

Early Childhood Environment Rating Scale Ecers 3

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Assessing Quality in Early Childhood Education and Care - Iram Siraj
2015-02-27

The sustained shared thinking and emotional well-being (SSTEW) scale is designed to consider some of the intentional and relational pedagogical strategies strongly associated with child outcomes. It considers practice that supports children aged between two and five years of age in developing skills in sustained shared thinking and emotional well-being, as well as developing strong relationships, effective communication and aspects of self-regulation. It is designed to be used for research, self-evaluation and improvement, audit and regulation. Using the SSTEW scale alongside other environment scales (including ECERS-E, ECERS-R or ITERS-R) gives users a more complete picture of what high-quality early childhood education and care can look like. It is aspirational in that it considers high quality pedagogy and practice. It can be used by researchers, heads of centers, managers, teaching staff and practitioners, as well as advisory staff and in professional development.

ECERS-E with Planning Notes - Kathy Sylva 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

**Early Childhood Environment Rating
Scale - Thelma Harms 2022**

The Early Childhood Care and
Education Workforce - National
Research Council 2012-03-10

Early childhood care and education
(ECCE) settings offer an opportunity
to provide children with a solid
beginning in all areas of their
development. The quality and efficacy
of these settings depend largely on
the individuals within the ECCE
workforce. Policy makers need a
complete picture of ECCE teachers and
caregivers in order to tackle the
persistent challenges facing this
workforce. The IOM and the National
Research Council hosted a workshop to
describe the ECCE workforce and
outline its parameters. Speakers
explored issues in defining and
describing the workforce, the
marketplace of ECCE, the effects of
the workforce on children, the
contextual factors that shape the
workforce, and opportunities for
strengthening ECCE as a profession.

**Thinking Critically About
Environments for Young Children -
Lisa P. Kuh 2014**

Using a practice-based focus and a
researcher lens, the contributors
consider the ways in which

environments for children enhance or
diminish educational experiences, how
social constructs about what is good
for children influence environmental
design, and what practitioners can do
in their own work when creating
learning environments for young
children. There are copious examples
from practice, lessons learned, and
illustrations and photographs of key
aspects of the environments they
discuss. Organized into three parts,
this essential text addresses:
Aesthetics, politics, and space
configurations in school environments
for young children. Outdoor spaces,
beginning with intentionally designed
playscapes, children's gardens, and
spontaneous improvisational play
venues. The role of environments
outside school, including informal
learning environments that promote
science knowledge, museum spaces, and
virtual environments. "Through rich
examples and clear explanations of
the historical, political, and
aesthetic dimensions of design, [Kuh
and her colleagues] help us think
critically about environments and
provide theoretical and practical
tools to support our efforts."

—Benjamin Mardell, professor, Early
Childhood Education, Lesley
University. "An enlightening book
that gives educators new lenses for
thinking about and creating the kinds
of places that can optimize
children's growth and learning,
especially in this era of
standardization. Educators need this
book!" —Nancy Carlsson-Paige,
professor emerita, Lesley University
"For everyone who wants to take
educational settings beyond minimal
standards, this collection is a
thoughtful and inspiring guide."

—Louise Chawla, professor,
Environmental Design Program,
University of Colorado, Boulder
*Developing and Administering an Early
Childhood Education Program - Shauna*

Adams 2021-05-17

Whether you direct, administrate or lead early childhood education, **DEVELOPING AND ADMINISTERING AN EARLY CHILDHOOD EDUCATION PROGRAM**, 10E provides the knowledge and skills you need for success. This comprehensive edition highlights the director's role in leading both people and programs, with an emphasis on business and interpersonal skills. You also learn how to select and implement a high-quality curriculum. Updates present the latest changes in the field, including NAEYC's 2020 statement on Developmentally Appropriate Practice and new position statement, Advancing Equity. Revised chapters integrate NAEYC's Power to the Profession Unifying Framework. A new chapter addresses leadership during change and crisis. Practical insights guide you through all aspects of directing a program -- from budgeting, facility and equipment to selecting, training and supervising staff; working with children and parents; and handling accrediting, licensing, evaluations and improvements. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

How to Use Work Group Supervision to Improve Early Years Practice - Stella Louis 2020-09-29

How to Use Work Group Supervision to Improve Early Years Practice presents a new model for supervision as a collaborative process, and explores how this process can benefit practitioners at all stages in their career to reflect on and improve their own practice. Supported by detailed case studies which contextualise Work Group Supervision, Louis offers practical support which will help practitioners develop their knowledge and skills, and to work together to develop a shared

understanding and more successful practice. Louis covers a range of insightful topics to help practitioners utilise the Work Group Supervision method to improve their practice, including: What Work Group Supervision is and how it can help practitioners How to develop self-understanding and professional practice Theories on child observation, and using observation to tune into children The importance of respectful interactions as a leader and among peers How to Use Work Group Supervision to Improve Early Years Practice is ideal for Early Years practitioners and teachers, managers of Early Years settings and students on courses for leadership in Early Childhood settings.

Family Day Care Rating Scale - Thelma Harms 1989

FDCRS consists of 32 items, organized under six major headings: Space and Furnishings for Care and Learning -- Basic Care -- Language and Reasoning -- Learning Activities -- Social Development -- Adult Needs. Eight additional items are included for rating a day care home's provisions for special-needs children. Each book contains one score sheet. Packages of 30 score sheets can be ordered separately.

ECERS-E: the Early Childhood Environment Rating Scale Curricular Extension to ECERS-R - Kathy Sylva 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 Environment Rating Scale (ECERS-R) - Thelma Harms
2004-12-02

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 2½ 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.

[A Guide to Analyzing and Interpreting ECERS-3 Data](#) - Richard M. Clifford
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.

Coaching with ECERS - Holly Seplocha 2018-11-16

This new book in the ERS® Family presents best practices for coaches

to use in their work with teachers and administrators to help them improve classrooms and teaching practices. The author includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Appropriate for use with ECERS-3 and ECERS-R.

Quality Measurement in Early Childhood Settings - Martha J. Zaslow 2011

Family sensitive child care.

Infant/toddler Environment Rating Scale - Thelma Harms 2003

The ITERS-R is a thorough revision of the widely used program quality assessment instrument, The Infant/Toddler Environment Rating Scale. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-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. **Book jacket.**

The Inclusive Classroom Profile (Icp), Research Edition - Elena P.

Soukakou 2016-08

Available in packs of 5, these are the 40-page forms needed to conduct the complete ICP(TM) assessment. How well is your early childhood program implementing quality inclusive practices? Now therea (TM)s a comprehensive, field-tested observational tool that uncovers the answers. A one-of-a-kind tool for classrooms serving children ages 2-5, the Inclusive Classroom Profile (ICP) assesses 12 key practices with the strongest research base for supporting the education and development of young children in inclusive programs: Adaptations of Space, Materials, and Equipment Adult

Involvement in Peer Interactions
Adults' Guidance of Children (TM)s
Free-Choice Activities and Play
Conflict Resolution Membership
Relationships between Adults and
Children Support for Communication
Adaptation of Group Activities
Transitions between Activities
Feedback Family-Professional
Partnerships Monitoring Children's
Learning Benefits The in-depth ICP
evaluation process gives you the rich
information and insights you need to:
assess your program (TM)s current
inclusive practices establish a
baseline for measuring future
progress apply recommended inclusive
practices for young children guide
quality improvement efforts by
linking assessment data with
instructional decision-making tailor
professional development to teachers'
specific needs The ICP is an
observation rating scale designed to
assess the quality of daily classroom
practices that support the
developmental needs of children with
disabilities in early childhood
settings. Comprehensive assessment
with ICP takes about 3 1/2 hours, plus
20 minutes to score. The ICP Manual
gives guidance on how to understand,
implement, and score the ICP. Learn
more about ICP here. See how this
product helps strengthen Head Start
program quality and school readiness.
View our recorded webinar:

Introduction to the Inclusive
Classroom Profile presented by Elena
Soukakou, Ph.D.

Explorations with Young Children -
Anne W. Mitchell 1992

Explorations provides an integrated
approach to the preschool curriculum,
giving teachers a framework to use in
developing activities which respond
to the individual needs and interests
of their children.

**Video Guide and Training Workbook for
the ITERS-R** - Thelma Harms 2003-05-08
The activities in this 24-page

workbook prepare instructors to
accurately use the ITERS-R, including
explanations for the scoring system,
terms used throughout the Scale,
protocols for observation, sample
situations for scoring practice, and
more. This Workbook is to be used in
conjunction with the Video
Observation for the ITERS DVD, 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.

All about the ECERS-R - Debby Cryer
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.

Nurturing Knowledge - Susan B. Neuman
2007

The research is clear: the ability to
read for understanding requires a
great deal of knowledge and
vocabulary, as well as reading
skills. By linking early literacy to
content area learning, we can provide

children with the purposeful, knowledge-building experiences they need to be successful readers and writers. In this comprehensive and practical resource, early literacy experts Susan Neuman and Kathy Roskos give you the tools to do this. They share five essential early literacy practices—creating a supportive learning environment; shared book reading; songs, rhymes, and word play; developmental writing; and play—and show how and why to apply these in math, science, social studies, and art so children acquire the knowledge and the skills they need for academic success. For use with Grades PreK–K.

Early Childhood Environment Rating Scale (ECERS-3) - Thelma Harms
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). 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

Infant/toddler Environment Rating Scale - Thelma Harms 2006

Featuring a new spiral binding, the updated ITERS-R offers more practical assistance in the form of additional notes for clarification and an Expanded Score Sheet, which incorporates notes and tables to assist in scoring. However, the items and indicators remain the same as in the original ITERS-R. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-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® - Thelma Harms 2015

The National Evaluation of Sure Start
- Belsky, Jay 2007-11-21
Following 5 years of systemic

research exploring the efficacy and impact of Sure Start Local Programmes, this book pulls together, in a single volume, the results of the extensive National Evaluation of Sure Start (NESS).

Business Administration Scale for Family Child Care (BAS) - Teri N. Talan 2018-05-18

The Business Administration Scale for Family Child Care (BAS) is the first valid and reliable tool for measuring and improving the overall quality of business and professional practices in family child care settings. It is applicable for multiple uses, including program self-improvement, technical assistance and monitoring, training, research and evaluation, and public awareness. It is currently embedded in many state quality rating and improvement systems (QRIS) across the nation. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 10 items: Qualifications and Professional Development Income and Benefits Work Environment Fiscal Management Recordkeeping Provider-Family Communication Family Support and Engagement Marketing and Community Relations Provider as Employer The second edition of the BAS includes refinements to support the reliable use of the instrument and to reflect current best practices in administering a family child care program: The Notes for the BAS items are expanded to increase understanding and facilitate greater consistency in both interpretation and scoring. There is greater emphasis on practices that promote family and community engagement. New national norms for the BAS are reported based on data collected between 2009 and 2017 from 439 home-based programs in 22 states. Use the BAS second edition with the Family Child Care Environment Rating Scale (FCCERS-3 or FCCERS-R) for a

comprehensive picture of your family child care learning environment and the business and professional practices that support the program. *Movement Environment Rating Scale (MOVERS) for 2-6-year-olds Provision* - Carol Archer 2017

The book presents a new method of measuring the quality of environment and pedagogy in which young children are encouraged to move and be physically active. It applies the methodology used in the ECERS-E and SSTEWS rating scales, making it easy for educators already familiar with these well-established scales to adopt.

Early Childhood Assessment - National Research Council 2008-12-21

The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques

and instruments for developmental assessments.

Educational Encounters: Nordic Studies in Early Childhood Didactics

- Niklas Pramling 2011-08-10

Qualitative analyses of young children's learning in natural settings are rare, so this new book will make educators sit up and pay attention. It lays out a Nordic, or continental European teaching and learning paradigm whose didactic framework is distinct from the Anglo-American system. This analysis, which features contributions and case studies from researchers in a range of subjects, is built on principles such as the learner's perspective, establishing sufficient intersubjectivity, 'pointing out', and informing experience linguistically. After clarifying some historical background, the book discusses the contemporary emphasis in early childhood education on pedagogy/learning. What should 'didactics' mean in educating young children? The book examines the opportunities for learning that teachers provide for children in early childhood education, as well as how children respond to these opportunities. It presents empirical studies from a variety of naturalistic settings, including mathematics, making visual art, ecology, music, dance, literacy and story-telling, as well as learning about gender, morality and democracy. The authors seek to answer key questions about the processes involved in both teaching and learning. What challenges do teachers face as they try to expand children's knowledge in various fields of learning? How do they respond to these challenges, and what can we learn about children's corresponding uptake? What now requires further research? One key distinction in researching children's learning is

between studies that look at 'process' and those that analyze 'product'. In the tradition of Piaget, Vygotsky and Werner, as well as Mercer and Valsiner's more recent work, this book advocates the importance and relative rareness of the former type of study.

Infant/Toddler Environment Rating Scale (ITERS-3) - Thelma Harms

2017-07-07

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

A Practical Guide to Early Childhood Curriculum - Claudia Fuhriman Eliason 1986

The children of the cost, quality, and outcomes study go to school -

Early Childhood Environment Rating Scale - Thelma Harms 1980-01-01
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.

The Psychoeducational Assessment of Preschool Children - Bruce A. Bracken 1991

discussion on assessment of preschool children with the McCarthy scales of children's abilities, Weschler

preschool and primary scale of intelligence revised, the fourth edition of the Stanford-Binet intelligence scale, Differential ability scales, and the Kaufman assessment battery for children. It also includes sections on assessing the multicultural child, the severely handicapped child, and the gifted child.

Video Guide and Training Workbook for Early Childhood Environment Rating Scale - Thelma Harms 1999

This 16-page workbook contains training activities for use with .
Program Administration Scale (PAS) - Teri N. Talan 2011-10-15

Research has consistently found that effective administrative practices are crucial for ensuring beneficial program outcomes for children and families. The Program Administration Scale (PAS) is designed to reliably measure and improve the leadership and management practices of center-based programs—the only instrument of its kind to focus exclusively on organization-wide administrative issues. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 25 items grouped into 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. This new second edition of the PAS includes minor refinements to support the reliable use of the instrument and to reflect current best practices in early childhood administration. The Notes and Guiding Questions for the PAS items are expanded to increase understanding and facilitate greater consistency in scoring. Emphasis is placed on administrative practices that support family partnership, inclusion, cultural sensitivity, and

linguistic diversity. Routines that demonstrate distributed leadership are measured. The focus in technology is on practices that promote effective communication, collaboration, and continuous learning.

Early Childhood Environment Rating Scale - Thelma Harms 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.

Spaces for Children - T.G. David 2013-11-11

As a developmental psychologist with a strong interest in children's response to the physical environment, I take particular pleasure in writing a foreword to the present volume. It provides impressive evidence of the concern that workers in environmental psychology and environmental design are displaying for the child as a user of the designed environment and indicates a recognition of the need to apply theory and findings from developmental and environmental psychology to the design of environments for children. This seems to me to mark a shift in focus and concern from the earlier days of the interaction between environmental designers and psychologists that occurred some two decades ago and provided the impetus for the establishment of environmental psychology as a

subdiscipline. Whether because children-though they are consumers of designed environments are not the architect's clients or because it seemed easier to work with adults who could be asked to make ratings of environmental spaces and comment on them at length, a focus on the child in interaction with environments was comparatively slow in developing in the field of environment and behavior. As the chapters of the present volume indicate, that situation is no longer true today, and this is a change that all concerned with the well-being and optimal functioning of children will welcome.

All about the ECERS-3 - Debby Cryer 2019

Supervision in Early Childhood Education, 3rd Edition - Joseph J. Caruso 2006

School-Age Care Environment Rating Scale Updated (SACERS) - Thelma Harms 2013-12-06

What are the components of high-quality after-school care for children ages 5–12? How can we evaluate these programs? These are the challenges facing caregivers, schools, agencies, and parents as after-school programs proliferate. The School-Age Care Environment Rating Scale®, Updated Edition provides an easy-to-use resource for defining and assessing the quality of both public and private programs caring for school-age children during out-of-school time. This updated, spiral-bound edition is re-formatted so that each Item appears on its own page, along with Notes for Clarification and Questions. The expanded Scoresheet can be copied from the book or downloaded from the TC Press website: www.tcpres.com. Selected revised Items make scoring more accurate and informative. The

SACERS Updated Edition consists of 47 items, organized under 7 categories: Space and Furnishings Health and Safety Activities Interactions Program Structure Staff Development Special Needs Supplementary Items The SACERS Updated Edition is designed to be comprehensive in coverage and easy to use. Instructions for using the scale provide options for self-assessment in addition to formal assessments. Who should use the SACERS? Program directors Organizations, states, and agencies doing QRIS and continuous improvement

evaluations School districts Program funders School principals Community-based out-of-school programs States receiving Race to the Top funds Teachers Teacher educators Researchers

Cara's Kit for Toddlers - Philippa H. Campbell 2012

Adapted from the extremely popular preschool version, this practical, step-by-step guide increases engagement and success for children 18-36 months by adapting environments, activities, and routine in homes and early childhood centers or programs