Early Childhood Environment Rating Scale Revised

Early Childhood Environment Rating Scale (ECERS-3)Assessing Quality in the Early YearsEarly Childhood Environment Rating ScaleEarly Childhood Environment Rating Scale®Early Childhood Environment Rating Scale Scoring SheetsEcers-E: The Early Childhood Environment Rating Scale Curricular Extension to Ecers-RVideo Guide and Training Workbook for Early Childhood Environment Rating ScaleEarly Childhood Environment Rating Scale-revised ECERS-RIntroduction to the Early Childhood Environment Rating ScalePlay Environment Rating Scale (PERS) and Creative Environment Rating Scale (CERS)A Guide to Analyzing and Interpreting ECERS-3 DataQuality Assessment of Chinese PreschoolsEarly Childhood Environment Rating Scale-revised ECERS-RProfessional Development and Quality in Early Childhood EducationECERS-E with Planning NotesContemporary Issues in the Early YearsPreschool AssessmentEarly Childhood ReportThe Early Childhood Environment Rating Scale (ECERS) as a Tool in Evaluating and Improving Quality in PreschoolsEmergent Trends in Early Childhood Education Thelma Harms Kathy Sylva Thelma Harms Thelma Harms Thelma Harms Kathy Sylva Thelma Harms T Harms Igor Shiyan Richard M. Clifford Kejian Li Athanasios Gregoriadis Kathy Sylva Gillian Pugh Marla R. Brassard Mona Andersson Airi Hautamäki

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Contemporary Issues in the Early Years Preschool Assessment Early Childhood Report The Early Childhood Environment Rating Scale (ECERS) as a Tool in Evaluating and Improving Quality in Preschools Emergent Trends in Early Childhood Education *Thelma Harms Kathy Sylva Thelma Harms Thelma Harms Thelma Harms Thelma Harms Kathy Sylva Thelma Harms T Harms Igor Shiyan Richard M. Clifford Kejian Li Athanasios Gregoriadis Kathy Sylva Gillian Pugh Marla R. Brassard Mona Andersson Airi Hautamäki*

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

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

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 16 page workbook contains training activities for use with

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

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

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

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

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

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 excutive of coram family bernadette duffy is head of centre at thomas coram centre for children and families in camden

education

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