

## Early Childhood Environment Rating Scale Revised

Early Childhood Environment Rating Scale (ECERS-R) Play Environment Rating Scale (PERS) and Creative Environment Rating Scale (CERS) The Movement Environment Rating Scale (MOVERS) Early Childhood Environment Rating Scale-revised ECERS-R Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education Professional Development and Quality in Early Childhood Education Preschool Assessment Introduction to the Early Childhood Environment Rating Scale Quality Assessment of Chinese Preschools Infant/Toddler Environment Rating Scale (ITERS-3) Infant/toddler Environment Rating Scale Family Child Care Environment Rating Scale (FCCERS-3) State of North Carolina Administrative Code Guidebook on Environmental Impact Assessment for in Situ Leach Mining Projects The International Handbook on Environmental Technology Management Environmental Impact Assessment Guidelines for Industrial Estate Development Materials Performance Identification, Validation and Determination of Self-perceived Competencies Needed by Michigan Vocationally Certified Business Education Teachers in Information Processing The Designer's Atlas of Sustainability Colorado School Laws *Thelma Harms Igor Shiyan Carol Archer Olivia N. Saracho Athanasios Gregoriadis Marla R. Brassard Thelma Harms Kejian Li Thelma Harms Thelma Harms Thelma Harms International Atomic Energy Agency Dora Marinova Malaysia. Jabatan Alam Sekitar John Joseph Olivo Ann Thorpe Colorado*

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featuring a spiral binding the updated early childhood environment rating scale ecers r offers more practical assistance in the form of an expanded score sheet which contains a worksheet and additional notes for clarification to improve accuracy in scoring however the items and indicators remain the same as in the original ecers r designed for preschool kindergarten and child care classrooms serving children 2 1/2 through 5 years of age this widely used program quality assessment instrument 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 ecers r make it particularly useful for research and program evaluation convenient organization in seven subscales space and furnishings personal care routines language reasoning activities interaction program structure parents and staff each of the 43 items is expressed as a 7 point scale with indicators for 1 inadequate 3 minimal 5 good and 7 excellent notes for clarification and sample questions are included to improve accuracy in scoring an introductory section gives detailed information about the rationale for the ecers r the process of revision and the reliability and validity of the scale full instructions for administration and scoring as well as an expanded scoresheet and profile that may be photocopied are included with the scale

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 play 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

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

education

presents and discusses the 37 items of the early childhood environment rating scale an assessment instrument designed to measure the quality of care and education provided in group or center based

early childhood programs

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 cecers 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

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

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

building on feedback from the field as well as current research on supporting young children s development and learning the authors have revised and updated the widely used family child care environment rating scale fccers 3 is the next generation assessment tool for use in home based child care programs for children from infancy through school age birth to age 12 fccers 3 focuses on the full range of needs of the wide age range of children often found in family child care programs further the scale assesses both environmental provisions and provider child interactions that contribute to children s learning and development including language cognitive social emotional and physical development as well as concerns for health and safety fccers 3 is appropriate for state and district wide qris and continuous quality improvement for provider self assessment and as a learning or monitoring tool within networks of family providers the established reliability and validity of the scale make it particularly useful for research and program evaluation with family child care programs while the approach to assessing quality and the scoring process remain the same for the new fccers 3 users will find the following improvements informed by extensive use of the fccers in the field and by the most recent research enhanced focus on interactions and the role of the provider six new language and literacy items a new item on math experiences a new approach to scoring based solely on observation of ongoing program activity 3 hour time sample the elimination of the parents and provider subscale and provider interview freeing up time for observing more actual programming improved indicator scaling providing more precise and useful scores for use in self improvement and professional development 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 fccers 3 subscales evaluate space and furnishings personal care routines language and books activities interaction program structure for further information please visit the environment rating scales website [ers.fpg.unc.edu](http://ers.fpg.unc.edu)

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this handbook offers a tool for environmental managers and environmental officers alike it contains ideas case studies and methodologies which stimulate continuous improvement thinking and help train staff to implement sustainability and environmental management concepts

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