

CHLD 201: Early Childhood Practicum I

Early Childhood Environmental Rating Scale (ECERS)

Learning Outcomes	1. Articulate and demonstrate skills needed to develop supportive, inclusive learning climates, including collaborative, respectful partnerships between children, professionals, family members, and communities that are culturally and linguistically diverse. 4. Demonstrate the knowledge and ability to design, implement, evaluate and adapt respectful, cohesive early childhood environments and evidence-based practices and curricula that are developmentally, individually, and culturally appropriate
DEC Recommended Practices	C1 Physical space and materials are structured and adapted to promote engagement, play interaction, and learning by attending to children's preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces. C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.
NAEYC Standards	1C. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Illinois uses the Early Childhood Environmental Rating Scale (ECERS) as an instrument to assess the quality of preschool centers involved in the Quality Rating System. This is your opportunity to gain first-hand experience using this instrument and become familiar with many aspects of your assigned classroom. The items in the ECERS will draw your attention to the numerous details that must be addressed to provide the quality environments necessary to support the development and learning of each and every child.

Prior to administering the ECERS:

- Review the ECERS book carefully being sure that you understand the scoring system prior to beginning. Seek clarification from your instructor if needed.
- Discuss the assignment with the cooperating teachers so that they can help you plan appropriate times to work on the ECERS during your regularly scheduled lab hours (NOTE: you may be able to be complete some sections of the ECERS outside of lab hours based on previous observations in that particular room).

During the administration of the ECERS:

- Be as accurate and objective as you can be in your assessments.
- Work quickly. You do not want to use all of your lab hours for this activity.
- Ask the cooperating teachers for assistance with items that you cannot determine based on your observations only.

After administering the ECERS:

- Complete the profile sheet at the back of the ECERS booklet.
- Answer the following questions:
 - What do you feel are some of the benefits of implementing the ECERS within the preschool environment?
 - How do you feel that the ECERS helped you in terms of focusing on important aspects of quality within the environment?
 - What limitations are there to this instrument?
 - Which criteria in the ECERS helped you decide if the environment you assessed is a “supportive, inclusive learning climate”?
 - Which criteria measure if the environment is “developmentally, individually, and culturally appropriate”?
 - Which criteria ensure that these DEC practices are specifically met?
 - C1 Physical space and materials are structured and adapted to promote engagement, play interaction, and learning by attending to children’s preferences and interests, using novelty, using responsive toys, providing adequate amounts of materials, and using defined spaces.
 - C6 Learning environments meet accepted standards of quality including curriculum, child-staff ratios, group size, and physical design of classroom.
- Submit the ECERS Profile Sheet and the narrative assignment to your instructor.