

Identifiers:Accreditation Standards; Food Preparation; National Academy of Early Childhood Programs; National Association for the Education of Young Children, Washington, DC.

ISBN(s):ISBN-0-912674-91-1

Descriptors:Accreditation (Institutions); Accrediting Agencies; Criteria; Day Care; Early Childhood Education; Food Service; Food Standards; Immunization Programs; Preschool Curriculum; Preschool Education

ERIC #:ED330464

Title:Twenty Years in Review: Early Childhood Education. A Look at 1971-1990.

Authors:Hymes, James L., Jr.

Publication Date:1991

Abstract:This compendium chronicles key events and issues in early childhood education from the perspective of a professor of early childhood education and holder of various offices in that area who has annually reviewed the field since 1971. The commentary, which provides thousands of facts, takes up in turn each of the 20 years between 1971 and 1990, and considers topics ranging from the ABC (Act for Better Child Care) bill and accreditation, to numerous aspects of day care; federal and state roles in early childhood education; health; Head Start; kindergarten; the National Association for the Education of Young Children (NAEYC); the parent role in early childhood education; 11 position papers and reports; public schools; staffing; taxes; teacher education; television; and transitional classrooms. A note to the reader indicates that addresses for many organizations and institutions given in the text may have changed. Numerous footnotes are included, as are a general index and an index of names. (RH)

Institutions:National Association for the Education of Young Children, Washington, DC.

ISBN(s):ISBN-0-935989-41-2

Descriptors:Early Childhood Education; Educational Change; Educational Development; Educational History; Educational Legislation; Educational Policy; Educational Practices; Educational Trends

ERIC #:ED434725

Title:Study of the Factors Influencing Child's Development in Day Care Center: Developing Strategies for High-Quality Program.

Authors:Lee, Minjung

Publication Date:1999

Abstract:Noting that day care is a tangible facet of American family life, this paper examines the essential components of quality child care, presents strategies for improving child care quality, and discusses social policies and issues related to quality child care. The paper first examines six criteria, proposed by the National Association for the Education of Young Children (NAEYC), for judging day care quality: (1) staff-child ratios; (2) group size; (3) caregiver qualifications; (4) caregiver stability and continuity; (5) structure and content of daily activities; and (6) space and facilities. To determine the effect of day care on young children, researchers examine progress in verbal, cognitive, and social skills, and appropriate achievement in emotional and physical health. Reviewing the literature, the paper finds that early childhood educators are concerned with the intellectual, physical, and social aspects of child development as a result of day care. The paper then details strategies for improving the quality of child care: (1) supporting low-income children and families; (2) training of child care staff; (3) accreditation of model programs; (4) fiscal regulations; (5) licensing regulation; and (6) child care information and referral. To achieve quality day care, the paper offers the following recommendations: (1) increased federal financial subsidies for low-income families; (2) upgraded compensation and training of child care staff; (3) state and local standards for child care quality; and (4) expansion of resource and referral services. Contains 78 references. (LBT)

Identifiers:Accreditation Standards; Child Care Legislation; Day Care

Quality; National Association Educ of Young Children

Descriptors:Change Strategies; Child Caregivers; Child Development; Day Care; Day Care Centers; Day Care Effects; Early Childhood Education; Employed Parents; Evaluation Criteria; Parent Participation; Public Policy; Teacher Student Ratio; Young Children

ERIC #:EJ754752

Title:Who's Accredited? What and How the States Are Doing on Best Practices in Child Care

Authors:Surr, John

Publication Date:2004

Abstract:This article reviews the trends over time in NAEYC accreditation, which is the largest and oldest of the national child care accreditation systems. In this article, the author discusses types of accreditation, such as: (1) National Early Childhood Program Accreditation (NECPA); (2) The National School Age Care Alliance (NSACA); (3) The National Accreditation Commission for Early Care and Education Programs (NAC); and (4) The National Association of Family Child Care. The author also discusses family child care accreditation, as well as NAEYC accreditation trends. (Contains 3 tables and 27 endnotes.)

Journal Name:Child Care Information Exchange

Journal Citation:n156 p14-22 Mar-Apr 2004

Descriptors:Child Care; Accreditation (Institutions); Early Childhood Education; Educational Trends; Trend Analysis; National Organizations

ERIC #:EJ520463

Title:NAEYC Accreditation: The First Decade of NAEYC Accreditation: Growth and Impact on the Field.

Authors:Bredekamp, Sue; Glowacki, Stephanie

Publication Date:1996

Abstract:Describes development of NAEYC accreditation and offers a description of the process. Highlights the effects of accreditation and discusses its future. Notes that accreditation provides opportunities and motivation for valuable professional development, and that quality control is the greatest challenge faced by accreditation efforts. Notes opportunities for future growth and increased importance of accreditation efforts. (JW)

Journal Name:Young Children

Journal Citation:v51 n3 p38-44 Mar 1996

Descriptors:Accreditation (Institutions); Accrediting Agencies; Caregiver Role; Early Childhood Education; Educational Change; Educational Improvement; Educational Quality; Institutional Evaluation; Professional Development; Quality Control; Standards; Young Children

ERIC #:ED497556

Title:NAEYC Early Childhood Program Standards and Accreditation Criteria: The Mark of Quality in Early Childhood Education

Publication Date:2005

Abstract:The National Association for the Education of Young Children (NAEYC) administers the nation's largest and most widely recognized accreditation system for child care centers, preschools, kindergartens, and other early childhood education programs. The standards and accreditation criteria included in this book were approved by the NAEYC Governing Board in 2005 and outline what NAEYC believes every early childhood program should achieve. Contents include: (1) Introduction to NAEYC Early Childhood Program Accreditation; (2) Introduction to the NAEYC Early Childhood Program Standards; (3) NAEYC Early Childhood Program Standards and

Accreditation Criteria; (4) NAEYC Early Childhood Program Accreditation: The Mark of Quality; (5) Achieving NAEYC Accreditation: Steps and Requirements; (6) Achieving the Vision of NAEYC Accreditation; and (7) Bibliography. Five appendixes conclude the book: (1) The Research Process to Develop a Reinvented Accreditation Assessment System; (2) Contributors to the Development of the NAEYC Early Childhood Program Standards and Accreditation Criteria; (3) NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation; (4) NAEYC Code of Ethical Conduct; and (5) Program Administrator Definition and Competencies.

Institutions:National Association for the Education of Young Children, Washington, DC.
ISBN(s):ISBN-978-1-9288-9628-9

Descriptors:Program Effectiveness; Program Evaluation; Criteria; Child Care Centers; Young Children; Governing Boards; Early Childhood Education; Accreditation (Institutions)

ERIC #:ED452984

Title:Then & Now: Changes in Child Care Staffing, 1994-2000. Technical Report.

Authors:Whitebook, Marcy; Sakai, Laura; Gerber, Emily; Howes, Carollee

Publication Date:2001

Abstract:This longitudinal study examined quality indicators in child care centers in three California communities in 1994, 1996, and 2000. Data were collected by means of interviews with teachers and directors and from classroom observations. Data collection in 1994 and 1996 focused on centers seeking NAEYC accreditation; the 2000 sample of 75 centers included many accredited or highly rated centers. Among the major findings are the following: (1) the teaching staff was alarmingly unstable, with the yearly turnover and centers' inability to replace staff contributing to instability; (2) compensation of teaching staff has not kept pace with the cost of living; (3) high turnover negatively affected teachers' ability to do their jobs, with the majority

recommending improved wages as essential to stemming turnover; (4) director turnover was exceedingly high and contributed to staff instability; (5) new teaching staff were significantly less well educated than those they replaced, although there were no differences in professional backgrounds between former or new directors; (6) centers paying higher wages were better able to retain qualified teachers and directors; (7) the presence of a greater proportion of highly-trained teaching staff in 2000 was the strongest predictor of whether a center could sustain quality improvement over time, with wages also a significant predictor; and (8) NAEYC-accredited programs demonstrated higher overall quality than non-NAEYC programs but experienced similar levels of teaching and administrative staff turnover. (Two appendices describe the 1994-1996 study and list the data tables and figures in the report. Contains 65 references.) (KB)

Institutions:Center for the Child Care Workforce, Washington, DC.; California Univ., Berkeley. Inst. of Industrial Relations.

ISBN(s):ISBN-1-889956-23-6

Descriptors:Administrators; Caregiver Child Relationship; Child Caregivers; Day Care; Early Childhood Education; Labor Turnover; Longitudinal Studies; Predictor Variables; Preschool Teachers; Teacher Attitudes; Trend Analysis; Wages; Young Children

ERIC #:ED394734

Title:NAEYC Accreditation: A Decade of Learning and the Years Ahead.

Authors:Bredenkamp, Sue, Ed.; Willer, Barbara A., Ed.

Publication Date:1996

Abstract:The year 1995-96 marks the 10th anniversary of NAEYC accreditation. This collection brings together essays that examine what educators have learned from the past decade along with future directions for accreditation. The chapters focus on three broad themes: (1) effects of NAEYC accreditation on program quality and outcomes for children; (2) lessons learned from accreditation; and (3) relationships between NAEYC accreditation and public policy. The chapters are (1) "The First Decade of NAEYC

Accreditations: Growth and Impact on the Field" (Sue Bredekamp and Stephanie Glowacki), describing the sociopolitical and historical context behind NAEYC's accreditation system; (2) "The Quality of Work Life in Early Childhood Programs: Does Accreditation Make a Difference?" (Paula Jorde Bloom); (3) "The Effects of Accreditation on Care in Military Child Development Centers" (Gail L. Zellman and Anne S. Johansen); (4) "NAEYC Accreditation as an Indicator of Program Quality: What Research Tells Us" (Marcy Whitebook); (5) "Accreditation of Johnson and Johnson's Child Development Center" (Carollee Howes and Ellen Galinsky); (6) "Using a Statistical-Indicator of Methodology for Accreditation" (Richard Fiene); (7) "Accreditation: Process or Product?" (Annette Sibley and Martha Abbott-Shim); (8) "The Challenge of Responding to Individual and Cultural Differences and Meeting the Needs of All Communities" (Gayle Cunningham); (9) "Facilitated Accreditation Project" (Lori Harris and others); (10) "The Accreditation Facilitation Project: A Community Climate Ripe for Collaboration on Quality" (Judith G. Goldfarb and Deborah Flis); (11) "The Role of Accreditation in Public Policy" (Louise Stoney); (12) "Licensing and Accreditation: How Much Quality is Quality?" (Gwen Morgan); (13) "What Do Parents Want? Can We Create Consumer Demand for Accredited Child Care Programs?" (Barbara Reisman); and (14) "Creating a Market for Quality through NAEYC Accreditation" (W. Steven Barnett). (BGC)

Institutions: National Association for the Education of Young Children, Washington, DC.
ISBN(s): ISBN-0-935989-74-9

Descriptors: Accreditation (Institutions); Child Development; Child Development Centers; Child Rearing; Cooperation; Curriculum Evaluation; Day Care; Early Childhood Education; Educational Assessment; Politics; Preschool Education; Program Content; Public Policy; Sociology; Standards; Young Children

ERIC #: ED415028

Title: NAEYC Accreditation as a Strategy for Improving Child Care Quality: An Assessment by the National Center for the Early Childhood Work Force. Final Report.

Authors: Whitebook, Marcy; Sakai, Laura; Howes, Carollee

Publication Date:1997

Abstract:A large-scale longitudinal assessment was conducted of the National Association for the Education of Young Children (NAEYC) child care center accreditation process. The assessment focused on the extent to which centers seeking NAEYC accreditation improve in quality, the level of quality and staff stability achieved, and support needed. Classroom observations and interviews with directors and teaching staff in 92 child care centers resulted in the following major findings: (1) centers that become NAEYC-accredited demonstrated higher overall quality at the beginning of the accreditation process, and showed greater improvement in quality than centers that were unsuccessful in obtaining accreditation; (2) nearly 40 percent of NAEYC-accredited centers continued to be rated as mediocre in quality; (3) nonprofit status, higher teacher wages, retention of skilled teachers, and NAEYC accreditation were predictors of high quality; (4) all centers had teacher turnover rates approaching or exceeding 50 percent during the study period, and quality of care, not accreditation, was related to retention of skilled teachers; (5) retention of skilled teachers was related to above average wages, working with well-trained teachers, and a climate of low turnover; (6) regardless of accreditation, highly trained teachers who left jobs earned considerably less than colleagues who remained; (7) accreditation was related to receiving intensive support; and (8) high- or moderate-intensity support was associated with quality improvement. (Four appendices detail findings, describe measurement instruments, and compare NAEYC accreditation criteria and the Early Childhood Environment Rating Scale. Contains 41 references.) (KB)

Institutions:National Center for the Early Childhood Work Force, Washington, DC.

ISBN(s):ISBN-1-889956-13-9

Descriptors:Accreditation (Institutions); Comparative Analysis; Day Care; Day Care Centers; Early Childhood Education; Longitudinal Studies; Predictor Variables; Program Evaluation; Quality Control; Standards

ERIC #:ED438932

Title:Guide to Accreditation by the National Association for the Education of Young Children: Self-Study, Validation, Accreditation.

Publication Date:1998

Abstract:The National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children, partly achieves its goal of improving the quality of care and education of young children in group programs through its administration of a national, voluntary accreditation system for early childhood programs. This guide provides step-by-step instructions for each phase of the accreditation process: self-study, validation, and accreditation. The sections of the guide are as follows: (1) "Introduction to 'Guide to Accreditation'"; (2) "How To Do the Self-Study"; (3) "Early Childhood Classroom Observation"; (4) "Administrator Report and Center Profile"; (5) "Teaching-Staff Questionnaire"; (6) "Family Questionnaire"; (7) "How To Prepare Your Program Description"; (8) "How To Prepare for the Validation Visit"; (9) "The Accreditation Decision"; and (10) "Maintaining Accreditation and Reaccreditation." (Contains 144 references.) (KB)

Identifiers:Day Care Quality; National Academy of Early Childhood Programs; National Association Educ of Young Children

Institutions:National Association for the Education of Young Children

ISBN(s):ISBN-0-935989-89-7

Descriptors:Accreditation (Institutions); Accrediting Agencies; Early Childhood Education; Educational Quality; Guides; Quality Control; Self Evaluation (Groups); Standards

ERIC #:EJ618659

Title:Envisioning an Accreditation System for the Future.

Authors:Goffin, Stacie G.

Publication Date:2000

Abstract:Describes the Project to Reinvent NAEYC Accreditation, the first comprehensive revision of the accreditation system of the National Association for the Education of Young Children (NAEYC) since its inception in 1985. Presents questions guiding the thinking of the NAEYC National Commission on Accreditation Reinvention. Invites NAEYC member input regarding the questions and the revision. (KB)

Journal Name:Young Children

Journal Citation:v55 n6 p58 Nov 2000

Descriptors:Accreditation (Institutions); Accrediting Agencies; Change Strategies; Early Childhood Education; Educational Quality; Preschool Teachers; Professional Associations; Standards; Young Children

ERIC #:EJ533035

Title:The Quality of Work Life in NAEYC Accredited and Nonaccredited Early Childhood Programs.

Authors:Bloom, Paula Jorde

Publication Date:1996

Abstract:Compared work environments of NAEYC accredited and nonaccredited centers using the Early Childhood Work Environment Survey. Found that innovativeness, goal consensus, opportunities for professional growth, and clarity accounted for the greatest differences between accredited and nonaccredited centers. Also found differences in staff's job commitment, turnover, and teachers' current and desired levels of decision-making influence. (KDFB)

Journal Name:Early Education and Development

Journal Citation:v7 n4 p301-17 Oct 1996

Descriptors:Accreditation (Institutions); Comparative Analysis; Day Care Centers; Decision Making; Early Childhood Education; Educational Innovation; Employee Attitudes; Faculty Mobility; Instructional Innovation; Job Satisfaction; Labor Turnover;

Preschool Education; Professional Development; Staff Development; Teacher Influence;
Work Environment

ERIC #:ED245796

Title:What is Quality Child Care?

Authors:Caldwell, Bettye M.

Publication Date:1983

Abstract:Professsional child care is a comprehensive service to children and families that supplements the care children receive from their families. Need for such care will vary quantitatively as a function of demographic characteristics of the family. Child care programs can and do vary in quality, but all must foster the development of the whole child. Differences in types of services needed by children from different family settings are more a matter of degree than kind. Criteria for quality child care have been developed with the participation of the membership of the National Association for the Education of Young Children (NAEYC); these criteria will grow and be modified as experience with the accreditation process is gained. It can be stated with confidence that professional child care need not have negative cognitive or socioemotional consequences for children. However, the field needs formative evaluations to guide programs and summative evaluations to educate the public about the contribution the profession makes to the quality of life for children and families in America. Three additional goals of NAEYC are to build better linkages between the child care subsystem and other human service programs, to identify uniquely positive experiences that could be associated with child care, and to make a major commitment to study both the processes and products of child care programs. (RH)

Identifiers:Nationl Association Educ of Young Children

Descriptors:Criteria; Day Care; Definitions; Early Childhood Education; Educational Needs; Quality of Life; Research Needs; Standards

<<<ECERS 関連の論文>>>

ERIC #:EJ747253

Title:Accountability for Quality: One State's Experience in Improving Practice

Authors:Hooks, Laura McDonald; Scott-Little, Catherine; Marshall, Betty Jo; Brown, Glyn

Publication Date:2006

Abstract:South Carolina recently implemented a new initiative to improve the quality of pre- kindergarten and kindergarten classrooms in primary schools. This article describes the initiative and examines evidence that such an effort can have a positive effect on early childhood program quality. Data from both classroom observations using the ECERS-R scale, and from teacher surveys, are used to examine the effectiveness of the quality improvement effort. Results indicate that training and support coupled with accountability requirements can facilitate positive changes within classrooms. Examples of positive changes teachers report they made as the result of this process are included, along with changes in ECERS-R quality rating scores.

Journal Name:Early Childhood Education Journal

Journal Citation:v33 n6 p399-403 Jun 2006

Descriptors:Accountability; Program Implementation; Classroom Observation Techniques; Teacher Surveys; Teacher Attitudes; Classroom Environment; Educational Quality; Preschool Education; Kindergarten; Quality Control; Program Effectiveness

ERIC #:ED317270

Title:Licensure and Program Quality in Early Childhood and Child Care Programs.

Authors:Fiene, Richard; Melnick, Steven A.

Publication Date:1990

Abstract:This statewide study investigated the quality of day care in Pennsylvania. Data were collected through observations and evaluations of 149 randomly selected day care

centers and family day care homes. Measures included day care and family day care versions of the Child Development Program Evaluation Licensing Scale (CDPE), the Early Childhood Environment Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS). It was hypothesized that there would be: (1) a positive linear relationship between CDPE licensing scores and ECERS scores; and (2) no significant differences between nonprofit and profit centers, sponsored family day care homes and independent homes, day care centers and family day care homes, and day care centers and family day care homes in urban, suburban, and rural areas. Results indicated a significant difference between nonprofit and profit day care centers. Day care centers scored significantly higher (ECERS) than family day care homes (FDCRS). Program compliance scores as measured by the CDPE and program quality as measured by the ECERS/FDCRS showed a strong curvilinear relationship. Rural programs scored significantly higher than urban programs on program quality measures. Implications of the findings for day care policy are discussed. An appendix briefly describes the measures used. (RH)

Identifiers:Pennsylvania; Program Quality

Descriptors:Certification; Comparative Analysis; Day Care; Day Care Centers; Early Childhood Education; Educational Quality; Family Day Care; Proprietary Schools; Rural Urban Differences

ERIC #:ED334225

Title:Quality Assessment in Early Childhood Programs: A Multi-Dimensional Approach.

Authors:Fiene, Richard; Melnick, Steven A.

Publication Date:1991

Abstract:The relationships among independent observer ratings of a child care program on the Early Childhood Environment Rating Scale (ECERS), state department personnel ratings of program quality using the Child Development Program Evaluation Scale (CDPES), and self-evaluation ratings using the self-assessment instrument

designed for the Early Childhood Education Linkage System (ECELS)--a federally-funded demonstration project--were studied. Data were collected in May 1989 and throughout 1990 in three stages: (1) during visits by teams of two external evaluators, data were collected for 87 day care centers (DCCs) using the ECERS and 62 family day care homes (FDCHs) using the Family Day Care Home Rating Scale (FDCRS); (2) 125 DCCs and FDCHs completed the environmental, health, and safety self-assessment for the ECELS program; and (3) licensing data were collected on all of the DCCs and FDCHs in the above two studies using Pennsylvania's CDPES. The results show the need for improvement in early childhood programs in Pennsylvania in terms of licensing, health and safety, and child development program environment. All three scales measure different dimensions of quality. The CDPES had the greatest limitations in providing information on areas for improvements in early childhood programs; the ECELS scale provided significantly better data in these areas. The ECERS provided additional programmatic quality data that are not contained in the CDPES and the ECELS scale. To help the embattled licensing representative in the field, a more effective/efficient balance of self-assessment with the representative validating the results of a self-assessment with unannounced licensing visits is needed. Results also show the need to develop a weighting system for the three scales. Four bar graphs and four charts are included. (RLC)

Identifiers:Child Development Program Evaluation Scale; Early Childhood Education Linkage System; Early Childhood Environment Rating Scale; Pennsylvania

Descriptors:Accreditation (Institutions); Certification; Child Development Centers; Comparative Testing; Day Care Centers; Early Childhood Education; Interrater Reliability; Preschool Children; Program Evaluation; Quality Control; Rating Scales; State Standards; Test Use

ERIC #:ED395654

Title:The E.C.E.R.S. as a Base for Research and Development of Quality in Day Care Centers in Sweden.

Authors:Ogefelt, Anette Daversjo

Publication Date:1995

Abstract:This paper describes the Skovde Project to be implemented in day care centers in Skovde, Sweden. The purpose of this project is to identify the current quality of care in day care centers and to examine the impact of upcoming decentralized organization of the centers and a more flexible child care levy system on the effectiveness of resource use and the quality of care. The organizational changes include an increase in the size of children's groups in the centers, a decrease in staff density, and an increase in the number of centers managed by each day care manager. The Early Childhood Environment Rating Scale (ECERS) will be used to measure day care quality on a pre-post basis. Parental and staff ratings of quality will also be obtained through questionnaires. Pretest measures were obtained in the spring prior to the fall introduction of the organizational changes. The Data Envelopment Analysis method will be used to conduct a cost analysis to identify efficiency of resource use. Because the instruments used in this study are identical to those of similar day care studies in Goteborg and Lerum, Sweden, it will be possible to obtain a broader picture of the current state of child care in Sweden. (KDFB)

Identifiers:Child Care Costs; Data Envelopment Analysis; Early Childhood Environment Rating Scale; Sweden; Sweden (Skovde)

Descriptors:Administrative Change; Day Care; Day Care Centers; Early Childhood Education; Educational Quality; Foreign Countries; Organizational Change

ERIC #:EJ498116

Title:Dimensions of Quality in Swedish Day Care Centers--An Analysis of the Early Childhood Environment Rating Scale.

Authors:Karrby, Gunni; Giota, Joanna

Publication Date:1994

Abstract:Reports on a statistical analysis of the Early Childhood Environment Rating Scale (ECERS), a popular research instrument used to measure overall quality of the

educational environment in day care centers and preschool settings. Results are based on ECERS' use in Swedish day care centers and are discussed in relation to Swedish child care policy. (TJQ)

Journal Name:Early Child Development and Care

Journal Citation:v104 p1-22 Dec 1994

Descriptors:Day Care; Day Care Centers; Early Childhood Education; Measurement Techniques; Program Evaluation; Public Policy

ERIC #:EJ763456

Title:Curricular Quality and Day-to-Day Learning Activities in Pre-School

Authors:Sylva, Kathy; Taggart, Brenda; Siraj-Blatchford, Iram; Totsika, Vasiliki; Ereky-Stevens, Katharina; Gilden, Rose; Bell, Daniel

Publication Date:2007

Abstract:The purpose of this paper is to show how curricular quality is related to the day-to-day activities experienced by children and the pedagogical activities of staff, both coded through systematic target-child observations. Data were drawn from the Effective Provision of Pre-School Education (EPPE) and the Researching Effective Pedagogy in the Early Years (REPEY) studies. Curricular quality was measured by coding the ECERS-E, an English curricular extension to the well-known ECERS-R. In centres scoring high on the ECERS-E, staff engaged in pedagogical practices that included more "sustained shared thinking" and more "direct teaching" such as questioning or modelling. In high-scoring centres, children were also observed participating in more activities associated with early reading, emergent writing and active listening. Children in centres assessed as "adequate" spent more time in activities associated with the "Physical Development" and "Creative" curriculum. Thus the ECERS-E gives higher scores to pedagogical practices and activities where staff take a more active role in children's learning, including scaffolding young children's play, especially in the communication and literacy domains of the curriculum. (Contains 7 tables and 2 figures.)

Journal Name:International Journal of Early Years Education

Journal Citation:v15 n1 p49-65 Mar 2007

Descriptors:Early Reading; Teaching Methods; Physical Development; Listening; Play; Educational Quality; Learning Activities; Preschool Education; Creative Activities; Scaffolding (Teaching Technique); Rating Scales; Evaluation Methods; Foreign Countries

ERIC #:ED393541

Title:Comparisons between ECERS Ratings of Individual Pre-School Centres and the Results of Target Child Observations: Do They Match or Do They Differ?

Authors:Nabuco, Maria; Sylva, Kathy

Publication Date:1995

Abstract:This paper describes a study carried out in Portugal on the effects of three different preschool curricula on children's entry into primary school. These curricula are High Scope, Formal Skills, and Movimento da Escola Moderna. The sample consisted of 223 children followed longitudinally from nursery to primary school. Systematic observations were made in 15 nurseries. The subjects were first assessed when they had just left nursery and then 9 months later. The research was designed to answer the following questions: (1) are there differences in the day-to-day experiences of children and staff in the three nursery curricula; (2) is attendance at different kinds of preschool associated with higher score on literacy and mathematics in grade one compared to children who start school without nursery experience; and (3) is attendance at different kinds of preschool associated with higher scores on perceived competence and social acceptance compared to children who start school without nursery experience? The results showed that attendance in the High Scope program was associated with higher scores on curricular outcomes of reading and writing. Social acceptance was lower in the Formal Skills group. Early Childhood Environment Rating Scale (ECERS) scores were very similar for the High Scope and Movimento da Escola Moderna groups although both these curricula differed significantly on ECERS from the Formal Skills.

Detailed observations showed that children and staff in the three preschool curricula engaged in different classroom activities. Children in the High Scope nurseries spent more time in pretend play, stories, rhymes, songs, informal conversation and problem solving. All these activities may explain their greater progress in reading and writing when they entered school. (Author/MOK)

Identifiers:Early Childhood Environment Rating Scale; High Scope Model; Movimento da Escola Moderna; Portugal; Social Acceptance

Descriptors:Academic Achievement; Cognitive Development; Early Childhood Education; Educational Experience; Emergent Literacy; Foreign Countries; Mathematics Skills; Nursery Schools; Preschool Curriculum; Self Concept; Writing Skills; Young Children

ERIC #:EJ765672

Title:The Early Childhood Environment Rating Scale-Revised as a Tool to Improve Child Care Centers

Authors:Warash, Bobbie G.; Markstrom, Carol A.; Lucci, Brittani

Publication Date:2005

Abstract:Of interest in this study were the factors that lead to quality child care centers. The Early Childhood Environmental Rating Scale-Revised (ECERS-R) was examined for its utility as an effective training device to enlighten directors and classroom teachers of what constitutes quality classrooms. An experimental design was employed for this study. Eight classrooms from four preschool centers were evaluated utilizing the ECERS-R. The findings were shared with directors, who, in turn, shared them with their staff. Posttest evaluations of each classroom were conducted again using the ECERS-R. Pre-and posttest scores were compared according to paired sample t-tests for the seven subscales and the total score. Improvements occurred in all seven subscales, with significance in personal care routines, activities, and interaction subscales, as well as the total score. Marginally significant findings were noted for program structure and parents and staff subscales. Space and furnishings and language-reasoning subscales were not

significant. Overall, it was shown that the ECERS-R can be used as a tool to improve the quality of child care centers. (Contains 2 tables.)

Journal Name:Education

Journal Citation:v126 n2 p240-250 Win 2005

Descriptors:Research Design; Child Care Centers; Scores; Learning Centers (Classroom); Children; Child Care

ERIC #:EJ723888

Title:Measurement of Quality in Preschool Child Care Classrooms: An Exploratory and Confirmatory Factor Analysis of the Early Childhood Environment Rating Scale-Revised

Authors:Cassidy, Deborah J.; Hestenes, Linda L.; Hegde, Archana; Hestenes, Stephen; Mims, Sharon

Publication Date:2005

Abstract:The purpose of the current study was to examine the psychometric properties of the Early Childhood Environment Rating Scale-Revised (ECERS-R) with a large sample (1313 classrooms). We explored both the seven subscales and the possibility of fewer distinct aspects of quality being measured by the scale. The large sample size allowed both exploratory and confirmatory factor analyses to be performed. The results showed two distinct factors, Activities/Materials (nine items) and Language/Interaction (seven items), which accounted for 69% of the variance. High internal consistency scores, a moderate correlation between the factor-based scales, and a strong correlation between the combined factor-based scales and the overall ECERS-R score suggested these were distinct factors that could serve as a proxy for the larger scale. Structural aspects of quality and teacher education were examined in relation to the new factor-based scales and the overall score. Implications for practitioners and future research suggestions are provided.

Journal Name:Early Childhood Research Quarterly

Journal Citation:v20 n3 p345-360 2005

Descriptors:Psychometrics; Factor Analysis; Factor Structure; Preschool Children; Early Childhood Education; Rating Scales; Evaluation Methods; Measurement Techniques; Educational Environment

ERIC #:EJ778643

Title:Evaluating the Early Childhood Environment Rating Scale (ECERS): Assessing Differences between the First and Revised Edition

Authors:Sakai, Laura M.; Whitebook, Marcy; Wishard, Alison; Howes, Carollee

Publication Date:2003

Abstract:Before 1998, most large-scale studies of center-based child care programs measured quality using the 1980 version of the Early Childhood Environment Rating Scale (ECERS). To know whether data from studies conducted after 1998 using the revised ECERS-R can be fairly compared to data from studies using the 1980 ECERS, simultaneous assessments using both measures in a sample of 68 classrooms were conducted. The results suggest that the original ECERS and ECERS-R can be viewed, as their authors intended, as comparable measures of quality. Scores were highly correlated and similarly distributed. Principal components analysis resulted in two factors for both measures. Both measures fall short in addressing staff stability and key components of culturally sensitive practice, such as communicating with families in their home language.

Journal Name:Early Childhood Research Quarterly

Journal Citation:v18 n4 p427-445 Win 2003

Descriptors:Young Children; Rating Scales; Factor Analysis; Early Childhood Education; Evaluation Methods; Educational Environment; Program Evaluation; Educational Quality; Comparative Analysis; Correlation; Scores

ERIC #:EJ772737