develop the skills of classroom teachers and to conduct research based on the environment rating scale r principles of scales construction these development scales expand on the widely used early childhood environment rating scale r ecers 3

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

an easy to use evaluation instrument for rating early childhood settings the 37 items are divided into seven subscales personal care routines furnishings and display for children language reasoning experiences fine and gross motor activities creative activities social development adult needs

young children s learning depends on a wide range of experiences that support their holistic development while many different curricular frameworks are used around the world there is increasing agreement that the emerging academic skills of language and literacy mathematics and science should be supported by a playful pedagogy in the early years the early childhood quality rating scale emergent curriculum ecqrs ec is designed to measure quality in these key areas within preschool settings in addition to three content area subscales this evidence based tool includes a subscale dedicated to diversity and inclusion to help educators support gender and cultural differences in children 3 6 years old who are developing at different rates because it recognizes the important role of the adult in providing children with high quality interactions this new quality rating scale can be used for research teacher self evaluation and program improvement audit and regulation research that has worldwide significance is rare but the authors have strong credentials from decades of work on projects that have global relevance for early years research policy and practice from the foreword by w steven barnett and ellen c frede co directors national institute for early education research rutgers this indispensable tool guides policymakers researchers and early childhood educators in how to achieve high quality learning situations sonja sheridan university of gothenborg sweden the research informed ecqrs ec enables a much needed objective assessment of pedagogy and learning environments an indispensable resource nirmala rao the university of hong kong the ecqrs ec is a gift for anyone dedicated to providing high quality early education and care tara mclaughlin massey university new zealand

this 16 page workbook contains training activities for use with

this is the third edition of the ecers e formerly called assessing quality in the early years early childhood environment rating scale ecers e the ecers e is an instrument for measuring quality in literacy numeracy science and diversity as observable in pre school in relation to child cognitive and social behavioural developmental outcomes for children age 3 5 this new update of the 2003 publication has more extensive notes derived from feedback from extensive use of the instrument by practitioners in hundreds of settings and from local authority early years specialists the ecers e complements the early childhood rating scales revised ecers r an internationally recognised measure of quality in education and care originally devised as a research tool the scales are used increasingly by local authorities during audits to determine and improve the quality of provision and by practitioners seeking to improve their practice through professional development this practical handbook offers detailed guidance on providing a quality environment in which young children and their learning can flourish kathy sylva is professor of educational psychology at university of oxford she has researched extensively in the education and care of young children iram siraj blatchford is professor of early childhood at the institute of education university of london her research interests include early childhood curriculum and pedagogy she has published widely on issues of early childhood quality and equality brenda taggart is the research co ordinator of the effective pre school primary and secondary education eppse project at the institute of education university of london her background is in primary education and research

this volume explores contemporary perspectives on assessment and evaluation in early childhood education it reviews literature on evaluating programs children teachers and settings the volume targets researchers educators policy makers and general readers

this book provides a global overview of developments and discussion around the evaluation of quality of early childhood education environments and the professional development of early childhood teachers during the last decade it reports on the early change project a european funded research project with the participation of six european countries cyprus denmark finland greece portugal and romania and offers an in depth view on the perspectives of early childhood teachers regarding their professional development and the quality of early childhood education environment additionally it discusses the policies and educational framework supporting the professional development of early childhood teachers across europe finally it proposes an alternative way to

integrate the use of observational rating scales of early childhood education environments quality in teachers professional development presenting up to date scholarly research on global trends this is an easily accessible practical yet scholarly source of information for researchers policy makers and practitioners

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

this book presents the development of the chinese early childhood environment rating scale cecers a culturally appropriate tool for assessing the quality of chinese preschools it provides insights into the developmental profile and pedagogical characteristics of chinese preschools which have been the main type of children s services in china over the past three decades the conceptual framework of cecers is based on cultural contexts and refers to ecers an international quality assessment tool for early childhood education ece and combines the essential elements of ece quality e g teacher child interactions with additional components tailored to the situation of chinese preschools e g group educational activities a series of studies involving over 200 preschools and 500 classrooms were conducted to ensure the validity and reliability of the cecers in different areas of china the content of cecers has been continuously adapted according to the results of these verification studies the author also discusses issues related to improving the quality of chinese preschools and proposes relevant policy recommendations the book will be an essential read to students and scholars of educational theory and chinese studies it will also serve as an interesting reference for cross cultural scholars in the field of ece research

early childhood education has reached a level of unprecedented national and international focus parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and

brain development early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook as a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices

the 35 items in the iters are divided into seven categories furnishings and display for children personal care routines listening and talking learning activities interactions program structure adult needs

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