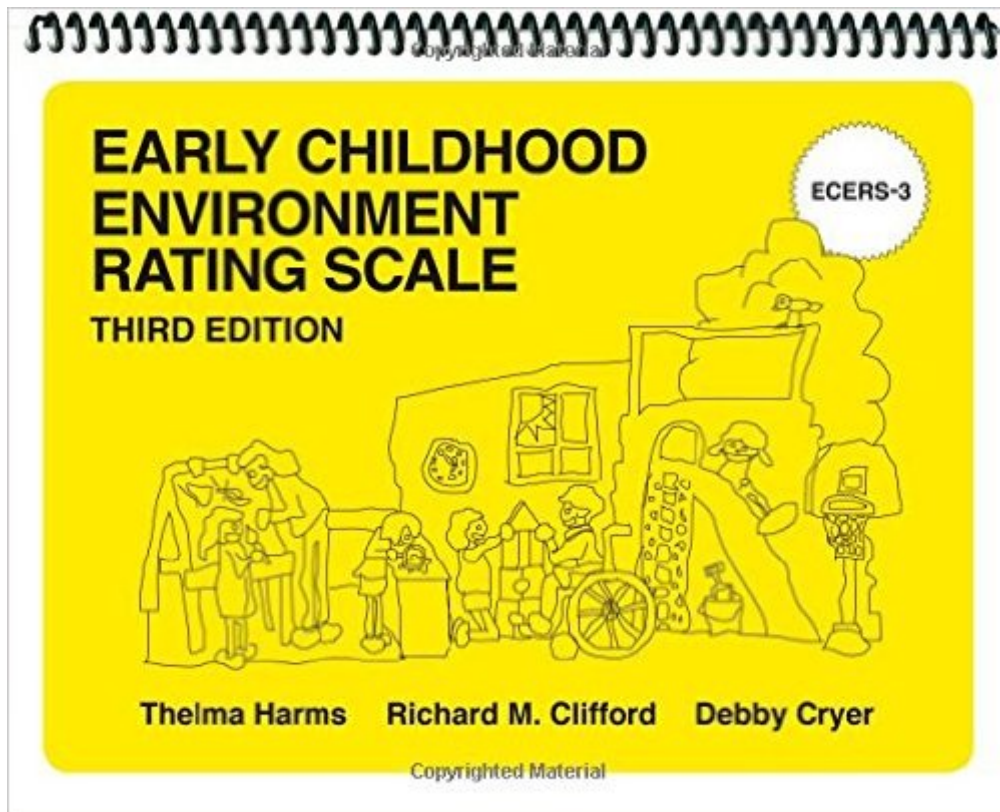


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# Early Childhood Environment Rating Scale (ECERS-3)



## Synopsis

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.

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

## Book Information

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## Customer Reviews

I underwent ECERS-R evaluation using this same instrument when I worked in a poor, predominantly Black elementary school. I have concluded that this instrument, though thorough and insightful, somewhat downwardly grades poverty-stricken classrooms by pointing out what they don't have (and often can't get due to financial constraints). On the other hand, it rewards more affluent school districts due to their ability to supply more materials, resources, and equipment. Even though I find it easy to follow, it allows way too much subjectivity for the assessing agent. How you rate my DISCIPLINE and STAFF-CHILD INTERACTIONS would depend on your experiences as a teacher in a certain cultural context. An assessor who mastered his classroom managing skills under the guise of a school district in a community devoted to authoritative discipline may misinterpret the cues in an authoritarian-dominated classroom as "inappropriate". In reality, appropriateness and inappropriateness depend on one's cultural context even with buttressing empirical research. For some people, authoritative classroom management allows children to "run wild", "control the classroom", and "do what they want to do too much". To ensure the proper use of the instrument, administrators should:

1. Ensure that his teachers possess a copy of the ALL ABOUT THE ECERS-R companion book which details step-by-step how to put together an ECERS-R classroom.
2. BEFORE the official assessment, direct teachers to do an ACCURATE, well-guided, appropriately-paced self-study of their classroom.
3. BEFORE the official assessment, support the teacher's suggestions and requests to pull their classrooms up to ECERS-R standards.
- 4.

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