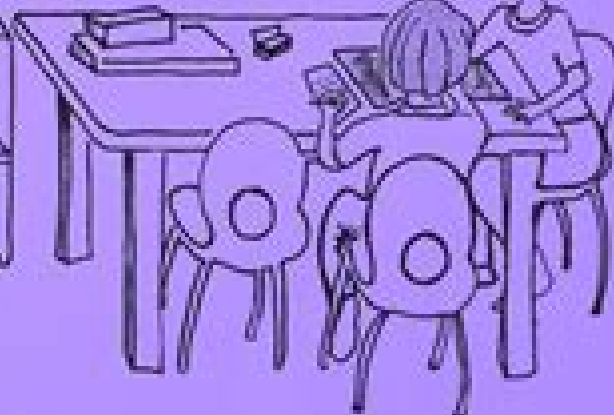


SCHOOL-AGE CARE ENVIRONMENT RATING SCALE®

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Thelma Harms Ellen Vineberg Jacobs Donna Romano White

School Age Environment Rating Scale Sacers

**Shirley Allen, Mary Whalley, Maureen
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School Age Care Environment Rating Scale Score Sheet Thelma Harms, Ellen Vineberg Jacobs, Donna Romano White, 1995-01 SACERS provides an easy to use resource for defining high quality care and assessing levels of quality in child care programs offered by schools and other organizations It consists of 49 items organized under seven categories Space and Furnishings Health and Safety Activities Interactions Program Structure Staff Development Supplementary Items for children with special needs Full instructions for using the scale a training guide and notes clarifying selected items are included In addition one blank score sheet is provided in the center of each book Packages of 30 score sheets may be ordered separately School-age Care Environment Rating Scale Thelma Harms, Ellen Vineberg Jacobs, Donna Romano White, 1996-01 What are the components of high quality care for school age children How can we tell the quality of care that is being provided on a daily basis These are the challenges facing caregivers and parents as increasing numbers of school age children are enrolled in before and after school programs SACERS provides an easy to use resource for defining high quality care and assessing levels of quality in child care programs offered by schools and other organizations It consists of 49 items organized under seven categories Space and Furnishings Health and Safety Activities Interactions Program Structure Staff Development and Supplementary Items for children with special needs Full instructions for using the scale a training guide and notes clarifying selected items are included In addition one blank score sheet is provided in the center of each book Packages of 30 score sheets may be ordered separately Early Childhood Quality Rating Scale—Emergent Curriculum (ECQRS-EC) Kathy Sylva, Iram Siraj, Brenda Taggart, Denise Kingston, Young children s learning depends on a wide range of experiences that support their holistic development While many different curricular frameworks are used around the world there is increasing agreement that the emerging academic skills of language and literacy mathematics and science should be supported by a playful pedagogy in the early years The Early Childhood Quality Rating Scale Emergent Curriculum ECQRS EC is designed to measure quality in these key areas within preschool settings In addition to three content area subscales this evidence based tool includes a subscale dedicated to diversity and inclusion to help educators support gender and cultural differences in children 3 6 years old who are developing at different rates Because it recognizes the important role of the adult in providing children with high quality interactions this new quality rating scale can be used for research teacher self evaluation and program improvement audit and regulation Research that has worldwide significance is rare but the authors have strong credentials from decades of work on projects that have global relevance for early years research policy and practice From the Foreword by W Steven Barnett and Ellen C Frede co directors National Institute for Early Education Research Rutgers This indispensable tool guides policymakers researchers and early childhood educators in how to achieve high quality learning situations Sonja Sheridan University of Gothenborg Sweden The research informed ECQRS EC enables a much needed objective assessment of pedagogy and learning environments an indispensable

resource Nirmala Rao The University of Hong Kong The ECQRS EC is a gift for anyone dedicated to providing high quality early education and care Tara McLaughlin Massey University New Zealand After-School Care in Disadvantaged Areas Eilis Hennessy, Mary Donnelly, 2005 Early Childhood Education Moncrieff Cochran, Rebecca S. New, 2007-01-30 Early childhood education has reached a level of unprecedented national and international focus Parents policy makers and politicians have opinions as well as new questions about what how when and where young children should learn Teachers and program administrators now find curriculum discussions linked to dramatic new understandings about children s early learning and brain development Early childhood education is also a major topic of concern internationally as social policy analysts point to its role in a nation s future economic outlook As a groundbreaking contribution to its field this four volume handbook discusses key historical and contemporary issues research theoretical perspectives national policies and practices

Great Afterschool Programs and Spaces That Wow! Linda J. Armstrong, Christine A Schmidt, 2013-09-10 Does your afterschool program have the WOW factor Create a high quality school age program that is exciting inviting and reflects the interests abilities and needs of the children Whether your program operates before or after school on non school days during the summer or overnight you can create a dynamic environment where everyone will enjoy spending time This book is filled with hundreds of ideas from setting up a quiet reading nook to tackling clutter reflecting the authors years of experience and hundreds of visits to a variety of school age programs It takes you through all of the considerations that affect your program and then lays out a process to help you improve the three dimensions of a school age environment Temporal Establish schedules routines rules and learning opportunities to meet children s needs Interpersonal Facilitate the relationships and social interactions of children staff families and the greater community Physical Create sensory rich indoor and outdoor spaces Linda J Armstrong and Christine A Schmidt are experienced educational consultants who serve children and youth programs throughout the United States **Kids Can Be Kids** Shelly J Lane, Anita C Bundy, 2011-11-11 This groundbreaking text by two noted educators and practitioners with contributions by specialists in their fields presents a comprehensive evidence based approach to pediatric therapy Their work reflects the focus of practice today facilitating the participation of children and their families in everyday activities in the content of the physical and cultural environments in which they live go to school and play The authors describe the occupational roles of children in an ecocultural context and examine the influence of that context on the participation of a child with physical emotional or cognitive limitations *Quality in the Early Years* Emma Slaughter, 2016-05-16 The term quality is frequently used in early years practice both in professional discussions and in key policy and literature but often without question or an agreed understanding of what quality is and as though it is an entirely unproblematic concept Through a series of inspiring and thought provoking chapters this book supports you in considering and developing your own notion of quality early years practice across a broad range of key strands of early years provision from the environment to policies from work with vulnerable children and babies to

curriculum and research This book helps you to construct your own idea of quality and challenges you to develop your own understanding through stimulating discussion and reflection points A key argument is that whilst there are several indicators and measures of quality there is no one universally agreed definition of quality in early years provision and hence developing your own notion of quality and working towards that with others is paramount Key features include Consideration of what quality looks like within a contemporary early years landscape How you might deliver quality practice when other influences might appear to hinder or contradict this Reflection points to help you embed and link your learning to practice A graduated approach for a greater depth of engagement with the topic and relevant literature With each chapter written by an early years expert Quality in the Early Years is a vital companion for those studying towards any early years qualification as well as established practitioners and leaders within the field

Assessing Quality in the Early Years Kathy Sylva,Iram Siraj-Blatchford,Brenda Taggart,2003 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 recognised 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

Using a State Child Care Quality Rating System to Promote Quality in Afterschool Programs ,2007 **Quality In Early Childhood Services - An International Perspective** Penn, Helen,2011-01-01 This book examines how quality and good practice in early childhood education and care is interpreted and implemented in a variety of settings and circumstances globally as well as nationally Drawing on a lifetime of practice in a variety of roles and in particular using her experience of research and policy making in a wide variety of countries the author discusses issues of quality and practice in early education and care

Contemporary Perspectives on Research in Assessment and Evaluation in Early Childhood Education Olivia Saracho,2015-08-01 Researchers educators professional organizations administrators parents and policy makers have increased their involvement in the assessment and evaluation of early childhood education programs This interest has developed swiftly during the last decades The National Association for the Education of Young Children NAEYC and the National Association of Early Childhood Specialists in State Departments of Education NAECS SDE developed a position statement titled Early childhood curriculum assessment and program evaluation Building an effective accountable system in programs for children birth through age 8 to address related trends issues guiding principles and values Appropriate and well designed evaluations need to address several audiences including researchers educators policy makers children and parents They need to encourage the implementation of a strong foundation that improves the quality of the

children's education Child assessment and program evaluation can lead to effective results and better accountability for preschool kindergarten and primary school programs The purpose of this volume is to share a collection of research strands on contemporary perspectives on research in assessment and evaluation in early childhood education It provides a review and critical analysis of the literature on assessment and evaluation of programs children teachers and settings The volume begins with a brief introductory chapter that presents the reader with a map of the area laying out the issues and alternatives and linking these to the chapters that follow It addresses several areas including 1 understanding assessment and evaluation with young children 2 schools and assessment implications 3 teacher evaluation and professional development 4 social relationships and assessment 5 content areas in early education assessment 6 technology and assessment and 7 conclusion with future research directions in assessment and evaluation in early childhood education The volume is of interest to researchers educators policy makers university faculty graduate students and general readers who are interested in research on assessment and evaluation in early childhood education The chapters are authored by established scholars in the field

Accountability for After-School Care Megan K. Beckett, Angela Hawken, Alison Jacknowitz, 2002-01-16 Increasing numbers of children are participating in after school programs and with more federal and state funding the number of such programs is likely to grow This growth has been occurring however with little guidance as to what program features or practices might be most helpful in nurturing the educational achievement emotional development and health of the children involved This book helps fill that need for guidance by offering a set of 18 model practices against which after school programs can be evaluated The authors provide ways to score adherence to the criteria from excellent to inadequate survey forms for collecting the information to assign these grades and an illustrative application of their approach to a set of real world after school programs **Resources in Education** ,1996 **Preschool Assessment** Marla R. Brassard, Ann E.

Boehm, 2011-06-08 Comprehensive and user friendly this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3 to 6 year olds in accordance with current best practices and IDEA 2004 guidelines The authors are leading clinician researchers who take the reader step by step through selecting appropriate measures integrating data from a variety of sources and using the results to plan and evaluate effective interventions and learning experiences Coverage encompasses screening and assessment of cognitive linguistic emotional and behavioral difficulties including mental retardation and autism Case studies illustrate key facets of assessing diverse children and families appendices offer concise reviews of over 100 instruments Prove It! Rachel Robertson, Miriam

Dressler, 2009-10-01 Helps child care centers understand and achieve success with the quality improvement process of their choice Working Families and Growing Kids Institute of Medicine, National Research Council, Division of Behavioral and Social Sciences and Education, Board on Children, Youth, and Families, Committee on Family and Work Policies, 2003-06-15 An informative mix of data and discussion this book presents conclusions and recommendations for policies that can respond

to the new conditions shaping America's working families Among the family and work trends reviewed Growing population of mothers with young children in the workforce Increasing reliance of nonparental child care Growing challenges of families on welfare Increased understanding of child and adolescent development Included in this comprehensive review of the research and data on family leave child care and income support issues are the effects of early child care and school age child care on child development the impacts of family work policies on child and adolescent well being and family functioning the impacts of family work policies on child and adolescent well being and family functioning the changes to federal and state welfare policy the emergence of a 24/7 economy the utilization of paid family leave and an examination of the ways parental employment affects children as they make their way through childhood and adolescence The book also evaluates the support systems available to working families including family and medical leave child care options and tax policies The committee's conclusions and recommendations will be of interest to anyone concerned with issues affecting the working American family especially policy makers program administrators social scientists journalist private and public sector leaders and family advocates

Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition) Lissanna Follari, 2015-05-20 *Foundations and Best Practices in Early Childhood Education History Theories and Approaches to Learning 3rd Edition* *Developing Professional Practice in the Early Years* Shirley Allen, Mary Whalley, Maureen Lee, Angela Scollan, 2019-10-14 *Developing Professional Practice in the Early Years* encourages the reader to critically consider key aspects of early childhood education and care The book is a valuable and accessible tool for those on professional pathways to Qualified Teacher Status QTS or Early Years Teacher Status EYTS or those engaged in Early Childhood Studies programmes or similar degree programmes courses relating to early years practice This book will also be of interest to those engaged in continuous professional development CPD programmes The book recognises the important contribution that early years education and care can make to children's future outcomes It can be read in depth or dipped into when need arises Each chapter will help the reader to engage with challenging concepts and ideas which underpin early childhood policy and practice Strong practical elements to the book aim to support the application of learning to high quality practice with young children The generic term early childhood professional is used throughout the book to encompass the diversity of roles within early childhood practice The book aims to support the reader to critically consider the complexity of being professional in contemporary early childhood practice by providing a strong theoretical and practice based framework of the role and context of the early childhood professional Key features of the book include Reflective tasks to support critical thinking about key aspects of professional practice Case studies to enable the reader to learn from stories and situations about real professionals and their practice Positive Practice Impact PPI boxes to provide specific examples of good professional practice in early childhood Each chapter of this essential text concludes by signposting further reading book chapters journal articles websites to build greater depth of knowledge and extend the reader's understanding of early

childhood theory and practice

Open-Ended Art for Young Children Tracy Galuski, Mary Ellen Bardsley, 2018-10-16

Open ended art is defined as art activity where children are free to use their imagination as they explore a variety of materials without a planned outcome. When teachers embrace open ended art they emphasize the process of creating and observe the developmental growth being experienced by the children. Open ended art provides children an important opportunity to think about, feel, and express ideas. It helps teachers slow down the pace of the activity in order to observe and feel the environment all around. There are many books available to educators that include art ideas and projects, but *Open Ended Art for Young Children* goes beyond the basics to highlight why the field of early childhood education advocates for open ended art and explain how to adapt to new ways of thinking about art. Authors Dr. Tracy Galuski and Dr. Mary Ellen Bardsley present chapter by chapter the challenges teachers encounter when faced with best practices and expectations related to art process and product. Each chapter begins with a classroom vignette that describes the challenge, followed by a plethora of solutions grounded in research and illustrated through practical examples. Each chapter includes full color pictures and photos and ends with an activity or investigation for reflection.

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Table of Contents School Age Environment Rating Scale Sacers

1. Understanding the eBook School Age Environment Rating Scale Sacers
 - The Rise of Digital Reading School Age Environment Rating Scale Sacers
 - Advantages of eBooks Over Traditional Books
2. Identifying School Age Environment Rating Scale Sacers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an School Age Environment Rating Scale Sacers
 - User-Friendly Interface
4. Exploring eBook Recommendations from School Age Environment Rating Scale Sacers
 - Personalized Recommendations
 - School Age Environment Rating Scale Sacers User Reviews and Ratings
 - School Age Environment Rating Scale Sacers and Bestseller Lists

5. Accessing School Age Environment Rating Scale Sacers Free and Paid eBooks
 - School Age Environment Rating Scale Sacers Public Domain eBooks
 - School Age Environment Rating Scale Sacers eBook Subscription Services
 - School Age Environment Rating Scale Sacers Budget-Friendly Options
6. Navigating School Age Environment Rating Scale Sacers eBook Formats
 - ePub, PDF, MOBI, and More
 - School Age Environment Rating Scale Sacers Compatibility with Devices
 - School Age Environment Rating Scale Sacers Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of School Age Environment Rating Scale Sacers
 - Highlighting and Note-Taking School Age Environment Rating Scale Sacers
 - Interactive Elements School Age Environment Rating Scale Sacers
8. Staying Engaged with School Age Environment Rating Scale Sacers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers School Age Environment Rating Scale Sacers
9. Balancing eBooks and Physical Books School Age Environment Rating Scale Sacers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection School Age Environment Rating Scale Sacers
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine School Age Environment Rating Scale Sacers
 - Setting Reading Goals School Age Environment Rating Scale Sacers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of School Age Environment Rating Scale Sacers
 - Fact-Checking eBook Content of School Age Environment Rating Scale Sacers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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