

## **Early Childhood Environment Rating Scale By Kerry G Hofer**

*Early Childhood Environment Rating Scale (ECERS-3) Teachers College Press*

*Physical development is a key component of the curriculum in the great majority of countries. But so far there has been no valid means of assessing the quality of the child's physical experience or the pedagogy and environmental quality of those physical experiences. The Movement Environment Rating Scale (MOVERS) is 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 SSTEW rating scales, making it easy for educators already familiar with these well-established scales to adopt. 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 MOVERS is an invaluable tool for research, self-evaluation and improvement, audit, and regulation.*

*Introduction -- ECERS-3 Background -- Summarizing ECERS-3 Data Descriptively -- Describing Statistical Relationships -- Examining Predictors of Quality: Structural Equations Modeling -- Examining Predictors of Quality: Hierarchical Linear Models -- Examining Groups with Shared Characteristics -- Special Issues -- Future Work -- Conclusions.*

*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.*

*A Practical Guide to Early Childhood Curriculum*

*How to Raise Your Left-Handed Child in a Right-Handed World*

*Early Childhood Assessment*

*Cleaning Up Your Mental Mess*

*A Study of the Recommended Early Childhood Environment Rating Scale (ECERS-R) for Universal Pre-kindergarten Programs in the State of West Virginia*

*Early Childhood Environment Rating Scale : Extension (ECERS-E), Four Curricular Subscales*

*Sustained Shared Thinking and Emotional Well-being Sstew Scale for 2-5 Year-olds Provision*

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.

Billions of American tax dollars go into a vast array of programs targeting various social issues: the opioid epidemic, criminal violence, chronic unemployment, and so on. Yet the problems persist and even grow. Howard Husock argues that we have lost sight of a more powerful strategy—a preventive strategy, based on positive social norms. In the past, individuals and institutions of civil society actively promoted what may be called “bourgeois norms,” to nurture healthy habits so that social problems wouldn’t emerge in the first place. It was a formative effort. Today, a massive social service state instead takes a reformatory approach to problems that have already become vexing. It offers counseling along with material support, but struggling communities have been more harmed than helped by government’s embrace. And social service agencies have a vested interest in the continuance of problems. Government can provide a financial safety net for citizens, but it cannot effectively create or promote healthy norms. Nor should it try. That formative work is best done by civil society. This book focuses on six key figures in the history of social welfare to illuminate how a norm-promoting culture was built, then lost, and how it can be revived. We read about Charles Loring Brace, founder of the Children’s Aid Society; Jane Addams, founder of Hull House; Mary Richmond, a social work

pioneer; Grace Abbott of the federal Children's Bureau; Wilbur Cohen of the Department of Health, Education and Welfare; and Geoffrey Canada, founder of the Harlem Children's Zone—a model for bringing real benefit to a poor community through positive social norms. We need more like it.

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.

Presents the methods used for characterization of polymers. In addition to theory and basic principles, the instrumentation and apparatus necessary for methods used to study the kinetic and thermodynamic interactions of a polymer with its environment are covered in detail. Some of the methods examined include polymer separations and characterization by size exclusion and high performance chromatography, inverse gas chromatography, osmometry, viscometry, ultracentrifugation, light scattering and spectroscopy.

Multicultural Teaching in the Standards-Based Classroom

Salmon at the Antipodes

Quilted Projects from Scraps and Stash

A Curriculum Guide from the Bank Street College of Education

5 Simple, Scientifically Proven Steps to Reduce Anxiety, Stress, and Toxic Thinking

Rating Observation Scale for Inspiring Environments

Business Administration Scale for Family Child Care (BAS)

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 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.

Maat is the moral ideal of ancient Egypt whose texts contain information on Egypt's moral standards, its concepts of right from wrong, codes of behaviour and obligations. Written by a teacher of the tradition of Maat, this study is the 'first philosophical book that is based on a philologically and historically critical treatment of first-hand Egyptian material'. Focusing on the Maatian ideal rather than moral practices, Karenga discusses what Maat is and its place within the genre of philosophical ethics and morality, asking what it can contribute to modern African culture and values. Extracts are transcribed and translated into English.

For a left-handed child in a right-friendly world, tasks that should come easily can seem confusing and frustrating. Parents of the more than 400,000 lefties born annually in the United States have had no resource that deals seriously with the learning difficulties their children face -- until now. Loving Lefties is the first ever guide to address all the issues pertinent to left-handedness: the biology, the physiology, and the psychological and practical effects of being a left-handed child. An essential aid for parents, teachers, and professionals, it covers the history and mythology of the left-handed brain, and offers sound advice on: • recognizing left-handedness in a child • making your child's home and school lefty-friendly • giving your child appropriate direction and encouragement • identifying the advantages of being left-handed • helping your child learn the skills his right-handed parents, instructors, and siblings consider basic. Filled with resource lists, guidelines, quick tips, answers to frequently asked questions, case studies, and anecdotes, Loving Lefties is the essential guide for raising a happy, healthy southpaw.

Modern Methods of Polymer Characterization

Being an Account of the Successful Introduction of Salmon and Trout Into Australian Waters

## Assessing Quality in the Early Years

### Challenges and Opportunities: A Workshop Report

### Movement Environment Rating Scale (MOVERS) for 2-6-Year-olds Provision

### All about the ECERS-R

### Program Administration Scale

Provides instructions for a variety of small quilted projects made from vintage quilt blocks, fabric scraps, beads, and other embellishments, and features a gallery of finished items.

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](http://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

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.

This 16-page workbook contains training activities for use with .

What You Need to Know-- Terms, Examples, References, and More

Toward a Regional Community

### Family Day Care Rating Scale

### Explorations with Young Children

### Infant/toddler Environment Rating Scale

### Early Childhood

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

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 centres, managers, teaching staff and practitioners, as well as advisory staff and in professional development.

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.

Toxic thoughts, depression, anxiety--our mental mess is frequently aggravated by a chaotic world and sustained by an inability to manage our runaway thoughts. But we shouldn't settle into this mental mess as if it's just our new normal. There's hope and help available to us--and the road to healthier thoughts and peak happiness may actually be shorter than you think. Backed by clinical research and illustrated with compelling case studies, Dr. Caroline Leaf provides a scientifically proven five-step plan to find and eliminate the root of anxiety, depression, and intrusive thoughts in your life so you can experience dramatically improved mental and physical health. In just 21 days, you can start to clean up your mental mess and be on the road to wholeness, peace, and happiness.

### ECERS-E with Planning Notes

Measuring Early Childhood Leadership and Management

Coaching with ECERS

Un-Standardizing Curriculum

A Study in Classical African Ethics

The Four Curricular Subscales Extension to the Early Childhood Environment Rating Scale (ECERS-R)

Introduction to the Early Childhood Environment Rating Scale

*In this Second Edition of her bestseller, Christine Sleeter and new co-author Judith Flores Carmona show how educators can learn to teach rich, academically rigorous, multicultural curricula within a standards-based environment. The authors have meticulously updated each chapter to address current changes in education policy and practice. New vignettes of classroom practice have been added to illustrate how today's teachers navigate the Common Core State Standards. The book's field-tested conceptual framework elaborates on the following elements of curriculum design: ideology, enduring ideas, democratized assessment, transformative intellectual knowledge, students and their communities, intellectual challenges, and curriculum resources. Un-Standardizing Curriculum shows teachers what they can do to "un-standardize" knowledge in their own classrooms, while working toward high standards of academic achievement. Book Features: Classroom vignettes to help teachers bridge theory with practice in the context of commonly faced pressures and expectations. Guidance for teachers who want to develop their classroom practice, including the possibilities and spaces teachers have within a standardized curriculum. Attention to multiple subject areas and levels of schooling, making the book applicable across a wide range of teacher education programs. A critique of the tensions between school reforms and progressive classroom practice. "This second edition is a game changer for educators interested in powerful curriculum engineering to support new century students" —H. Richard Milner IV, Helen Faison Endowed Chair of Urban Education, University of Pittsburgh "This text breaks new ground with a timely contribution that provides solid, potentially emancipatory grounding for a new, inclusive, research-based vision of curriculum, assessment, schools, and society." —Angela Valenzuela, author "This is a book that teachers, teacher educators, policymakers, and researchers will continue to return to for guidance and inspiration." —Dolores Delgado Bernal, University of Utah*

*The videotape contains vignettes to practice scoring various Early childhood environment rating scale items. The video guide provides the accompanying print materials needed for the training.*

*"The guide offers a framework--based in the theoretical roots of the Bank Street approach--for planning and carrying out work with young children."*

*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.*

*Why, What, and How*

*Early Childhood Environment Rating Scale (ECERS-R)*

*Video Guide and Training Workbook for Early Childhood Environment Rating Scale*

*A Swedish version of the early childhood environment rating scale (ECERS)*

*The Early Childhood Care and Education Workforce*

*Early Childhood Environment Rating Scale-revised ECERS-R*

*Maat, the Moral Ideal in Ancient Egypt*

*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.*

*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.*

*An inspiring environment is essential for helping young children learn. The Rating Observation Scale for Inspiring Environments (ROSIE) is an observation rating scale that challenges teachers to examine classrooms in a totally new way: with an eye for what is aesthetically beautiful and*

*inspiring.*

*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*

*Assessing Quality in Early Childhood Education and Care*

*A New East Asia*

*Revised Edition*

*Botany Manual*

*What You Need to Know*

*Loving Lefties*

*Strategies and Tools to Improve Quality in Pre-K & K Classrooms*

*East Asia is normally identified as a group of countries lying along the western edge of the Pacific Ocean, but in recent years scholars have begun thinking about a new East Asia that is a community rather than a set of sovereign states. This regional community is a theoretical notion variously defined on the basis of economic or political relations, philosophical orientations, language or other criteria, with each standard producing a different set of boundaries. This book looks at the new East Asia from a Northeast Asian perspective, considering it both as a theoretical construct and a practical reality. The authors are Asian Studies specialists, mainly from Japan but with contributions from Korea and the United States, and they consider the trade and economic interaction, diplomacy, and security arrangements of East Asia. Prepared as part of a five-year research program conducted by Waseda University's 21st Century Center of Excellence for the Creation of Contemporary Asian Studies, the essays are published here in English for the first time.*

*The Program Administration Scale (PAS) is designed to reliably measure and improve the leadership and management practices of centre-based programs, the only instrument of its kind to focus exclusively on organization-wide administrative issues. This new second edition includes minor refinements to support the reliable use of the instrument and to reflect current best practices in early childhood administration. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 25 group items grouped into 10 categories: human resources development, personnel cost and allocation, centre operation, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications.*

*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 Kingdom's Foundation Stage Curriculum. ECERS-E complements the Early Childhood Environmental Rating Scales-Revised (ECERS-R), an internationally recognized 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.*

*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.*

*School-Age Care Environment Rating Scale Updated (SACERS)*

*Improving Physical Development Through Movement and Physical Activity*

*Early Childhood Environment Rating Scale (ECERS-3)*

*The Rise of Big Government and Decline of Bourgeois Norms*

*A Companion Observation Guide for Inspiring Spaces for Young Children*

*Video Observations for the Early Childhood Environment Rating Scale*

*Infant/Toddler Environment Rating Scale (ITERS-3)*

*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 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.

A Detailed Guide in Words and Pictures to be Used with the ECERS-R

A Guide to Analyzing and Interpreting ECERS-3 Data

Who Killed Civil Society?

Early Childhood Environment Rating Scale

ECERS-E: the Early Childhood Environment Rating Scale Curricular Extension to ECERS-R