



SECTION V
RESOURCES



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This section of the guide includes references for additional information, and endnotes for the text.

A. Program Quality Instruments

Early Childhood Environment Rating Scale (ECERS). The ECERS is a global rating of classroom quality based on structural features of the classroom. It uses a seven-point rating scale that provides extensive descriptive information on the classroom. The ECERS was recently revised, and is easier to train and gain inter-rater reliability. The ECERS-R features more clearly defined criteria for each scale, as well as an improved balance between classroom materials, furnishings, and routine activities with classroom processes and practices. The ECERS-R subscales include space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, and parents and staff. ECERS was used in the Head Start Family and Child Experiences Survey (FACES), the Observational Study of Early Childhood Programs, National Child Care Staffing Study, the Cost, Quality and Child Outcomes Study, Family and Classroom Correlates of Head Start Children's Developmental Outcomes, and the Thresholds of Quality Study. The ECERS-R is currently being used in FACES.

Assessment Profile for Early Childhood Programs. The Assessment Profile is an observational checklist containing 147 Yes/No items designed to assist in self-assessment to improve the quality of early childhood programs. It focuses on five aspects of the dynamic classroom environment: (1) the learning environment, (2) the curriculum, (3) interactions, (4) individualizing, and (5) health and safety. The Assessment Profile is used in FACES (Learning Environment and Scheduling scales), and was previously used in the Observational Study of Early Childhood Programs, the Atlanta site of the National Child Care Staffing Study, the National Child Care and Family Study and an adaptation was developed for the National Institute of Child Health and Human Development's Study of Early Child Care.

Early Language and Literacy Classroom Observation (ELLCO). The ELLCO is a 30-40 minute observation period followed by an interview with the teacher. The observer then rates the classroom on 14 variables that span four functional areas: 1) classroom functional environment (organization of the classroom, contents of the classroom, presence and use of technology, opportunities for child choice and initiative); 2) the interactive environment (classroom management strategies, classroom climate); 3) language and literacy facilitation (oral language facilitation, presence of books, book reading practices, approaches to children's writing); and 4) broad support for literacy (approaches to curriculum, recognizing diversity in the classroom, facilitating home support for literacy, approaches to assessment).

B. Selected References for More Information (see also endnotes for major references):

Articles and Books

Allin, S. & Love, J.M. (1995). *Influences on children's transitions to kindergarten: A review of the research and practice*. Washington, DC: Mathematica Policy Research, Inc.

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Frede, E.C. (1995). The role of program quality in producing early childhood program benefits. *The future of children: Long term outcomes in early childhood programs*. 5(3).

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Available on-line: <http://ericeece.org/pubs/books/fivepers.html>

National Governors' Association. (1996). *Promising practices to improve results for young children*. Washington, DC: Author.

Regional Educational Laboratories Early Childhood Collaboration Network. (1995, November). *Continuity in early childhood: A framework for home, school, and community linkages*. Washington, DC: Author.

Stief, Elizabeth. (1994). *Transitions to school*. Washington, DC: National Governors' Association.

Organizations

Center for Improvement of Early Reading (CIERA)

Available on-line: <http://www.ciera.org>

The Council for Exceptional Children (CEC)

Available on-line: <http://www.cec.sped.org>

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE)

Available on-line: <http://www.ericcece.org/>

International Reading Association (IRA)

Available on-line: <http://www.reading.org>

National Association for the Education of Young Children (NAEYC)

Available on-line: <http://www.naeyc.org>

National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

Available on-line: <http://ericps.crc.uiuc.edu/naecs/abtnaecs.html>

National Center for Early Development and Learning (NCEDL)

Available on-line: <http://www.fpg.unc.edu/NCEDL>

National Center for Family Literacy (NCFL)

Available on-line: <http://www.famlit.org>

National Institute for Literacy (NIFL)

Available on-line: <http://www.nifl.gov/>

National Institute on Early Childhood Development and Education, Early Childhood Institute (ECI)

Available on-line: <http://www.ed.gov/offices/OERI/ECI/>

C. ENDNOTES

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²National Research Council. (2000). *Eager to learn: Educating our preschoolers. Executive summary*. Washington, DC: National Academy Press.

³Hinkle, D. (2000). *School involvement in early childhood*. (U.S. Department of Education Publication: ECI 2000-9039). Washington, DC: U.S. Government Printing Office.

⁴Snow, C., Burns, S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Research Council. www.nap.edu/readingroom/books/prdyc/; and National Research Council. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington, DC: Author.

⁵National Research Council. (2000). *Eager to learn: Educating our preschoolers. Executive summary*. Washington, DC: National Academy Press.

⁶National Institute on Early Childhood Development and Education. (2000, March). *New teachers for a new century: The future of early childhood professional preparation*. (U.S. Department of Education Publication: ECI 2000-9038) Available: <<http://www.ed.gov>> Washington, DC: U.S. Government Printing Office.

⁷National Association for the Education of Young Children. (1998, July). Learning to read and write: Developmentally appropriate practices for young children. A joint position statement of the International Reading Association and the National Association for the Education of Young Children. Adopted May 1998. *Young Children*, 53(4); and Powell, D. R., & D'Angelo, D. (2000, September). *Guide to improving parenting education in Even Start family literacy programs*. Washington, DC: U.S. Department of Education. Even Start Family Literacy Program. Available: <<http://www.ed.gov>>

⁸National Research Council. (2000). *Eager to learn: Educating our preschoolers. Executive summary*. Washington, DC: National Academy Press.

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¹³Nord, C. W., Lennon, J., Liu, B., & Chandler, K. (2000, March). *Home literacy activities and signs of children's emerging literacy, 1993 and 1999*. (National Center for Education Statistics: NCE 2000-026). Washington, DC: U.S. Department of Education.

¹⁴National Research Council. (2000). *Eager to learn: Educating our preschoolers. Executive summary*. Washington, DC: National Academy Press.

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