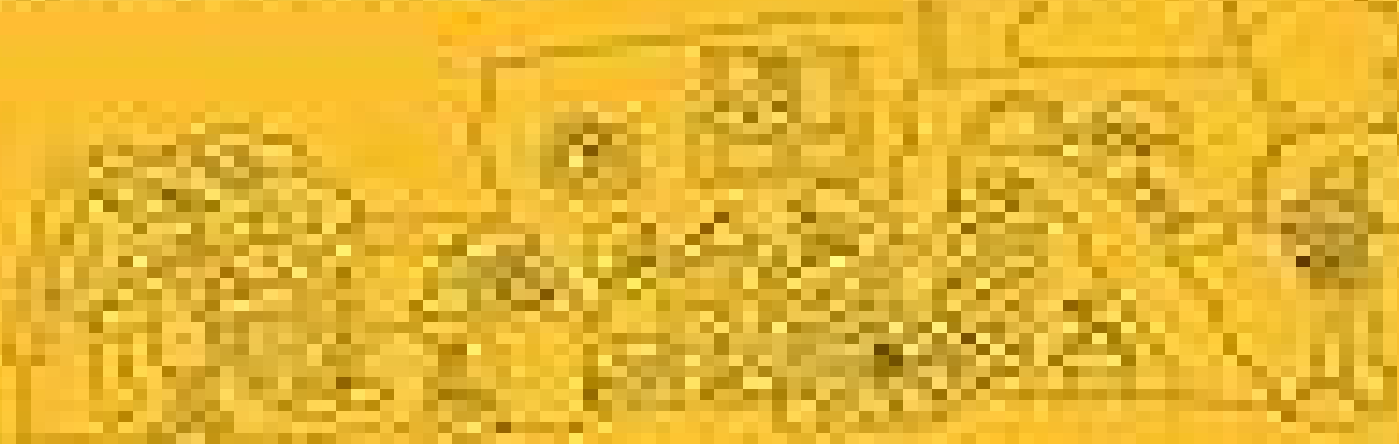


# EARLY CHILDHOOD ENVIRONMENT RATING SCALE

REVISED EDITION



THOMAS PARSONS · UNIVERSITY OF CALIFORNIA · BERKELEY, CALIF.

# Early Childhood Environment Rating Scale Revised Ecers R

**Thelma Harms, Debby Cryer**



## **Early Childhood Environment Rating Scale Revised Ecers R:**

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](http://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

*Early Childhood Environment Rating Scale-revised ECERS-R ,2004* *Early Childhood Environment Rating Scale-revised ECERS-R ,2004* 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-E: the Early Childhood**

**Environment Rating Scale Curricular Extension to ECERS-R** Kathy Sylva,Iram Siraj-Blatchford,Brenda

Taggart,2010-01-01 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      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

*Early Childhood Education* Moncrieff Cochran, Rebecca S. New, 2007-01-30 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

*Early Childhood Quality Rating Scale—Emergent Curriculum (ECQRS-EC)* Kathy Sylva, Iram Siraj, Brenda Taggart, Denise Kingston, 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

[Video Guide and Training Workbook for Early Childhood Environment Rating Scale](#) Thelma Harms, Debby Cryer, 1999 This 16 page workbook contains training activities for use with

**Professional Development and Quality in Early Childhood**

**Education** Athanasios Gregoriadis,Vasilis Grammatikopoulos,Evriliki Zachopoulou,2017-08-28 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 *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 *The Wiley Handbook of Early Childhood Development Programs, Practices, and Policies* Elizabeth Votruba-Drzal,Eric Dearing,2017-01-30 The first and only comprehensive review of current early childhood development theory practices policies and the science behind them This unique and important book provides a comprehensive overview of the current theory practices and policies in early childhood development within the contexts of family school and community and society at large Moreover it synthesizes scientifically rigorous research from an array of disciplines in an effort to identify the most effective strategies for promoting early childhood development Research into childhood development is booming and the scientific knowledge base concerning

early childhood development is now greater than that of any other stage of the human life span At the same time efforts to apply that knowledge to early childhood practices programs and policies have never been greater or more urgent Yet surprisingly until *The Handbook of Early Childhood Development Programs Practices and Policies* there was no comprehensive critical review of the applied science in the field The book begins with in depth coverage of child and family approaches From there it moves onto a consideration of school and community based strategies It concludes with a discussion of current social policies on health and development in early childhood and their implications Provides a comprehensive overview of the state of the knowledge base along with guidance for the future of the field Examines the underlying theory and basic science guiding efforts to promote early childhood development Critically reviews the strength of the empirical support for individual practices programs and policies Explores key opportunities and barriers policymakers and practitioners face when implementing various approaches Pays particular attention to socioeconomically disadvantaged and other disenfranchised populations *The Handbook of Early Childhood Development Programs Practices and Policies* is a valuable resource for practitioners scholars graduate students and advanced undergraduate students across the social sciences who are interested in strengthening their understanding of current strategies for promoting early childhood development and the science informing those strategies

*Issues in Perception, Cognition, Development, and Personality: 2013 Edition* ,2013-05-01 *Issues in Perception Cognition Development and Personality 2013 Edition* is a ScholarlyEditions book that delivers timely authoritative and comprehensive information about Personality Research The editors have built *Issues in Perception Cognition Development and Personality 2013 Edition* on the vast information databases of ScholarlyNews You can expect the information about Personality Research in this book to be deeper than what you can access anywhere else as well as consistently reliable authoritative informed and relevant The content of *Issues in Perception Cognition Development and Personality 2013 Edition* has been produced by the world s leading scientists engineers analysts research institutions and companies All of the content is from peer reviewed sources and all of it is written assembled and edited by the editors at ScholarlyEditions and available exclusively from us You now have a source you can cite with authority confidence and credibility More information is available at <http://www.ScholarlyEditions.com>

*Early Childhood Matters* Kathy Sylva,Edward Melhuish,Pam Sammons,Iram Siraj-Blatchford,Brenda Taggart,2010-01-04 The editors particularly Iram Siraj Blatchford Kathy Sylva and Ted Melhuish are extremely well respected authorities in their field The results of this genuinely ground breaking study are eagerly awaited by many researchers in this area Includes clear implications of the study for practice and ensuring educational effectiveness

*Education for All* Richard Pring is based on the Primary version of this study so the two books can be promoted together

*Contemporary Issues in the Early Years* Gillian Pugh,Bernadette Duffy,2009-11-25 Written and edited by leading practitioners and researchers in early childhood this new edition of Pugh and Duffy s highly regarded book provides a critical examination of key issues in the field The fifth edition is extensively revised

to emphasise the role of multi agency working in responding effectively to the needs of children and families Written with the new Early Years Foundation Stage and the Early Years Professional Status requirements in mind the new edition of this best selling book includes fully updated coverage of policy and research practice and workforce issues as well as four brand new chapters on Children s Centres Health services in the early years Leading and working in multiagency teams Quality in early childhood education This book is essential reading for students on early childhood studies courses PGCEs and early years foundation degrees and multi agency team workers in early childhood services provision Dr Gillian Pugh is Visitor Professor at the Institute Education and former chief executive of Coram Family Bernadette Duffy is Head of Centre at Thomas Coram Centre for Children and families in Camden

*Handbook of Education Policy Research* Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

*From Welfare to Childcare* Natasha Cabrera, Robert Hutchens, H. Elizabeth Peters, 2013-04-15 Although federal and state support for childcare has increased dramatically in response to welfare work requirements low income families are still facing difficulties balancing work and family obligations There is wide variation across states in the strictness of welfare work requirements and in the generosity of childcare support In addition the level of co payments required and the flexibility to use subsidies for informal modes of childcare differ across states leading families to make different childcare and employment choices The purpose of *From Welfare to Childcare* is first to describe what changes occurred in childcare following the 1996 welfare reform legislation and



then to analyze how federal welfare and subsidy policies influence the availability accessibility and quality of childcare arrangements for single mothers with young children National in scope it focuses on how the reforms influence the way that children are cared for when their mothers leave welfare and enter the workforce This book is suitable for national state and local policymakers non profit organizations that study and attempt to influence public policy and scholars interested in family and social policy issues It can be used as a text in graduate level courses on welfare poverty and children and public policy

International Research on Education for Sustainable Development in Early Childhood John Siraj-Blatchford, Cathy Mogharreban, Eunhye Park, 2016-10-14 This book offers a perspective on Education for Sustainable Development in Early Childhood ESDEC that is far removed from the business as usual notion of an extended predominantly environmental educational curriculum for preschools It presents a vision of sustainable development that has relevance to Early Childhood Care and Education ECCE from birth to school it is relevant as much to homes family support and health settings as it is to educational settings and is as much concerned with health and wellbeing as with education The book provides a perspective that is fundamentally embedded in notions of interdependency It places an emphasis upon the importance of recognising the interdependency of peoples within and between nation states the ecological interdependencies of the natural world of humanity and nature and most significantly the interdependency of adults and children These emphases have their origins in the grassroots studies included in the ten chapters representing countries from around the world The book reflects the idea that only global solutions and initiatives are capable of addressing the global challenges of climate change environmental pollution and global threats to ecological systems and biodiversity

Supervision That Improves Teaching and Learning Susan Sullivan, Jeffrey Glanz, 2013-01-23 Secrets to supervising for instructional improvement More than ever effective supervision is vital to instructional improvement and this new edition of a bestseller pinpoints the process and techniques that matter most Featuring 42 qualitative and quantitative observation tools this new edition includes New observation tools centered on diversity New case studies on alternative approaches to supervision A new chapter on creating transformational change More on technology topics such as blogs and online courses New scenarios highlighting English Language Learners and exceptional students Emphasis on empowering teachers to reflect and improve upon instruction

*Early Childhood Education and Care Quality in Europe and the USA* Konstantina Rentzou, Ruslan Slutsky, 2020-05-21 This book captures information about early childhood education and care ECEC policies and practices in different countries and aims to question the degree to which these countries have managed to meet the needs of children families and the ECEC workforce The book illustrates how different countries have adapted different strategies focusing on policy when it comes to quality ECEC The goal of the book is twofold First and foremost it aims to present key findings and challenges for improving ECEC as a whole Second it aims to highlight problems and concerns which the field of ECEC faces with respect to delivering high quality care and education to all children As neither ECEC nor quality are universal concepts but are shaped by social cultural values as

well as national economic and political contexts in which ECEC services are provided this cross country volume is extremely relevant for fully understanding issues in the field of ECEC This book was originally published as a special issue of Early Child Development and Care

The book delves into Early Childhood Environment Rating Scale Revised Ecers R. Early Childhood Environment Rating Scale Revised Ecers R is a vital topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Early Childhood Environment Rating Scale Revised Ecers R, encompassing both the fundamentals and more intricate discussions.

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    - Chapter 4: Early Childhood Environment Rating Scale Revised Ecers R in Specific Contexts
    - Chapter 5: Conclusion
  2. In chapter 1, the author will provide an overview of Early Childhood Environment Rating Scale Revised Ecers R. This chapter will explore what Early Childhood Environment Rating Scale Revised Ecers R is, why Early Childhood Environment Rating Scale Revised Ecers R is vital, and how to effectively learn about Early Childhood Environment Rating Scale Revised Ecers R.
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  4. In chapter 3, this book will examine the practical applications of Early Childhood Environment Rating Scale Revised Ecers R in daily life. This chapter will showcase real-world examples of how Early Childhood Environment Rating Scale Revised Ecers R can be effectively utilized in everyday scenarios.
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  6. In chapter 5, the author will draw a conclusion about Early Childhood Environment Rating Scale Revised Ecers R. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Early Childhood Environment Rating Scale Revised Ecers R.

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