



ECERS & ELLCO - The 5 Ws

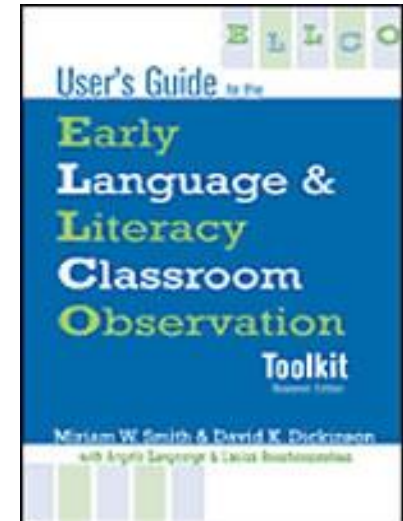
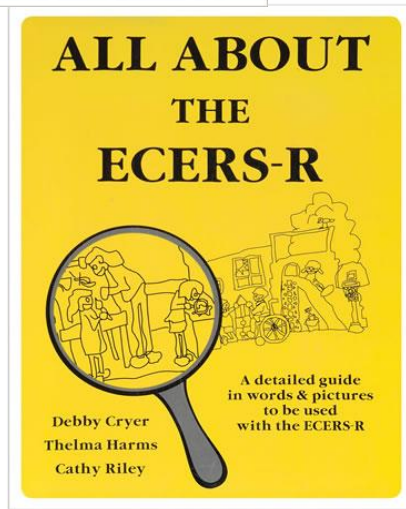
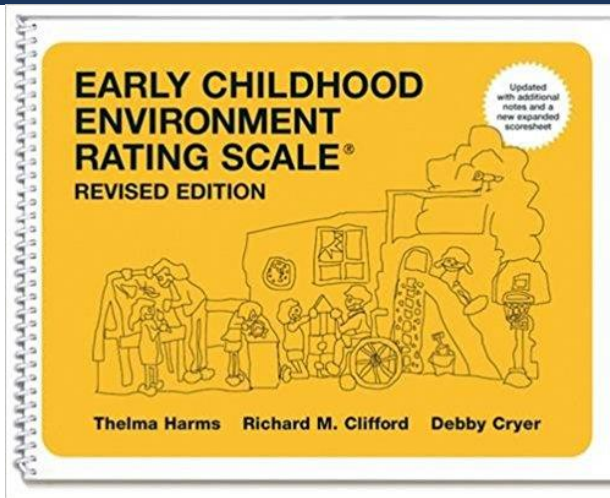
Information Compiled and Adapted from the Following ECERS-R Sources:

- Harms, T., Clifford R., and Cryer, D. (1998). *Early Childhood Environment Rating Scale – Revised Edition*
- Harms, T. and Cryer, D. (1999). *Video Guide and Training Workbook for the ECERS-R*
- Cryer, D., T. Harms, and Riley, C. (2003) *All About the ECERS-R*
- <https://ers.fpg.unc.edu/>
- <http://www.ersi.info/ecers.html>

Information Compiled and Adapted from the Following ELLCO Source:

- *User's Guide to the Language & Literacy Classroom Observation Toolkit – Research Addition* (2008)
- By Mariam W. Smith Joanne P. Brady, & Louisa Anastasopoulos Paul H. Brookes Publishing Company
- <http://www.brookespublishing.com/resource-center/screening-and-assessment/ellco/ellco-pre-k/>

The ECERS & ELLCO Tools



Broad Definition of “Environment”

- Arrangement and condition of indoor and outdoor space
- Materials and activities offered to children
- Supervision, interactions and language
- Schedule, routines and activities

What These Tools Assess

ECERS-R is used to assess “process quality” primarily through observation.

Three key assets of process quality.

- Protection of health and safety
- Building positive relationships
- Opportunities for stimulation and learning from experience

ELLCO assesses the quality of language and literacy practices in early childhood classrooms.

- Meets NAEYC recommendations for print-rich environments
- Provides essential data for program improvement and targeted professional development

Why do we use these tools?

ECERS-R

- Evaluate inclusive and culturally diverse programs to improve quality
- Has proven reliability and validity and has been used extensively in research studies
- A relationship has been found between higher scores on the ECERS and more positive child development outcomes in areas that are considered important for later school success

ELLCO

- Identify classroom practices and environmental supports that promote early language and literacy development
- Make quality improvements
- Collect data which will help programs plan for continuous improvement and help evaluate the need for and effectiveness of professional development and program supports provided by the district

Who should use these tools?

All teachers and observers should have ELLCO and ECERS training prior to an observation, and all classrooms should maintain a copy of both tools for reference.

- Teacher *may* complete a self-assessment using both tools.
- Pre-k directors or staff designated by the pre-K director that have been trained on the use of the tool *must* conduct the observation, score the assessment, and complete the action plan for each tool.

When & where should these tools be used?

As stated in the Scope of Services for VPK

Section K. Classroom Assessment and Evaluation

The Grantee Shall:

1. Collaborate with TDOE's office of early learning on the development of program improvement efforts, which may include an assessment of quality indicators, such as CLASS.
2. Work with all first year teachers in VPK classrooms (new class, new teacher or recently changed grade levels) to administer the pre-school Environment Rating Scale (ERS) and write a Plan of Action to address the areas of need identified by this tool. The Plan of Action will be submitted to the VPK director by December 20 of the current school year.
3. Work with all first year teachers in VPK classrooms to administer the Early Language & Literacy Classroom Observation (ELLCO) or the ELLCO-revised (ELLCO-R) and write a plan of action to address the areas of need identified by this tool. The plan of action will be submitted to the VPK director by December 20 of the current school year.
4. Work with the VPK director to follow up on any ERS or ELLCO Plan of Action written in the previous school year to be completed in the current school year.

A Glimpse into the ECERS

Scale consists of 43 items organized broken into seven subscales

- Space and Furnishings
- Personal Care Routines
- Language-Reasoning
- Activities
- Interactions
- Program Structure
- Parents and Staff

Scoring of the ECERS

SCORE SHEET – EXPANDED VERSION Early Childhood Environment Rating Scale - Revised

Thelma Harms, Richard M. Clifford, and Debby Cryer

Observer: _____ Observer Code: _____
Center/School: _____ Center Code: _____
Room: _____ Room Code: _____
Teacher(s): _____ Teacher Code: _____

Time				
# of staff present				
# of children present				

Highest number center allows in class at one time: _____

Highest number of children present during observation: _____

Date of Observation: $\frac{m}{m} / \frac{d}{d} / \frac{y}{y}$

Number of children with identified disabilities: _____

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

Birthdates of children enrolled: youngest $\frac{m}{m} / \frac{d}{d} / \frac{y}{y}$
oldest $\frac{m}{m} / \frac{d}{d} / \frac{y}{y}$

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
Y N	Y	N	N	A	Y	N	Y
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"/>					
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 care, play, & learning	1	2	3	4	5	6	7
Y N	Y	N	N	A	Y	N	Y
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"/>				
	3.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					

5.1 Child sized? $\frac{\text{_____}}{(\# \text{ child sized})} \div \frac{\text{_____}}{(\# \text{ children})} = \frac{\text{_____}}{(\% \text{ child sized})}$

Scheduling and Materials

- Substantial portion of the day - 1/3 of the day should be spent in play.
- This time should be reflected in the first 3.5 to 4 hours of the day.
- Materials located in the clearly defined centers should:
 - Be available to students
 - Have a variety of choices
 - Include shelving labels and material labels
- Books should be read to students both formally and informally.
- Culturally diverse materials should be available.
- Recess and/or gross motor time should occur daily.

A glimpse into the ELLCO

Scale consists of five sections broken down into two subscales

- General Classroom Environment Subscale
 - Section I Classroom Structure
 - Section II Curriculum
- Language and Literacy Subscale
 - Section III The Language Environment
 - Section IV Books and Book Reading
 - Section V Print and Early Literacy

Scoring of the ELLCO

- The rating scale is from 5 to 1 the five being exemplary and one being deficient.
- Each row contains evidence starting with compelling evidence score of 5 and minimal evidence under score of 1.
- Read each statement in the first row under 5 to score of 1 and determine which score best reflects what you observe. Repeat for each row of statement.

Action Plans

Plan of Action				
Early Childhood Environment Rating Scale (ECERS)				
Early Language and Literacy Classroom Observation (ELLCO)				
LEA:	School:		School Year:	
Teacher:				
Program Type:				
<input type="checkbox"/>	Voluntary Pre-K	OPTIONAL:	<input type="checkbox"/>	Title I
<input type="checkbox"/>	Voluntary Pre-K (pilot)		<input type="checkbox"/>	Locally Funded
<input type="checkbox"/>	Voluntary Pre-K (collaboration)			
Indicator Rationale:				
<input type="checkbox"/>	New teacher			
<input type="checkbox"/>	Follow up Year			
ECERS Assessment:				
Assessment Completed by:			Position:	
Date completed:				
Teacher/Supervisor Review/Planning Date:				
Follow-Up Date (s):				
ELLCO Assessment:				
<input type="checkbox"/>	2002 Instrument	<input type="checkbox"/>	2008 Instrument	
Assessment Completed by:			Position:	
Date completed:				
Teacher/Supervisor Review/Planning Date:				
Follow-Up Date (s):				
Directions for Completing Environment Rating Scale and the Early Language and Literacy Classroom Observation				
Scale Items: Cite at least 3-5 items for each instrument to be addressed				
Plan of Action: Develop a plan for improving that item (materials, space, supervision, training, etc.)				
Expected Completion Date and Persons Responsible: List the expected completion date of the Plan of Action and the name of the person(s) responsible for doing so.				
Follow-Up: List what actions/changes were made and the date of the actions/changes were made.				

ECERS and ELLCO Templates

ECERS Items to be Addressed			Teacher's Name: _____	
Scale Item Number	Issue	Plans for Action	Expected Completion Date and Persons Responsible	Follow-Up – Please include:
		(Include materials and training needed, schedule, space and supervision changes)		Changes made, date completed, time extended if needed and initials of person(s) responsible

Signatures requested on initial plan – initials for follow-up (see Follow-Up column)

Teacher: _____ Supervisor: _____

ELLCO Items to be Addressed			Teacher's Name: _____	
Scale Item Number	Issue	Plans for Action	Expected Completion Date and Persons Responsible	Follow-Up – Please include:
		(Include materials and training needed, schedule, space and supervision changes)		Changes made, date completed, time extended if needed and initials of person(s) responsible

Signatures requested on initial plan – initials for follow-up (see Follow-Up column)

Teacher: _____ Supervisor: _____

All first year pre-K teachers are required to complete a self assessment and to submit an initial plan of action to the Director of Early Childhood Education by December 20 of current school year.

Follow up plans should be submitted with End of Year report for the year following the initial self assessment.

Contact Information

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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork

In order to claim TASL or PDPs, please complete the session evaluation at the below link or connect using a QR code reader app:

https://stateoftennessee.formstack.com/forms/early_childhood_summit_session_eval

