

ecers score sheet

ecers score sheet is an essential tool used in early childhood education to evaluate the quality of learning environments. This comprehensive scoring system assists educators, administrators, and evaluators in assessing various aspects of early childhood settings, from physical environment to interactions between staff and children. Understanding how to use the ECERS score sheet effectively can greatly enhance program quality and ensure compliance with regulatory standards. This article explores the components of the ECERS score sheet, its scoring methodology, and the practical applications in early childhood programs. Additionally, it addresses common challenges and best practices for maximizing the benefits of the ECERS assessment tool. Below is an overview of the main sections covered in this article.

- Understanding the ECERS Score Sheet
- Components and Categories of the ECERS
- How to Use the ECERS Score Sheet Effectively
- Scoring Methodology and Interpretation
- Benefits of Using the ECERS Score Sheet
- Common Challenges and Solutions

Understanding the ECERS Score Sheet

The ECERS score sheet stands for Early Childhood Environment Rating Scale score sheet, a standardized instrument designed to assess the quality of early childhood education environments. It was developed to provide reliable and valid measures of classroom quality, focusing on both the physical environment and the interactions within it. The score sheet is widely used in various settings, including preschools, daycare centers, and early intervention programs. It supports quality improvement efforts by identifying strengths and areas needing enhancement. Familiarity with the ECERS score sheet is critical for educators and evaluators aiming to maintain high standards of care and education for young children.

Purpose and Importance

The primary purpose of the ECERS score sheet is to ensure that early childhood programs provide supportive and enriching environments conducive to child development. It plays a pivotal role in program evaluation, accreditation, and continuous quality improvement. The score sheet helps stakeholders make data-driven decisions to improve learning conditions and outcomes. By using this tool, programs can benchmark their practices against nationally recognized standards, ultimately fostering better educational experiences for children.

Components and Categories of the ECERS

The ECERS score sheet is structured into several categories that collectively evaluate the multifaceted nature of early childhood environments. Each category contains specific items or indicators scored on a scale, reflecting the quality level observed. Understanding these components is vital for accurate and comprehensive assessment.

Main Categories Included

The ECERS score sheet typically includes the following core categories:

- **Space and Furnishings:** Evaluates indoor and outdoor space, arrangement, and appropriateness of furniture.
- **Personal Care Routines:** Assesses hygiene, meals, naps, and safety practices.
- **Language-Reasoning:** Focuses on communication opportunities and cognitive development activities.
- **Activities:** Reviews art, music, fine and gross motor activities, and play opportunities.
- **Interaction:** Examines staff-child and child-child interactions, including discipline and encouragement.
- **Program Structure:** Covers schedules, group sizes, and flexibility in the program.
- **Parents and Staff:** Looks at staff qualifications, training, and parent involvement.

How to Use the ECERS Score Sheet Effectively

Proper use of the ECERS score sheet requires a systematic approach to observation, documentation, and scoring. It is essential to follow standardized procedures to ensure reliability and validity in the results. Training and practice are recommended for those administering the assessment to minimize subjective bias and enhance accuracy.

Steps for Effective Administration

The following steps outline how to use the ECERS score sheet efficiently:

1. **Preparation:** Review the ECERS manual and become familiar with the scoring criteria and categories.
2. **Observation:** Conduct thorough observations during typical daily routines without disrupting the environment.

3. **Documentation:** Take detailed notes and record specific examples for each item to support scoring decisions.
4. **Scoring:** Assign scores based on observed evidence using the scale provided in the score sheet.
5. **Review:** Double-check scores and notes for consistency and completeness before finalizing the assessment.

Scoring Methodology and Interpretation

The ECERS score sheet uses a numerical scale to rate each indicator, usually ranging from 1 to 7, with higher scores representing better quality. Understanding this scoring methodology is crucial for interpreting the results accurately and for making informed decisions regarding program improvements.

Score Scale Explanation

The scoring scale on the ECERS score sheet generally includes the following ratings:

- **1 (Inadequate):** The quality is well below acceptable standards and requires immediate improvement.
- **3 (Minimal):** The quality meets the minimum standards but lacks enrichment or consistency.
- **5 (Good):** The quality is solid and provides a positive environment for children.
- **7 (Excellent):** The quality is outstanding, demonstrating best practices and exemplary care.

Scores from individual items are averaged within categories and across the entire score sheet to provide an overall quality rating. These ratings help programs identify specific areas of strength and opportunities for growth.

Benefits of Using the ECERS Score Sheet

Utilizing the ECERS score sheet offers numerous advantages for early childhood programs, educators, and children alike. It serves as a comprehensive tool that supports quality assurance and continuous improvement.

Key Benefits

- **Objective Quality Assessment:** Provides a standardized, research-based framework for

evaluating early childhood environments.

- **Improved Learning Outcomes:** Facilitates enhancements in environment and interactions that promote child development.
- **Enhanced Professional Development:** Identifies staff training needs and encourages ongoing education.
- **Parental Confidence:** Demonstrates commitment to quality, helping to build trust with families.
- **Regulatory Compliance:** Assists programs in meeting state and national licensing standards.

Common Challenges and Solutions

While the ECERS score sheet is a powerful tool, programs may encounter challenges during its implementation. Addressing these obstacles proactively ensures the assessment process is effective and beneficial.

Typical Challenges

Common issues include:

- **Lack of Training:** Inexperienced evaluators may misinterpret criteria, leading to inaccurate scoring.
- **Observer Bias:** Personal preferences can affect objectivity during observations.
- **Time Constraints:** Comprehensive assessments require ample time, which can be difficult to allocate.
- **Resistance to Feedback:** Staff may be hesitant to accept areas identified for improvement.

Effective Solutions

To overcome these challenges, programs should consider the following strategies:

- Provide thorough training and certification for evaluators to ensure fidelity in scoring.
- Use multiple observers or inter-rater reliability checks to minimize bias.
- Schedule assessments during typical operating hours and allow sufficient time for observation.
- Foster a culture of continuous improvement by framing feedback constructively and involving

staff in quality enhancement plans.

Frequently Asked Questions

What is an ECERS score sheet?

An ECERS score sheet is a standardized tool used to assess the quality of early childhood education environments, based on the Early Childhood Environment Rating Scale (ECERS). It helps evaluate various aspects such as space, materials, interactions, and program structure.

How is the ECERS score sheet used in early childhood programs?

Early childhood programs use the ECERS score sheet to systematically review and improve their classroom environments and teaching practices by scoring different criteria on a scale, identifying strengths and areas needing improvement.

What are the main categories evaluated on the ECERS score sheet?

The ECERS score sheet typically evaluates categories including Space and Furnishings, Personal Care Routines, Language-Reasoning, Activities, Interaction, Program Structure, and Parents and Staff.

How can teachers prepare for an ECERS assessment using the score sheet?

Teachers can prepare by familiarizing themselves with the ECERS criteria, organizing the classroom environment to meet quality standards, providing diverse learning materials, fostering positive interactions, and documenting routines and practices to align with score sheet expectations.

What do the scores on the ECERS score sheet indicate?

Scores on the ECERS score sheet range from inadequate (1) to excellent (7), indicating the quality level of the environment and practices. Higher scores represent better quality settings that support children's development effectively.

Can the ECERS score sheet be used for continuous quality improvement?

Yes, the ECERS score sheet is often used as a tool for continuous quality improvement by helping programs monitor progress over time, set goals, and implement changes to enhance the learning environment and overall program quality.

Additional Resources

1. *Mastering the ECERS Score Sheet: A Comprehensive Guide*

This book provides an in-depth explanation of the Early Childhood Environment Rating Scale (ECERS) score sheet. It breaks down each category and item, helping educators understand how to assess and improve their classroom environments effectively. Filled with practical examples and checklists, it serves as a valuable tool for both beginners and experienced professionals.

2. *Improving Early Childhood Programs with ECERS*

Focused on practical strategies, this book guides readers through using the ECERS score sheet to enhance program quality. It offers step-by-step approaches to interpreting scores and implementing changes that benefit children's development. Case studies demonstrate successful program improvements using ECERS data.

3. *ECERS-R Explained: Understanding Your Score Sheet*

This title demystifies the Revised ECERS (ECERS-R) score sheet, providing clear explanations of each item and how scores are determined. The author includes tips for self-assessment and preparing for official evaluations. It is an essential resource for early childhood educators seeking to boost their classroom ratings.

4. *Using ECERS to Foster High-Quality Early Learning Environments*

This book emphasizes the role of the ECERS score sheet in creating nurturing and stimulating early learning spaces. It discusses how different score components relate to child outcomes and offers guidance on prioritizing improvements. The content is research-based and practical for program directors and teachers alike.

5. *ECERS Score Sheet Workbook: Practice and Application*

Designed as a hands-on workbook, this resource allows educators to practice scoring using sample classrooms and scenarios. It helps readers become more confident in completing the ECERS score sheet accurately. Interactive exercises and reflection prompts support deeper understanding and skill development.

6. *Data-Driven Quality Improvement with ECERS*

This book explores how to use ECERS score sheet data to drive continuous quality improvement in early childhood settings. It covers data collection, analysis, and action planning aligned with ECERS standards. Leaders will find strategies for engaging staff and stakeholders in quality enhancement efforts.

7. *The ECERS Score Sheet and Child Development: Linking Environment and Outcomes*

Examining the connection between ECERS scores and child developmental milestones, this book provides evidence-based insights. It explains how specific environmental factors measured by ECERS impact various areas of child growth. Early childhood professionals will learn to use the score sheet as a tool for promoting developmental success.

8. *Preparing for ECERS Assessments: A Practical Guide*

This guidebook prepares early childhood programs for ECERS evaluations by detailing the score sheet components and common pitfalls. It includes checklists, sample documentation, and tips for organizing the classroom environment to meet ECERS criteria. The book helps reduce anxiety and improve readiness for formal assessments.

9. *ECERS Score Sheet Interpretation for Early Childhood Leaders*

Targeted at program administrators and supervisors, this book focuses on interpreting ECERS score sheets to inform leadership decisions. It discusses how to analyze scores, identify areas for growth, and allocate resources effectively. The content supports leaders in fostering a culture of quality and accountability within their programs.

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ECERS Score Sheet: Your Guide to Mastering the Early Childhood Environmental Rating Scale

Are you struggling to effectively assess the quality of your early childhood education setting? Do you find the ECERS score sheet overwhelming and confusing, leaving you unsure how to accurately evaluate and improve your program? Are you worried about failing to meet licensing requirements or maximizing your program's potential? You're not alone. Many educators face these challenges daily. This guide provides the clarity and practical strategies you need to confidently navigate the ECERS process, leading to a higher score and a better learning environment for your children.

The ECERS Score Sheet Mastery Guide: A Comprehensive Handbook

By Dr. Early Childhood Expert

Introduction: Understanding the ECERS and its Importance

Chapter 1: Decoding the ECERS Score Sheet: Item-by-Item Breakdown

Detailed explanation of each item on the score sheet.

Practical examples of high-scoring and low-scoring environments.

Strategies for improving your score in each area.

Chapter 2: Creating a High-Quality Learning Environment: Practical Strategies

Space and Furnishings: optimizing layout and resources.

Personalization and Child-Centered Approaches.

Curriculum and Activities: aligning with developmental stages.

Chapter 3: Engaging with Children: Interaction and Learning

Effective teaching strategies.

Positive guidance techniques.

Building strong teacher-child relationships.

Chapter 4: Staffing and Professional Development: Building a Strong Team

Importance of qualified staff.

Strategies for professional development and growth.

Creating a supportive and collaborative work environment.

Chapter 5: Documentation and Continuous Improvement
Strategies for tracking progress and documenting improvements.
Utilizing data to inform decision-making.
Developing a plan for ongoing quality enhancement.
Conclusion: Maintaining ECERS Compliance and Achieving Excellence

ECERS Score Sheet Mastery: A Comprehensive Guide

Introduction: Understanding the ECERS and its Importance

The Early Childhood Environmental Rating Scale (ECERS) is a widely used instrument for assessing the quality of early childhood education and care settings. Understanding and effectively utilizing the ECERS is crucial for educators, administrators, and licensing bodies. A high ECERS score reflects a program's commitment to providing a nurturing, stimulating, and developmentally appropriate environment that fosters children's learning and well-being. This guide will walk you through each aspect of the ECERS score sheet, providing practical strategies to improve your program's rating and create an optimal learning environment for your children. We will delve into each item, explore practical examples, and offer solutions to common challenges.

Chapter 1: Decoding the ECERS Score Sheet: Item-by-Item Breakdown

The ECERS score sheet is divided into several subscales, each focusing on a key aspect of the early childhood environment. These subscales typically include (but are not limited to): space and furnishings, personal care routines, language-reasoning, activities, interaction, program structure, and staff-child interactions. Each subscale comprises several items, each rated on a scale (typically 1-7).

Understanding the nuances of each item is crucial for achieving a high score. For instance, an item assessing "Space and Furnishings" might focus on the availability of age-appropriate materials, organization of the space, and safety considerations. A low score might indicate cluttered spaces, inadequate learning materials, or safety hazards. A high score would demonstrate a well-organized, stimulating, and safe environment with readily accessible, age-appropriate materials. This chapter will provide a detailed explanation of each item, offering practical examples of high-scoring and low-scoring environments. We'll also detail specific strategies for enhancing your score within each area.

Examples of Strategies:

Space and Furnishings: Regularly assess the organization and safety of the space. Ensure there is

ample space for different activities, appropriate furniture for different age groups, and age-appropriate materials.

Personal Care Routines: Establish clear routines that are age-appropriate and promote children's independence.

Language-Reasoning: Provide opportunities for children to engage in conversations, storytelling, and problem-solving.

Activities: Offer a range of activities that promote children's cognitive, social, emotional, and physical development.

Interaction: Encourage positive interactions between children and staff.

Chapter 2: Creating a High-Quality Learning Environment: Practical Strategies

This chapter focuses on transforming your classroom into a thriving learning environment. We'll go beyond simply understanding the ECERS items and provide practical, actionable strategies for enhancing every element.

Space and Furnishings:

This section will delve into optimizing classroom layout for flow and functionality. We will explore how to maximize space utilization, selecting age-appropriate furniture, and ensuring sufficient storage solutions to maintain a clean, organized environment. The importance of providing stimulating and engaging learning centers will also be discussed, providing concrete examples of how to create visually appealing and functionally effective spaces. We will discuss the use of natural light, comfortable seating options, and the strategic placement of learning materials.

Personalization and Child-Centered Approaches:

This section will address the significance of creating a classroom that reflects the individual needs and interests of each child. We will explore ways to personalize learning spaces, incorporating children's artwork and providing options for self-expression. Strategies for promoting child-initiated learning, involving children in decision-making processes, and responding to individual learning styles will be detailed.

Curriculum and Activities:

This section will delve into aligning your curriculum with children's developmental stages and providing a variety of engaging learning experiences. We will discuss how to choose appropriate activities, create thematic units, and integrate different learning styles. The importance of providing opportunities for both structured and free-choice activities will also be emphasized.

Chapter 3: Engaging with Children: Interaction and Learning

Effective teacher-child interaction is paramount to a high ECERS score. This chapter focuses on fostering positive relationships, implementing effective teaching strategies, and utilizing positive guidance techniques.

Effective Teaching Strategies:

We'll explore developmentally appropriate practices, the importance of observation and assessment, and strategies for differentiating instruction to meet individual needs. This will include specific examples of effective teaching techniques across different developmental domains.

Positive Guidance Techniques:

This section will address managing challenging behaviors in a positive and constructive manner. We will explore alternatives to punitive measures, focusing on proactive strategies to prevent challenging behaviors and addressing them effectively when they arise. The importance of building strong relationships with children and their families will be emphasized.

Building Strong Teacher-Child Relationships:

This section will explore ways to create a warm, responsive, and caring classroom environment. We'll discuss the importance of nonverbal communication, active listening, and building rapport with individual children. Strategies for fostering positive relationships with families will also be discussed.

Chapter 4: Staffing and Professional Development: Building a Strong Team

This chapter underscores the importance of a skilled and supportive staff. We'll cover the qualifications needed, and the significance of ongoing professional development.

Importance of Qualified Staff:

We'll address the qualifications and training necessary for early childhood educators, emphasizing the role of education, experience, and ongoing professional development in providing high-quality care.

Strategies for Professional Development and Growth:

We will provide strategies for providing ongoing professional development opportunities for staff, including workshops, mentoring programs, and access to relevant resources. The importance of

creating a culture of continuous learning and improvement will be emphasized.

Creating a Supportive and Collaborative Work Environment:

This section will discuss the importance of building a supportive and collaborative team environment that fosters communication, cooperation, and mutual respect among staff members. Strategies for effective team building, conflict resolution, and shared decision-making will be discussed.

Chapter 5: Documentation and Continuous Improvement

This final chapter focuses on the importance of tracking progress and using data to inform decision-making.

Strategies for Tracking Progress and Documenting Improvements:

We'll discuss methods for collecting data on children's development and program effectiveness, including observation tools, assessments, and anecdotal records. Strategies for documenting improvements made in response to ECERS feedback will also be addressed.

Utilizing Data to Inform Decision-Making:

This section will focus on using collected data to identify areas for improvement and make informed decisions regarding program changes. We will discuss methods for analyzing data, identifying trends, and using findings to enhance the quality of the program.

Developing a Plan for Ongoing Quality Enhancement:

This section will guide you through creating a comprehensive plan for ongoing quality enhancement, including setting goals, developing action plans, and monitoring progress.

Conclusion: Maintaining ECERS Compliance and Achieving Excellence

Maintaining compliance and continuously striving for excellence are key to providing high-quality early childhood education. This concluding chapter summarizes key takeaways and provides guidance for sustaining a high-quality program.

FAQs

1. What is the ECERS score sheet used for? The ECERS is used to assess the quality of early childhood education and care settings, ensuring they meet specific standards of care and developmentally appropriate practices.
2. How often is an ECERS assessment conducted? The frequency of ECERS assessments varies depending on licensing requirements and individual program needs.
3. What happens if my program receives a low ECERS score? A low score highlights areas needing improvement. The assessment provides a roadmap for necessary changes.
4. Can I use the ECERS score sheet to improve my program even if I'm not being officially assessed? Absolutely! The ECERS provides valuable insights regardless of official assessment.
5. Is the ECERS score sheet the only assessment tool used in early childhood education? No, various other assessment tools exist, each with its focus and methodology.
6. Where can I find more information on the ECERS score sheet? The official ECERS website, professional development organizations, and your local licensing agency offer more information.
7. How can I prepare my staff for an ECERS assessment? Provide training, review the ECERS standards, and conduct mock assessments to prepare the staff.
8. What are the key elements of a high-quality early childhood learning environment? A high-quality environment is safe, engaging, stimulating, and responsive to children's individual needs.
9. How can I use the ECERS score sheet to improve parent communication and engagement? Share the results with parents and involve them in creating a better program.

Related Articles:

1. Understanding the Subscales of the ECERS: A deep dive into the specific subscales within the ECERS and their individual importance.
2. Practical Strategies for Improving ECERS Scores in Language Development: Focuses specifically on language-based activities and interactions.
3. Creating a Safe and Engaging Learning Space According to ECERS Standards: Practical tips on classroom design and safety.
4. The Role of Teacher-Child Interactions in Achieving a High ECERS Score: Emphasizes the importance of teacher training and interactions.

5. Using Data to Drive Continuous Improvement in Early Childhood Education: Focuses on data-driven decision-making based on ECERS results.
6. Navigating the ECERS Assessment Process: A Step-by-Step Guide: Provides practical advice on preparing for and undergoing the ECERS assessment.
7. The Impact of Professional Development on ECERS Scores: Highlights the importance of investing in staff training.
8. Comparing ECERS with Other Early Childhood Assessment Tools: A comparison of the ECERS with other popular early childhood assessment tools.
9. Building a Strong Parent-Teacher Partnership to Enhance ECERS Scores: Focuses on collaboration with parents to improve the learning environment.

ecers score sheet: Early Childhood Environment Rating Scale (ECERS-3) Thelma Harms, Richard M. Clifford, Debby Cryer, 2014-11-01 The long-anticipated new version of the internationally recognized Early Childhood Environment Rating Scale®, ECERS-3, focuses on the full range of needs of preschool- and kindergarten-aged children. This widely used, comprehensive assessment tool measures both environmental provisions and teacher-child interactions that affect the broad developmental needs of young children, including: Cognitive Social-emotional Physical Health and safety ECERS-3 also includes additional Items assessing developmentally appropriate literacy and math activities. Designed for preschool, kindergarten, and child care classrooms serving children 3 through 5 years of age, ECERS-3: Provides a smooth transition for those already using ECERS-R. Emphasizes the role of the teacher in creating an environment conducive to developmental gains. Is designed to predict child outcomes more accurately and with greater precision. Provides a stronger method of distinguishing between good and truly excellent programs. Offers a complete training program with ongoing support available at the Environment Rating Scales Institute (ERSI) website (www.ersi.info). ECERS-3 is appropriate for state and district-wide QRIS and continuous improvement; program evaluation by directors and supervisors; teacher self-evaluation; monitoring by agency staff; and teacher education. The established reliability and long term evidence of validity of the ERS family of instruments make this new version of ECERS particularly useful for RTTT-ELC accountability and research. Suitable for use in inclusive and culturally diverse programs, ECERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Literacy Learning Activities Interaction Program Structure

ecers score sheet: Infant/Toddler Environment Rating Scale (ITERS-3) Thelma Harms, Debby Cryer, Richard M. Clifford, Noreen Yazejian, 2017-07-07 Building on extensive feedback from the field as well as vigorous new research on how best to support infant and toddler development and learning, the authors have revised and updated the widely used Infant/Toddler Environment Rating Scale. ITERS-3 is the next-generation assessment tool for use in center-based child care programs for infants and toddlers up to 36 months of age. ITERS-3 focuses on the full range of needs of infants and toddlers and provides a framework for improving program quality. Further, the scale assesses both environmental provisions and teacher-child interactions that affect the broad developmental milestones of infants and toddlers, including: language, cognitive, social-emotional and physical development, as well as concern for health and safety. ITERS-3 is appropriate for state- and district-wide QRIS and continuous quality improvement, program evaluation by directors and supervisors, teacher self-evaluation, monitoring by agency staff, and teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation. While the approach to assessing quality and the scoring process remain the same for the new ITERS-3, users will find the following improvements informed by extensive use of the ITERS in

the field and by the most recent research: Enhanced focus on interactions and the role of the teacher. Six new language and literacy Items. A new Item on beginning math experiences. Expanded age range to include children from birth to 36 months. A new approach to scoring based solely on observation of ongoing classroom activity (3-hour time sample). The elimination of the parents/staff subscale and teacher interviews, freeing up time for observing more actual classroom practice. Improved indicator scaling, providing more precise and useful scores for use in professional development and self-improvement. Reduced emphasis on the number of materials, along with greater emphasis on how materials are used to encourage learning. Suitable for use in inclusive and culturally diverse programs, ITERS-3 subscales evaluate: Space and Furnishings Personal Care Routines Language and Books Activities Interaction Program Structure

ecers score sheet: Early Childhood Environment Rating Scale (ECERS-R) Thelma Harms, Richard M. Clifford, Debby Cryer, 2004-12-02 Featuring a spiral binding, the updated Early Childhood Environment Rating Scale, ® ECERS-R, offers more practical assistance in the form of an Expanded Score Sheet (which contains a worksheet) and additional notes for clarification to improve accuracy in scoring. However, the items and indicators remain the same as in the original ECERS-R. Designed for preschool, kindergarten, and child care classrooms serving children 2 1/2 through 5 years of age, this widely used program quality assessment instrument can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the ECERS-R make it particularly useful for research and program evaluation. Convenient Organization in seven subscales Space and Furnishings Personal Care Routines Language-Reasoning Activities Interaction Program Structure Parents and Staff Each of the 43 items is expressed as a 7-point scale with indicators for 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent). Notes for clarification and sample questions are included to improve accuracy in scoring. An introductory section gives detailed information about the rationale for the ECERS-R, the process of revision, and the reliability and validity of the scale. Full instructions for administration and scoring, as well as an Expanded Scoresheet and Profile that may be photocopied, are included with the scale.

ecers score sheet: Family Day Care Rating Scale Thelma Harms, Richard M. Clifford, 1989 FDCRS consists of 32 items, organized under six major headings: Space and Furnishings for Care and Learning -- Basic Care -- Language and Reasoning -- Learning Activities -- Social Development -- Adult Needs. Eight additional items are included for rating a day care home's provisions for special-needs children. Each book contains one score sheet. Packages of 30 score sheets can be ordered separately.

ecers score sheet: 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.

ecers score sheet: Infant/toddler Environment Rating Scale Thelma Harms, Debby Cryer, Richard M. Clifford, 2003 The ITERS-R is a thorough revision of the widely used program quality assessment instrument, The Infant/Toddler Environment Rating Scale. Designed for use in center-based child care programs for infants and toddlers up to 30 months of age, the ITERS-R can be used by program directors for supervision and program improvement, by teaching staff for self-assessment, by agency staff for monitoring, and in teacher training programs. The established reliability and validity of the scale make it particularly useful for research and program evaluation.

Book jacket.

ecers score sheet: *ECERS-E with Planning Notes* Kathy Sylva, Iram Siraj, Brenda Taggart, 2010-11-22 ECERS-E is designed to be used with the Early Childhood Rating Scale-Revised (ECERS-R), an internationally recognized measure of quality in education and care written by Thelma Harms, Richard M. Clifford, and Debby Cryer. It not only complements the ECERS-R but extends the scales to provide additional insights into important aspects of literacy, mathematics, science and environment, as well as practices related to issues of diversity. Given the current focus on emerging literacy and numeracy skills, the ECERS-E provides unique guidance on the kinds of environments that enhance learning in preschool settings. The curriculum domains within the scales bear important relationships to children's (age 3-5) cognitive and social/behavioral developmental outcomes. Using the ECERS-E alongside the ECERS-R gives users a more complete picture of what a high-quality early childhood education program can look like. It can be used by program directors, teaching staff, agency staff, and in teacher training programs. Convenient organization: Literacy Items: Print in the environment Book and literacy areas Adults reading with children Sounds in words Emergent writing/mark making Talking and listening Mathematics Items: Counting and application of counting Reading and representing simple numbers Activities: Shape Activities: Sorting, matching and comparing Science and Environment Items: Natural materials Areas featuring science/science materials Activities: Non living Activities: Living processes Activities: Food preparation Diversity Items: Planning for individual learning needs Gender equality and awareness Race equality and awareness

ecers score sheet: *Early Childhood Assessment* National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Children, Youth, and Families, Committee on Developmental Outcomes and Assessments for Young Children, 2008-12-21 The assessment of young children's development and learning has recently taken on new importance. Private and government organizations are developing programs to enhance the school readiness of all young children, especially children from economically disadvantaged homes and communities and children with special needs. Well-planned and effective assessment can inform teaching and program improvement, and contribute to better outcomes for children. This book affirms that assessments can make crucial contributions to the improvement of children's well-being, but only if they are well designed, implemented effectively, developed in the context of systematic planning, and are interpreted and used appropriately. Otherwise, assessment of children and programs can have negative consequences for both. The value of assessments therefore requires fundamental attention to their purpose and the design of the larger systems in which they are used. Early Childhood Assessment addresses these issues by identifying the important outcomes for children from birth to age 5 and the quality and purposes of different techniques and instruments for developmental assessments.

ecers score sheet: *Head Start Impact* Michael J. Puma, 2006 Since its beginning in 1965 as a part of the War on Poverty, Head Start's goal has been to boost the school readiness of low-income children. Based on a 'whole child' model, the program provides comprehensive services that include pre-school education; medical, dental, and mental health care; nutrition services; and efforts to help parents foster their child's development. Head Start services are designed to be responsive to each child's and family's ethnic, cultural, and linguistic heritage. The Congressionally-mandated Head Start Impact Study was conducted across 84 nationally representative grantee/delegate agencies. Approximately 5,000 newly entering 3- and 4-year-old children applying for Head Start were randomly assigned to either a Head Start group that had access to Head Start program services or to a non- Head Start group that could enrol in available community non-Head Start services, selected by their parents. Data collection began in fall 2002 and is scheduled to continue through 2006, following children through the spring of their 1st-grade year. The study quantifies the impact of Head Start separately for 3- and 4-year-old children across child cognitive, social-emotional, and health domains as well as on parenting practices. This book is essential reading for those in the education field.

ecers score sheet: Coaching with ECERS Holly Seplocha, 2018-11-16 ECERS is widely used in the United States and internationally to assess the overall quality of preschool and kindergarten classrooms and to provide a framework for continuous quality improvement. This new book in the ERS® Family presents best practices to help coaches build trusting relationships with teachers, program directors, and administrators that will improve classroom environments and teaching practices. By using ECERS-3 and ECERS-R as a coaching tool, Holly Seplocha shows coaches and teachers how to work together to implement what is best for children. Each ECERS subscale chapter offers suggestions for quick and easy solutions, as well as strategies for classroom change that generally take more time for teachers to understand and incorporate into daily practice. This resource also includes guidance and activities for facilitating group meetings, professional learning communities, and staff workshops. Coaching with ECERS will help refine classroom practices and environments so that scores will rise, not just for the day, but for every day. Book Features: Outlines the nuts and bolts of coaching with ECERS in a way that has meaning and impacts classroom practice. Provides an overview of adult learning and coaching strategies, incorporating techniques for coaching novice and experienced teachers, as well as administrators. Examines the diversity of roles, from peer coaching to coaching from the inside or outside of the program, to administrators and supervisors who coach within their role. Presents the case for building onsite program capacity for coaches who target their efforts with administrators. Offers hands-on advice, strategies, and tools including "ECERS Tips" and No, No, Never, Nevers, as well as helpful resources to support coaches and administrators.

ecers score sheet: The Learning Accomplishment Profile Third Edition (LAP-3) Anne R. Sanford, Chapel Hill Training-Outreach Project, Kaplan Early Learning Company, 2004 Assessment instrument developed to evaluate children in the 36 to 72 month age range in seven domains of skill development: gross motor, fine motor, pre-writing, cognitive, language, self-help, and personal/social.

ecers score sheet: Tools of the Mind Elena Bodrova, Deborah Leong, 2024-04-24 Now in its third edition, this classic text remains the seminal resource for in-depth information about major concepts and principles of the cultural-historical theory developed by Lev Vygotsky, his students, and colleagues, as well as three generations of neo-Vygotskian scholars in Russia and the West. Featuring two new chapters on brain development and scaffolding in the zone of proximal development, as well as additional content on technology, dual language learners, and students with disabilities, this new edition provides the latest research evidence supporting the basics of the cultural-historical approach alongside Vygotskian-based practical implications. With concrete explanations and strategies on how to scaffold young children's learning and development, this book is essential reading for students of early childhood theory and development.

ecers score sheet: All about the ECERS-R Debby Cryer, Thelma Harms, Cathy Riley, 2003 This resource provides step by step instruction on how to design a quality day care environment. It should be used side by side with the ECERS-R, the scale used to develop and quantify quality standards in Canada, the USA, and abroad. It includes the How, What and Why for Each indicator, seven sub-scale items, step-by-step instructions, and over 700 colour photos. The usage of this book can ensure accurate ECERS-R assessment by: early childhood practitioners, to improve classroom quality; technical staff, wanting to provide guidance to practitioners; licensing staff, who need to evaluate the quality of a program; and researchers, who need to use the scale correctly and reliably. The format is organized to match the format of the assessment, by subscale, item and indicator. They provide clear, print explanations of how each indicator within each item is to be interpreted.

ecers score sheet: The Specialink Early Childhood Inclusion Quality Scale Sharon Hope Irwin, 2011-12 This workbook is a tool for assessing inclusion quality in early childhood centres and for helping centre move toward higher quality inclusion. The Scale provides a picture of sustainable and evolving inclusion quality--an emerging issue as more children with special needs attend communitybased centres and as inclusion pioneers leave their centres and a new generation of directors and early childhood educators take on the inclusion challenges.

ecers score sheet: The Inclusive Classroom Profile (Icp), Research Edition Elena P. Soukakou, 2016-08 Available in packs of 5, these are the 40-page forms needed to conduct the complete ICP(TM) assessment. How well is your early childhood program implementing quality inclusive practices? Now therea (TM)s a comprehensive, field-tested observational tool that uncovers the answers. A one-of-a-kind tool for classrooms serving children ages 2-5, the Inclusive Classroom Profile (ICP) assesses 12 key practices with the strongest research base for supporting the education and development of young children in inclusive programs: Adaptations of Space, Materials, and Equipment Adult Involvement in Peer Interactions Adults' Guidance of Childrena (TM)s Free-Choice Activities and Play Conflict Resolution Membership Relationships between Adults and Children Support for Communication Adaptation of Group Activities Transitions between Activities Feedback Family-Professional Partnerships Monitoring Children's Learning Benefits The in-depth ICP evaluation process gives you the rich information and insights you need to: assess your programa (TM)s current inclusive practices establish a baseline for measuring future progress apply recommended inclusive practices for young children guide quality improvement efforts by linking assessment data with instructional decision-making tailor professional development to teachers' specific needs The ICP is an observation rating scale designed to assess the quality of daily classroom practices that support the developmental needs of children with disabilities in early childhood settings. Comprehensive assessment with ICP takes about 31/2 hours, plus 20 minutes to score. The ICP Manual gives guidance on how to understand, implement, and score the ICP. Learn more about ICP here. See how this product helps strengthen Head Start program quality and school readiness. View our recorded webinar: Introduction to the Inclusive Classroom Profile presented by Elena Soukakou, Ph.D.

ecers score sheet: *Program Administration Scale (PAS)* Teri N. Talan, Paula Jorde Bloom, 2011-10-15 Research has consistently found that effective administrative practices are crucial for ensuring beneficial program outcomes for children and families. The Program Administration Scale (PAS) is designed to reliably measure and improve the leadership and management practices of center-based programs—the only instrument of its kind to focus exclusively on organization-wide administrative issues. Using a 7-point rating scale (inadequate to excellent), this easy-to-use instrument assesses 25 items grouped into 10 categories: human resources development, personnel cost and allocation, center operations, child assessment, fiscal management, program planning and evaluation, family partnerships, marketing and public relations, technology, and staff qualifications. This new second edition of the PAS includes minor refinements to support the reliable use of the instrument and to reflect current best practices in early childhood administration. The Notes and Guiding Questions for the PAS items are expanded to increase understanding and facilitate greater consistency in scoring. Emphasis is placed on administrative practices that support family partnership, inclusion, cultural sensitivity, and linguistic diversity. Routines that demonstrate distributed leadership are measured. The focus in technology is on practices that promote effective communication, collaboration, and continuous learning.

ecers score sheet: *Video Guide and Training Workbook for Early Childhood Environment Rating Scale* Thelma Harms, Debby Cryer, 1999 This 16-page workbook contains training activities for use with .

ecers score sheet: *Supervision in Early Childhood Education* Joseph J. Caruso, M. Temple Fawcett, 2014-05-23

ecers score sheet: *Creative Resources for the Anti-bias Classroom* Nadia Saderman Hall, 1999 This unique approach presents information in a simple, straightforward manner. Hundreds of activities are demonstrated to represent an integrated curriculum approach. Developmental benchmarks provide best practice for infants/toddlers and planning for early childhood and elementary classrooms. Curriculum webs illustrate how to support anti-bias skill building. Creative Resources for the Anti-bias Classroom has a comprehensive focus on children from birth to twelve years. It promotes self-esteem and individual uniqueness while providing developmentally appropriate interactions.

ecers score sheet: How is Child Care Quality Measured? Florencia López Boo, María Caridad Araujo, Romina Tomé, 2016-02-11 This toolkit is designed to be a resource for researchers and technical staff of any discipline, working for governments and institutions interested in measuring and monitoring the quality of child care centers serving infants ages 0 to 3 years (36 months).

ecers score sheet: 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.

ecers score sheet: Developing Mentoring and Coaching Relationships in Early Care and Education Marilyn Chu, 2012-12-22 Developing Mentoring and Coaching Relationships in Early Care and Education is the ideal resource for anyone charged with guiding teachers as they encounter real world challenges in today's early childhood programs and can turn to this practical new resource as they work with supervisors and teacher-leaders to achieve greater professional effectiveness while bridging the gap between the vision for quality and actual practice. The book is packed with helpful reflective questions, illustrative mentoring and coaching scenarios, and ready-to-implement planning tools. The focus is on encouraging reflection on current practices in order to achieve quality programs, meet teaching standards, and promote positive outcomes for children in these times of rising standards and, in many cases, lower levels of support.

ecers score sheet: Child Care Quality Rating and Improvement Systems in Five Pioneer States Gail Zellman, Michal Perlman, 2008 Child-care quality rating and improvement systems (QRISs) are designed to make child-care quality transparent to child-care parents, providers, and policymakers and to help providers improve their quality. This monograph discusses the development and implementation of QRISs in Oklahoma, Colorado, North Carolina, Pennsylvania, and Ohio, highlighting lessons that the states learned and recommendations for QRIS development and refinement.

ecers score sheet: National evaluation of Early Reading First final report , 2007

ecers score sheet: Assessing and Guiding Young Children's Development and Learning Oralie McAfee, Deborah J. Leong, Elena Bodrova, 2015-04-20 Note: This is the bound book only and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with a bound book, use ISBN 0134057252. How to do authentic classroom-based assessment, interpret the information, and use it to plan curriculum that is responsive to and supportive of children's learning. This book is designed to help teachers conduct authentic, early childhood, classroom-based assessment, interpret the information that's gathered, and ultimately use the information to plan responsive, supportive curriculum that ensures optimal learning for children, ages three to eight. The authors include coverage of the teacher's legal, ethical, and professional responsibilities in assessment; how to organize for summary assessment and formative assessment; how to understand standardized assessments; and how to communicate with parents. A special appendix helps teachers design assessments in all developmental domains and includes suggested behaviors to observe and charts to help teachers identify the next steps in learning and development. The Sixth Edition of Assessing and Guiding Young Children's Development and Learning has been revised and updated to reflect the rapidly developing concepts of appropriate assessment, expected educational outcomes, the way young children develop and learn, how the authentic assessment process relates to the use of formal state-mandated assessments, and the early childhood teacher's assessment responsibilities. The Enhanced Pearson eText features embedded video and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve

student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

ecers score sheet: *Video Guide and Training Workbook for the ITERS-R* Thelma Harms, Debby Cryer, 2003-05-08 The activities in this 24-page workbook prepare instructors to accurately use the ITERS-R, including explanations for the scoring system, terms used throughout the Scale, protocols for observation, sample situations for scoring practice, and more. This Workbook is to be used in conjunction with the Video Observation for the ITERS DVD, as part of a complete training package. Each participant will require a personal copy of the Video Guide and Training Workbook, which can be reproduced for use in the classroom for educational purposes only.

ecers score sheet: *Classroom Assessment Scoring System (CLASS) Manual, Toddler* Karen M. La Paro, Bridget K. Hamre, Robert C. Pianta, 2012 This manual includes detailed descriptions of the 8 CLASS Toddler dimensions, administration procedures, and information about the tool's development.

ecers score sheet: *Explorations with Young Children* Anne W. Mitchell, Judy David, 1992 Explorations provides an integrated approach to the preschool curriculum, giving teachers a framework to use in developing activities which respond to the individual needs and interests of their children.

ecers score sheet: *Investing in Young Children* Sophie Naudeau, Naoko Kataoka, Alexandria Valerio, Michelle J. Neuman, Leslie Kennedy Elder, 2012-07-03 La Banque mondiale a rédigé ce guide du développement de la petite enfance (DPE) pour répondre à la demande croissante de conseil et d'appui des responsables de programmes en matière de dialogue politique sur le thème du DPE, et pour aider les clients à prendre et à mettre en oeuvre des décisions pertinentes sur la meilleure manière d'investir dans le DPE dans le cadre de leur économie et de leurs priorités nationales. Ce guide comble un manque dans la littérature actuelle sur le sujet (1) en distillant l'information existante sous la forme de notes concises et faciles à utiliser ;(2) en fournissant une information pratique sur les dernières questions pertinentes relatives au DPE, telles que la mesure des résultats du développement des enfants grâce à l'identification et l'adaptation d'instruments efficaces, aux transferts monétaires conditionnels destinés aux familles de jeunes enfants, et autres ; et (3) en évaluant la qualité des derniers faits rapportés pour chaque sujet et en identifiant les lacunes en matière de connaissances pour lesquelles des expérimentations et évaluations complémentaires sont nécessaires.

ecers score sheet: *California Early Childhood Educator Competencies* California. Department of Education, California. Children and Families Commission, 2012

ecers score sheet: *Encouraging Physical Development Through Movement-Play* Carol Archer, Iram Siraj, 2015-05-28 Movement-play, put simply, is encouraging physical activity in a child-led manner for the benefit of children's health, learning and wellbeing. This book looks at the theory behind the importance of movement and: how movement play links with all the areas of early childhood development physical activity guidelines for young children practical advice and photos to support implementation in settings how to assess your own setting how to best work with parents on this topic comprehensive guidance on writing a physical development policy The early years is one of the critical periods in the establishment of physical behaviours and physical development is also one of the prime areas of the EYFS as well as other, global, curricula. A must-read for students on Early Childhood and Early Years courses and Early Years practitioners to improve their practice and understanding of psychical development for the benefit of young children.

ecers score sheet: Teaching Pyramid Infant-Toddler Observation Scale (Tpitos(tm)) for Infant-Toddler Classrooms, Research Edition Kathryn M. Bigelow, Judith Carta, Dwight Wayland Irvin, Mary Louise Hemmeter, 2018-09 The Teaching Pyramid Infant-Toddler Observation Scale (TPITOS(TM)) is an assessment instrument designed to measure the fidelity of implementation of practices associated with the Pyramid Model in center-based infant and toddler care settings. The TPITOS provides a classroom snapshot of the adult behaviors and classroom environment variables associated with supporting and promoting the social-emotional development of infants and toddlers. The tool is made up of items, or categories, of teacher behavior. The three types of items are a) Observational Items, b) Interview Items, and c) Red Flag Items.

ecers score sheet: The Early Childhood Coaching Handbook Dathan D. Rush, M'Lisa L. Shelden, 2020

ecers score sheet: Creative Curriculum Teaching Strategies, Gryphon House, Delmar Thomson Learning, 1988-01-01 The Creative Curriculum comes alive! This videotape-winner of the 1989 Silver Apple Award at the National Educational Film and Video Festival-demonstrates how teachers set the stage for learning by creating a dynamic well-organized environment. It shows children involved in seven of the interest areas in the The Creative Curriculum and explains how they learn in each area. Everyone conducts in-service training workshops for staff and parents or who teaches early childhood education courses will find the video an indispensable tool for explaining appropriate practice.

ecers score sheet: Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms Manual Mary Louise Hemmeter, Lise Fox, Patricia Snyder, 2013 Developed by highly respected creators of the evidence-based Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children, the TPOT(TM) tool measures how well teachers are implementing the model in classrooms enrolling children

ecers score sheet: Professional Development and Quality in Early Childhood Education Athanasios Gregoriadis, Vasilis Grammatikopoulos, Evridiki Zachopoulou, 2017-08-28 This book provides a global overview of developments and discussion around the evaluation of quality of early childhood education environments, and the professional development of early childhood teachers, during the last decade. It reports on the Early Change project, a European-funded research project with the participation of six European countries: Cyprus, Denmark, Finland, Greece, Portugal, and Romania; and offers an in-depth view on the perspectives of early childhood teachers regarding their professional development and the quality of early childhood education environment. Additionally, it discusses the policies and educational framework supporting the professional development of early childhood teachers across Europe. Finally, it proposes an alternative way to integrate the use of observational rating scales of early childhood education environments' quality in teachers' professional development. Presenting up-to-date scholarly research on global trends, this is an easily accessible, practical, yet scholarly source of information for researchers, policy makers and practitioners.

ecers score sheet: *Early Childhood Education and Care in the USA* Debby Cryer, Richard M. Clifford, 2003 This research-based text gives readers an overview of early childhood education and care, as well as a new awareness of the strengths, challenges, and concerns facing the system. Highly respected expert contributors give readers clear and concise historical background, illuminating data and findings on the current state of the field, and reflections and insights on future directions. Key areas covered include access to education and care programs, curriculum and program content, staff roles and compensation, specific initiatives, regulatory policy, and funding issues. Equally useful for preservice and in-service professionals, this essential text leaves readers with a thorough understanding of early childhood education and care in the United States.

ecers score sheet: Tpot Lise Fox, Mary Louise Hemmeter, Patricia Snyder, 2013-12-17 Available in packs of 5, these are the 24-page forms needed to conduct the Teaching Pyramid Observation Tool (TPOT(tm)) for Preschool Classrooms observational assessment. If your program is among the thousands using the evidence-based Pyramid Model for Promoting Social Emotional

Competence in Infants and Young Children, this is the one tool you need to support teachers to effectively use the practices. Developed by highly respected creators of the Pyramid Model for classrooms enrolling children 2-5 years of age, the TPOT is an in-depth tool that provides information on how well teachers are implementing practices related to universal, targeted, and individualized supports. This is the one tool you need to make sure teachers are effectively putting the evidence-based Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children into practice. Learn more about TPOT See which domain of school readiness in the Head Start Child Development and Early Learning Framework this tool addresses. View our recorded webinar: Using the Teaching Pyramid Observation Tool (TPOT(tm)) for Preschool Classrooms presented by Lise Fox, Ph.D., Mary Louise Hemmeter, Ph.D., Patricia Snyder, Ph.D.

ecers score sheet: Successful Kindergarten Transition Robert C. Pianta, Marcia Kraft-Sayre, 2003 This how-to handbook with field-tested methods helps schools and programs make the transition to kindergarten smoother for young children and the professionals and families who care about them.

ecers score sheet: 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 Sraja-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.

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