

ALL ABOUT THE ECERS-R



EARLY CHILDHOOD ENVIRONMENT RATING SCALE REVISED EDITION

Updated
with additional
notes and a
new expanded
scoresheet



Thelma Harms Richard M. Clifford Debby Cryer

Early Childhood Environment Rating Scale Revised Ecers R

**Debby Cryer, Thelma Harms, Cathy
Riley**



Early Childhood Environment Rating Scale Revised Ecers R:

Early Childhood Environment Rating Scale Thelma Harms, Richard M. Clifford, Debby Cryer, 1998-01-01 The ECERS R is a thorough revision of the widely used program quality assessment instrument the Early Childhood Environment Rating Scale ECERS Designed for use in preschool kindergarten and child care classrooms serving children 2 1 2 through 5 years of age the ECERS 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

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

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

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

Handbook of Research on the Education of Young Children Bernard Spodek, Olivia N. Saracho, 2014-01-27 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early child

Quality Assessment of Chinese

Preschools Kejian Li, 2024-02-29 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

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 **Early Childhood Matters** Kathy Sylva, Edward Melhuish, Pam Sammons, Iram Siraj-Blatchford, Brenda Taggart, 2010-01-04 Documents the development of the importance of early years education from the late 90s into this millennium This book provides a contribution to the importance of pre school

Measuring Noncognitive Skills in School Settings Stephanie M.

Jones, Nonie K. Lesaux, Sophie P. Barnes, 2022-03-23 Children's social emotional and self regulation skills are critical for success in school and ultimately in the workplace How can educators determine the most effective approaches for measuring students interpersonal competencies And how can they use the data to improve their own practice Relevant for school leaders educators researchers and other stakeholders this book brings together leading experts from multiple disciplines to discuss the current state of measurement and assessment of a broad range of noncognitive skills and present an array of innovative tools Chapters describe measures targeting the individual student classroom whole school and community highlight implications for instructional decision making examine key issues in methodology practice and policy and share examples of systematic school and districtwide implementation

Contemporary Issues in Early Childhood Education

in Germany Wilfried Smidt, 2018-07-26 The importance of early childhood education has been emphasized by a large body of research that has demonstrated that children's cognitive and socio emotional development is significantly influenced by the quality of the education and care received from their families and in preschool Consequently it is important to investigate factors that pertain to the provision of a high quality education and high quality care for young children This book addresses several important issues that are currently under discussion with respect to this topic In particular the book focuses on three topics presently under debate the professionalization of pedagogues working in the field of early childhood education the

quality of education and care provided by families and preschools and the promotion of children from socio economically disadvantaged families Providing an excellent overview of current research in Germany this book will be useful to readers who are interested in international perspectives on early childhood education and who want to gain insight into relevant topics discussed in other countries This book was originally published as a special issue of Early Child Development and Care

Absolute Ratings Criteria for Primary Schools (schools Only Enrolling Students in Grade Two Or Below) Ratings Criteria Including Environmental Measure for Program Improvement (early Childhood Environment Rating Scale Revised - ECERS-R). South Carolina Education Oversight Committee,2004 *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

California Early Childhood Educator Competencies California. Department of Education,California. Children and Families Commission,2012 *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

Video Guide and Training Workbook for the ECERS-R Thelma Harms,Debby Cryer,1999-06-15 The activities in this 24 page workbook prepare instructors to accurately use the Early Childhood Environment Rating Scale Revised Edition ECERS R including explanations for the scoring system terms used throughout the Scale protocols for observation sample situations for scoring practice and more The Workbook is to be used in conjunction with the Video Observations for the ECERS R video as part of a complete training package Each participant will require a personal copy of the Video Guide and Training Workbook which can be reproduced for use in the classroom for educational purposes only ECERS and Environment Rating Scale are registered trademarks of Teachers College Columbia University **Assessing Infants and Preschoolers**

with Special Needs Mary E. McLean, Mark Wolery, Donald B. Bailey, 2004 Preparing those who work with special needs infants and preschoolers to use assessment for the purpose of planning effective personalized intervention programs this guide contains thoroughly updated material to ensure readers are up to date on developments in the field **Assessment in Emergent Literacy** Khara L. Pence, 2007 This handbook provides a practical and useable guide to identifying preschool and early school aged children s strengths and needs across multiple domains of emergent and early literacy to include phonological awareness alphabet knowledge print awareness narrative and vocabulary Specific approaches to assessing and monitoring growth in high priority areas of literacy are provided This handbook also provides guidance for evaluating children s learning environments including supports with the home and classroom

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