

ASSESSMENTS

Environmental Tools
EDU 4241

Quick warm up

- Think back to your placement
- Think of an example where you might have seen ASSESSMENT in action
- What were your thoughts/feelings about that



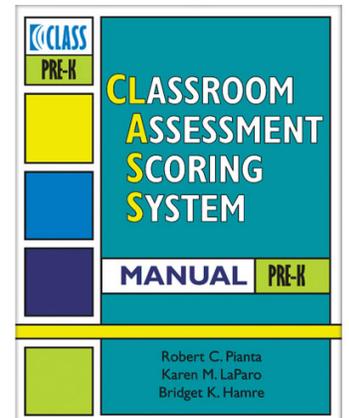
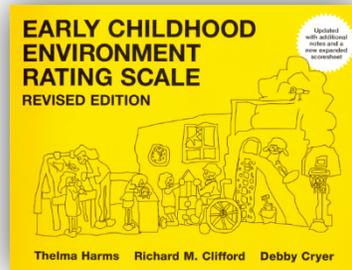
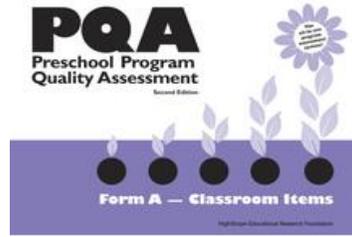
What is Quality?

- The concept of “quality” in early childhood education settings has gained attention over the last few years because current research shows that the quality of care makes a difference on children’s social and academic growth and development
- Different ideas exist about how quality is best measured in the early learning settings



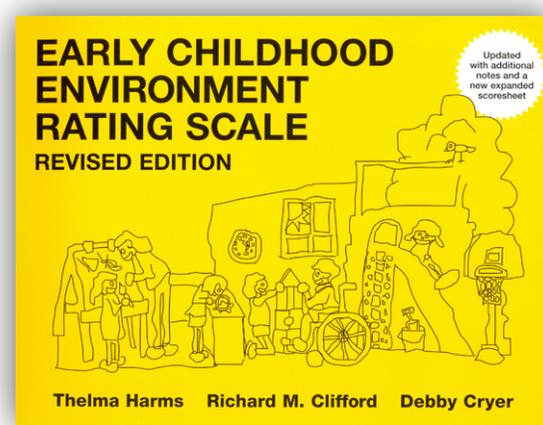
Environment Rating Scales

- Environmental assessments help to assess the quality or climate of the classroom/program
- Look for the presence of indicators that are predictive of positive child outcomes
- 寻找可预测儿童积极结果的指标
- Why so many scales?
 - Expectations for environment differ greatly

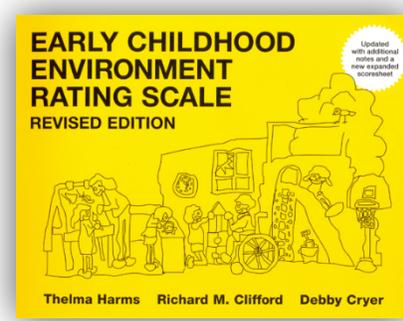


ECERS-R Program Evaluation Tool

- Designed to assess process quality in early childhood programs.
- Quality programs must provide for the three basic needs all children have:
 - 1) Protection of their health and safety
 - 2) Building positive relationships
 - 3) Opportunities for stimulation and learning from experience



Early Childhood Environment Rating Scale

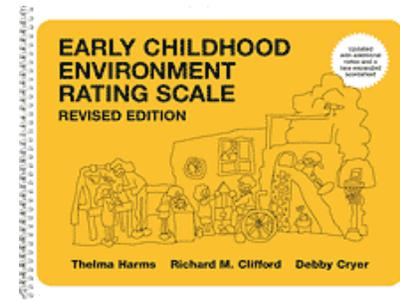


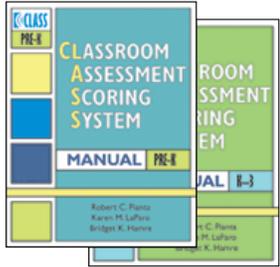
- Internationally recognized evidence-based quality improvement tool, specifically designed for the classroom environment.
- Enables setting to evaluate their environment and provision, and to identify clear steps for development in order to improve outcomes for children
- An observation that provides detailed and objective snapshot on the day of practice within a setting, using a range of indicators



ECERS - R

- 43 Items organized into 7 Subscales
 - Space and Furnishings
 - Personal Care Routines
 - Language-reasoning
 - Activities
 - Interaction
 - Program Structure
 - Parents and Staff.....pg 1





- The CLASS dimensions are based on developmental theory suggesting that interactions between children and adults are the primary mechanism of student development and learning
- It does not evaluate the presence of materials, the physical environment or safety, or the adoption of a specific curriculum.



Classroom Quality

Emotional support

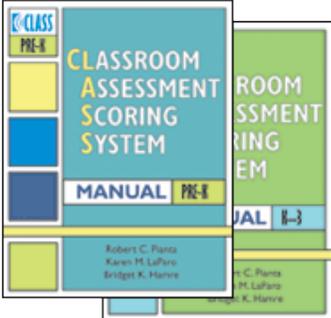
- Positive climate
- Negative climate
- Teacher Sensitivity
- Regard for Student Perspectives

Classroom Organization

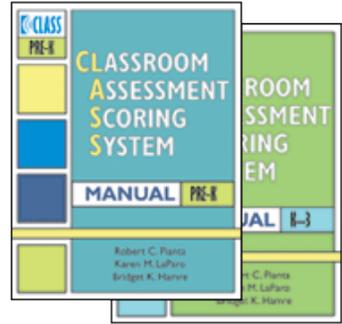
- Behavior management
- Productivity
- Instructional learning formats

Instructional support

- Concept development
- Quality of feedback
- Language modeling

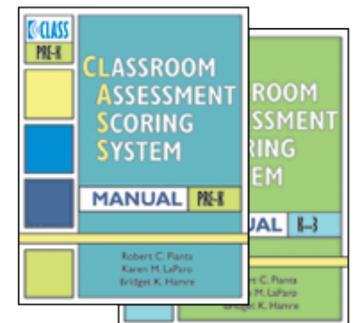


1. Emotional Support: Social and emotional functioning in the classroom is an indicator of school readiness. CLASS evaluates the dimensions of positive climate, negative climate, teacher sensitivity, and regard for student perspectives.
2. Classroom Organization: Classrooms provide the most opportunities for learning when students are well behaved, active and engaged.
3. Instructional Support: Are teachers making the most of opportunities to effectively support cognitive and language development through the curriculum? CLASS focuses on the roles of concept development, quality of feedback, and language modeling.



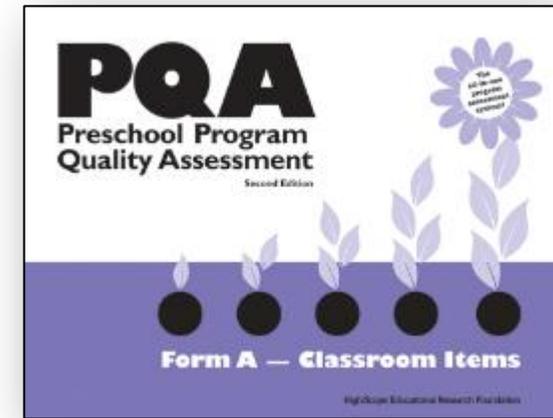
CLASS

- Involves observing the interactions of teachers and children for cycles of up to 20 minutes and then rating (10 minutes) what was observed on a number of dimensions codified in seven-point rating scales.



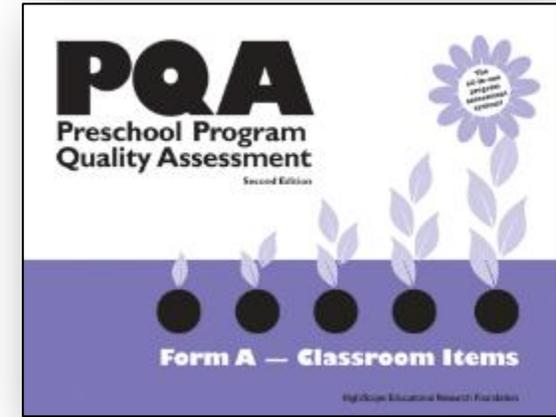
Program Quality Assessment Overview

- The PQA is the required program evaluation tool for GSRP grantees.
- Assesses the quality level of implementation of the *Early Childhood Standards of Quality for Prekindergarten*.
- Created through the program evaluation grant awarded to the High/Scope Educational Research Foundation.



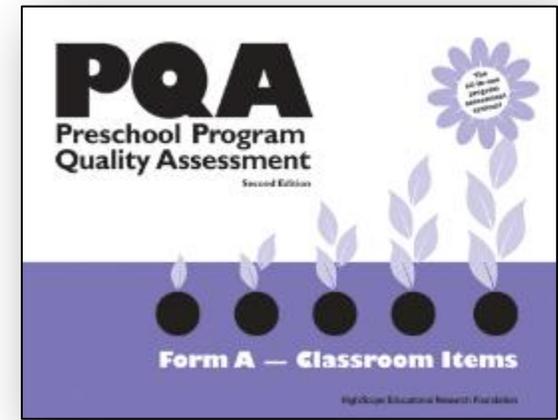
Program Quality Assessment - Form A

- The PQA Form A includes assessment of the preschool classroom:
- The Learning Environment
- The Daily Routine
- Adult-Child Interaction, and
- Curriculum Planning and Assessment.



Uses of the PQA

- Self-Assessment of quality
- Observation/Feedback/Coaching
- Research and Evaluation
- Information and Dissemination
- Systematic Approach



Quality Benefits Children Manual measures:

Quality Benefits Children



*A Process for Improving Quality through
Assessment, Reflection, and Change*

It objectively evaluates program effectiveness in eight standards:

1. Health, Safety and Nutrition
2. Evaluation
3. Physical Environment
4. Qualifications and Professional Development
5. Relationships with Families and Community
6. Interactions between ECEs and Children
7. Administration
8. Curriculum



Completing the Quality Benefits Children Manual:

- **Familiarize** yourself with the sections and individual items to be scored
- **Observe** the room for corresponding evidence
- **Write** supporting notes/anecdotes (lists of materials, notes of situations, actual language of children/adults)
- **Assign** one rating in each row that reflects what you see



Writing Supportive Notes/Anecdotes

- This step is critical as it **supports** your rating
- Supporting notes must be specific to the setting you are assessing
- Be factual, be specific, be brief
- Where possible, document exactly what the child or teacher did or said “use quotes”, give material lists diagrams



Group Work

- Environmental assessment



- Be valid, reliable, easy to obtain and train
- Succinctly describe range of classrooms along several dimensions
- Reflect various structural variables
- Act as predictors of children's outcomes
- Be valid across cultures

有效，可靠，易于获取和培训
简要地从多个方面描述教室的范围
反映各种结构变量
充当儿童结局的预测指标
跨文化有效

