

SCORE SHEET—EXPANDED VERSION

Infant/Toddler Environment Rating Scale—Revised

Thelma Harms, Debby Cryer, and Richard M. Clifford

Observer: _____ Observer Code: _____

Center/School: _____ Center Code: _____

Room: _____ Room Code: _____

Teacher(s): _____ Teacher Code: _____

Number of staff present: _____

Number of children enrolled in class: _____

Highest number center allows in class at one time: _____

Highest number of children present during observation: _____

Date of Observation: ____/____/____

Number of children with identified disabilities: _____

Check type(s) of disability: ☐ physical/sensory ☐ cognitive/language
☐ social/emotional ☐ other: _____

Birthdates of children enrolled: youngest ____/____/____
 oldest ____/____/____

Time observation began: ____:____ ☐ AM ☐ PM

Time observation ended: ____:____ ☐ AM ☐ PM

Time interview began: ____:____ ☐ AM ☐ PM

Time interview ended: ____:____ ☐ AM ☐ PM

SPACE AND FURNISHINGS

1. Indoor space

1 2 3 4 5 6 7

3.5, 5.3. Accessibility:

Y N	Y N NA	Y N	Y N
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
1.4 <input type="checkbox"/> <input type="checkbox"/>	3.4 <input type="checkbox"/> <input type="checkbox"/>		
	3.5 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

2. Furniture for routine care and play

1 2 3 4 5 6 7

5.2, 7.2. Child-sized table(s) and chair(s)

Y N	Y N	Y N NA	Y N NA
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
	3.4 <input type="checkbox"/> <input type="checkbox"/>	5.4 <input type="checkbox"/> <input type="checkbox"/>	7.4 <input type="checkbox"/> <input type="checkbox"/>
		5.5 <input type="checkbox"/> <input type="checkbox"/>	

Items Score Sheet Sample Completed

**Linda L. Murphy, James C.
Impara, Barbara S. Plake**



Items Score Sheet Sample Completed:

Resources for Measuring Services and Outcomes in Head Start Programs Serving Infants and Toddlers Ellen Eliason Kisker, 2006 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 Tests in Print Oscar Krisen Buros, 2006 *Tests in Print V* Linda L. Murphy, James C. Impara, Barbara S. Plake, 1999 Customers who place a standing order for the Tests in Print series or the Mental Measurements Yearbook series will receive a 10% discount on every volume To place your standing order please call 1 800 848 6224 in the U S or 919 966 7449 outside the U S Designed to complement the Mental Measurements Yearbooks Tests in Print fills a pressing need for a comprehensive bibliography of all commercially available English language tests in print Although these volumes are useful in and of themselves their maximum usefulness requires the availability and use of the Mental Measurements Yearbooks Although information on available tests and specific test bibliographies is valuable the greatest service which Tests in Print can perform is to encourage test users to choose tests more wisely by consulting the MMY test reviews test reviews from journals and the professional literature on the construction use and validity of the tests being considered Although information on available tests and specific test bibliographies is valuable the greatest service which Tests in Print can perform is to encourage test users to choose tests more wisely by consulting the MMY test reviews the excerpted test reviews from journals and the professional literature on the construction use and validity of the tests being considered Tests in Print V contains information on over four thousand instruments Along with a brief description entries include population scoring pricing publisher information and a reference list of professional literature citing articles relevant to individual instruments Indexes of titles classified subjects names and scores as well as a publishers directory and index are included with notations for out of print instruments Information is given for tests in a wide range of areas including education psychology counseling management health care career planning sociology personnel child development social science and research Tests in Print V also provides a comprehensive index to the Mental Measurements Yearbook by directing readers to the appropriate volume or volumes for reviews of specific tests **1992 Census of Agriculture** , 1994 **Assessing the Validity of the Qualistar Early Learning Quality Rating and Improvement System as a Tool for Improving Child-Care Quality** Gail L. Zellman, Michal Perlman, Vi-Nhuan Le, Claude Messan Setodji, 2008-06-26 As a result of the generally low quality of child care in the United States quality rating and improvement systems QRISs are proliferating in the child care arena This study examines the QRIS developed by Qualistar Early Learning a nonprofit organization based in Colorado evaluating how reliable the system s components are whether the QRIS process helped providers to improve and whether and how much children benefit from such improvement **Observation and Recording** , 1996 This training guide

is intended to enhance the skills of Head Start education staff so they can accurately and objectively observe record and interpret young children's behavior and make thoughtful decisions about program planning for each child. Each of the modules in the guide details module outcomes, key concepts and background information. Module 1 assists participants in identifying and using a variety of observational methods, matching observation goals to observation techniques and writing a running record accurately and objectively. Module 2 addresses overcoming observation challenges and provides staff members with practice in identifying and challenging their personal biases which could interfere with conducting and recording observations objectively. Module 3 addresses enhancing staff's ability to involve parents in the observation process and work with them as partners. Module 4 addresses interpreting and using observation results and serves to increase staff's ability to make valid inferences and draw meaningful conclusions from collected observation data. Contains resources. Five appendices provide sample observation records, a description of observation instruments and other information. SD

Billboard Music Week, 1944 **Office Appliances; The Magazine of Office Equipment**, 1921 **The New Webster Dictionary and Complete Vest-pocket Library** Noah Webster, 1914 A Methodological Study of Configurational Scoring United States. Adjutant-General's Office. Personnel Research and Procedures Division, 1954 *Webster's Complete Dictionary of the English Language* Noah Webster, Chauncey Allen Goodrich, Noah Porter, Carl August Friedrich Mahn, 1877

The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour, J. Kent Chrisman, 2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning. Of course both viewpoints are simplistic. Deep understanding of child development, best educational practices based on development, emergent curriculum, cultural competence and applications of family systems are necessary for high quality early education. Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age. The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research, accurate practical applications of research, historical foundations and key facts from the field of contemporary early childhood education. Through approximately 425 entries, this work includes all areas of child development: physical, cognitive, language, social, emotional, aesthetic, as well as a comprehensive review of best educational practices with young children, effective preparation for early childhood professionals and policy making practices and addresses such questions as: How is the field of early childhood education defined? What are the roots of this field of study? How is the history of early childhood education similar to yet different from the study of public education? What are the major influences on understandings of best practices in early childhood education? **The Insurance Field**, 1917 Vols for 1910-56 include convention proceedings of various insurance organizations Registered Nurses' Completion of a Bachelor of Science Degree in Nursing Carilee Ann Hogan, 1972

Child Poverty in America Today: The promise of education Barbara A. Arrighi, David J. Maume, 2007 Since the

numbers of poor children have risen following welfare reform a changing economy and a lengthy recession the time is ripe for a collection on child poverty **Jacobs' Band Monthly** ,1929 **The Billboard** ,1926 **ACM SIGPLAN Notices** ,2006 *Instructions to Applicants...* ,1895

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