

ERS Global Network

The network is an international group of ECEC professionals working in the field that meet regularly to share their respective research using the ERS scales. Every year the symposia decide to meet in a different country and a host is nominated by all the member countries. This is an all voluntary forum established many years ago and headed by the academic teams from Frank Porter Graham, University of North Carolina and Oxford University.

ERS: Instruments for measuring quality in early childhood settings

Early Childhood Environment Rating Scale, ECERS - R
Family Child Care Environment Rating Scale, FCCERS-R
Infant/Toddler Environment Rating Scale, ITERS - R
School Age Care Environment Rating Scale, SACERS
ECERS - E: Literacy, Mathematics, Science, Diversity (EYFS)
(EPPE, Oxford, IOE)
Program Administration Scale, PAS

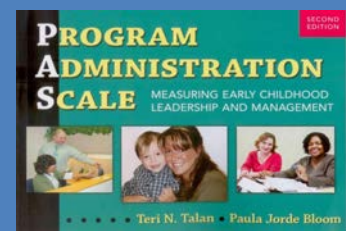
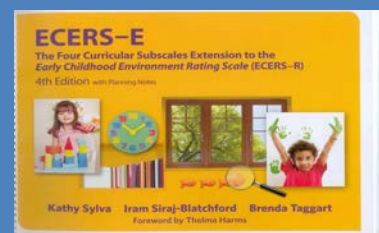
www.tcpres.com

Why ERS?

- ❖ Research based
- ❖ Validated scales
- ❖ Proven reliability
- ❖ Culturally suitable
- ❖ Provides internal and external assessments
- ❖ Subscales: process and structural measures
- ❖ Each scale has its own complete training programme with video recordings, workbooks and analyses sheets.



Each book includes reproducible scoring pages.



ERSI

Environment Rating Scales Institute

<http://www.ersi.info/ecers.html>

Training, updates, practice,
information, authors, ordering and
contacts

Proven reliability and validity of all scales
Suitable for inclusive environments

ERS Summary research results

Consistent and reliable results demonstrated by ERS scales

- Significant effect sizes associated with quality measured by ERS and child outcomes
- High scores predict higher outcome measures
- Significant effects demonstrated as in –service assessment tool
- Significant effects demonstrated as staff training assessment
- Significant improvement for overall quality ratings for provision
- Significant improvement in health and safety measures
- Cross-culturally demonstrates diversity, strengths and weaknesses for improvement via ERS assessment
- Effective measure for adapting to short and long term changes in ECEC environments
- Significantly improves parent involvement in programming
- Significantly improves relationship and communication skills
- Significantly correlates highly with psychometric measures for assessing ECEC environments and a host of many developmental outcome measures