ECM: 2.0

The Ecosystem Construction Measure:

Implementation Guide

Location: _____

Completed by: _____

Role: _____

Coach (if applicable): _____

Date: _____

View Course: An Ecosystem Approach to Developing the Foundation for Reading in the Early Year

Rollins Center for Language & Literacy | COX Campus www.coxcampus.org

A Program of the Atlanta Speech School

ECM 2.0

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Background and Purpose

The **Ecosystem Construction Measure (ECM 2.0)**, a tool intended for critical self-reflection and self-growth, supports the implementation of best practices leading to positive child outcomes, with particular focus on language and literacy development. Specifically, the tool serves to guide facilitators, instructional coaches, site directors, and other center staff to assess and monitor the **site-level** development of essential ecosystem elements that significantly contribute to the construction of a child's brain for reading and all learning.

The ECM is **not** designed with an evaluative purpose in mind. Instead, it is intended to:

1. Facilitate the focused observation of practices related to the elements
2. Support reflection, ongoing dialogue, and shared feedback on the status of each element
3. Identify priority areas for improvement, goal selection, and action planning that further support ecosystem construction and growth

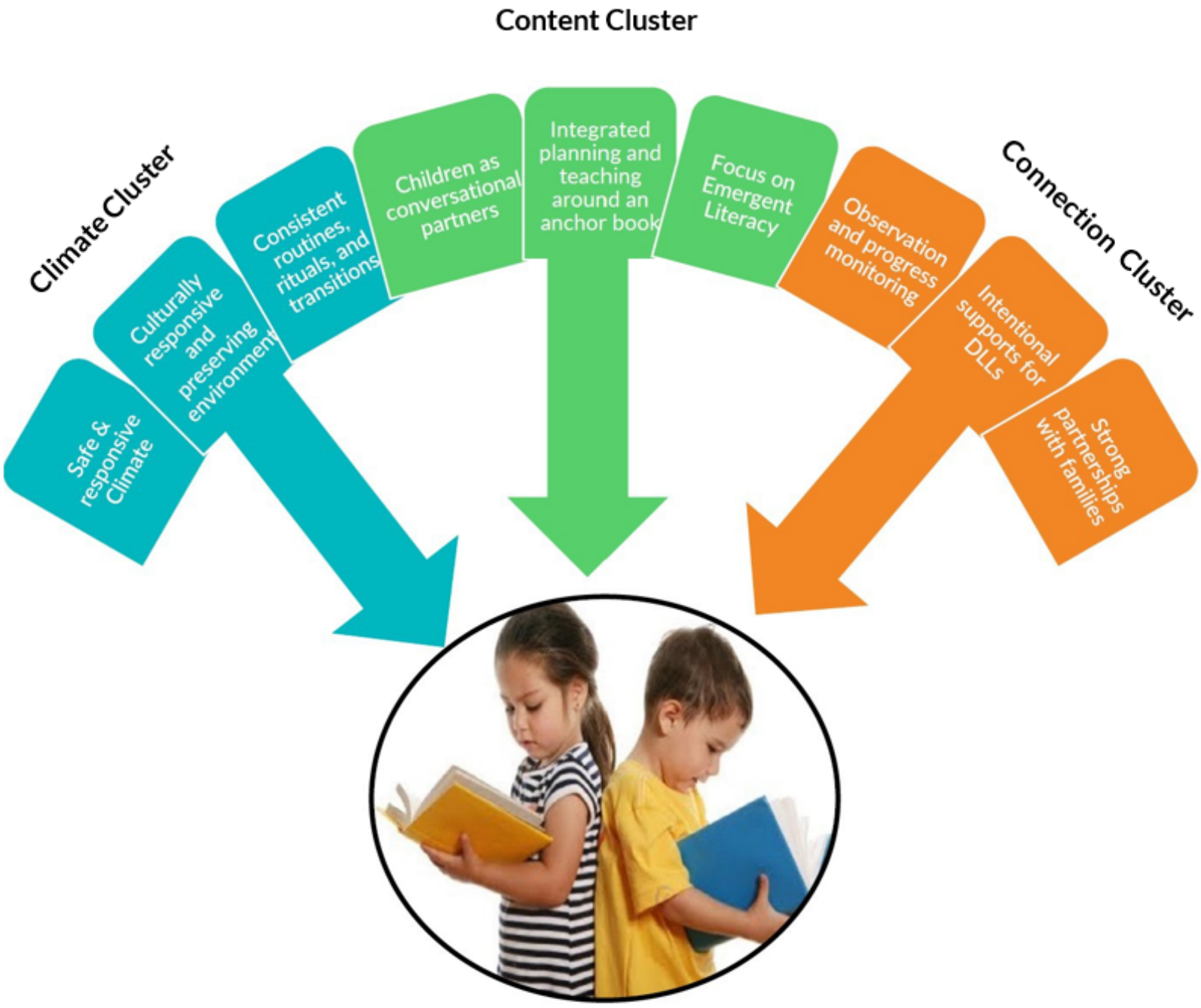
The ECM Model

Children's development is influenced by the multiple systems in which they exist, starting with their immediate home environment, and expanding to systems at the community and society level. All of these systems combine to create a complex web of possible influences, connecting child, family, and environment. In addition to the home and family, a child's development is impacted by childcare, school, caregivers, teachers, and peers; the economic and health conditions affecting the family; cultural values and norms; and political, economic, and social issues affecting a community. Together, all of these comprise the child's ecosystem.

The Ecosystem Construction Measure focuses on one aspect of a child's ecosystem – early learning environments in the first five years of life - including the physical setting, learning and play materials, educational activities, adult-child interactions and relationships, and teachers 'classroom practices. Specifically, the measure looks at elements which significantly contribute to children's language and literacy development as a foundation for reading, recognizing that cognitive, social, and emotional development are deeply intertwined.

An Overview of The Essential Ecosystem Elements

Nine essential elements contribute to a language-centered ecosystem where children learn and thrive. They are summarized in the graphic below.



The Three C's: Element Clusters

The Climate Elements: Practices that support children's socioemotional needs for learning

Element 1 –practices that support language learning and use in the context of trusting and nurturing relationships, where all children feel safe to learn and

engage with adults and peers.

Element 2 –practices that promote respect for all children, value and promote diversity, where all children see themselves represented and included, and all

children learn to value others and appreciate differences.

Element 3 - practices that support children's socioemotional development and preparedness to learn, and through consistency and predictability throughout

the day, support children's emotional safety and independence.

The Content Elements: Practices intentionally focused on promoting/developing language and literacy

Element 4 – practices that support language use for communication, the development of oral language, vocabulary and comprehension, and critical thinking in

conversation and through storybook read alouds.

Element 5 – practices that create opportunities for children to extend their learning, to hear and practice vocabulary, and deepen their comprehension of concepts throughout the instructional day.

Element 6 - practices that build phonological awareness

The Connections Elements: Practices focused on connections: with individual children to assess their progress; with dual language learners to support their learning and participation; and with families, to extend learning beyond the classroom and into the home.

Element 7 – practices that allow us to know how children are progressing/benefitting from their learning experiences and how we must adjust or refine teaching to be more effective in addressing their learning needs

Element 8 – practices that allow all elements to come to life for children who are developing in more than one language and/or for learning experiences to be equitable for them

Element 9 – practices that ensure that learning continues beyond the immediate classroom "bubble of life" and that families also are active co-constructors of this ecosystem or are part of the bubble.

Defining The Essential Elements

Element 1: Safe and responsive climate Children learn and thrive in spaces where they feel safe, included, loved, and connected, where they are a part of a classroom community. In fact, research indicates that relationships with caring, responsive adults and positive experiences in the first years of life build strong brain architecture, leading to learning and healthy development in children. This element looks at the overall social and emotional quality of classrooms, the relationships between teachers and children, and how teachers establish and promote a positive climate for learning, reflected in their daily interactions with children. To create a safe and responsive climate, teachers make connections with children, are responsive to their needs, interests, and ideas, and take every opportunity to build trust and provide comfort and reassurance, through nurturing relationships that support learning.

Element 2: Culturally responsive and preserving environment - Culture is central to learning and a child's sense of identity and plays an important role in shaping children's thinking. A culturally responsive and preserving environment takes into account children's cultures, prior experiences, and frames of references to make learning experiences more relevant and effective for them. This validates and affirms children's linguistic and cultural backgrounds, contributes to their sense of identity, and promotes equity, inclusion, and the development of empathy in all children. In a culturally responsive and preserving environment, teachers are aware that their classroom does not exist in isolation of a larger social whole and take steps to familiarize themselves with the cultural subtleties that characterize the communities of the children and families in their classrooms. To create a culturally responsive and preserving environment, teachers systematically and authentically weave cultural aspects of children and families into the curriculum, activities, and surrounding environment, so all children see themselves reflected.

Element 3: Consistent routines, rituals, and transitions. Classroom rituals and routines rooted in care, connection, and predictability, give children a sense of stability and support their learning, independence, and confidence. This element looks for evidence of established routines and rituals for activities, a daily schedule which is consistently observed, well-defined centers and learning areas, and clearly signaled transitions with minimal disruption.

Element 4: Children as conversational partners - Building Language and Comprehension
Strong language abilities significantly predict children's reading abilities later on. Language, an important foundation for reading, is the system through which we use spoken words to express knowledge, ideas, and feelings, and to make meaning of our world. It includes how words are created and put together, the meaning of words, and the language we use in different social contexts. Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. This element is focused on the support of children's language (particularly vocabulary) and comprehension development and looks at how teachers and other adults throughout the site engage children in conversation to promote learning, language development, comprehension, and critical thinking. When adults engage children as their conversational partners, they ask questions, invite and extend children's responses, use complex vocabulary, serve as good language models, and take advantage of every moment of the day (arrivals, greetings, transitions, diaper changes, outside play, centers, story time) to engage children in powerful interactions.

Element 5: Integrated planning and teaching around an anchor book Children benefit when they have multiple opportunities throughout the day to hear and practice what they've learned. When teachers make connections across the day, they are building comprehension, promoting rich vocabulary

development, enhancing critical thinking skills, and building world knowledge – all while creating meaningful and memorable experiences for children. This element looks at the site's approach to developing curricular experiences for children through the integration of all planning and teaching around a developmentally appropriate anchor book with repeated reads, to provide children multiple opportunities throughout the day/week to continue their engagement with and use of key vocabulary and concept development supported through this anchor book.

Element 6: Focus on emergent literacy: Building Phonological Awareness, Alphabet Knowledge, Concepts of Print, and Expression through Writing - Well-developed skills in phonological awareness (awareness of the sounds of language), alphabet knowledge (knowing the letter names), concepts of print (rules of printed language) and emergent writing (young children's first attempts to express themselves through writing) also contribute significantly to a solid foundation for literacy. This element considers the explicit inclusion of curricular experiences and developmentally appropriate activities that facilitate and support the development of these skills. Teachers plan and provide a variety of activities that intentionally focus on playing with the sounds of language, developing print awareness, recognizing and naming letters, and developing expression through writing.

Element 7: Observation and progress monitoring - Continuously observing children's development, and systematically assessing or monitoring their progress provides teachers information about how and what children are learning and helps them to teach more effectively and refine decisions about the type of instruction that works best with each child. This process also allows teachers to identify children who might have additional needs and may require more in-depth professional evaluation. This element takes a closer look at the site's policies, procedures, and practices in place to actively and systematically monitor children's progress in all areas of development (of particular interest, language and literacy). When a comprehensive progress monitoring system is in place, teachers have a well-articulated method for collecting and examining information on children's progress, through observation and planned progress monitoring tasks, and use their findings to inform and adjust their teaching. Teachers also share what they learn with families, partnering with them to understand children more comprehensively and plan for necessary instructional supports.

Element 8: Intentional supports for dual language learners - Dual Language Learners are children learning and developing in more than one language. While they benefit from all other ecosystem elements, their development requires a special focus on additional supports, including the inclusion of their first language for learning, and consideration of where they are in the development of all their languages. This element looks at the site's systematic efforts to support dual language learners through practices that enhance their learning and build on their strengths. Teachers are knowledgeable about dual language development and adaptations they must put in place to enhance DLLs' learning. Children's first languages are incorporated in the classroom for instructional purposes as much as possible, and intentional connections across languages are made throughout the day.

Element 9: Strong partnerships with families - Families are key partners in children's development. Therefore, centers make explicit, ongoing, and systematic efforts to facilitate family engagement and participation. The site consistently positions families as active collaborators, views them as critical resources in their children's learning, and engages in two-way communication, rather than only communicating primarily for information-sharing purposes, where teachers or leadership "offer" something to the families (e.g. parent education or information)**.** Opportunities for engagement are based on families' needs and desires.

Conditions That Optimize Ecosystem Construction

For ecosystem construction to take off, sites must commit to certain foundational actions, or building blocks upon which the model is grounded. Of primary importance is the belief that everyone – leaders, teachers, other staff, families, and coaches - is an ecosystem co-constructor and has an important role in the construction! Some of these commitments are general and some relate to specific essential elements. Below are actions that will ensure solid ecosystem construction that will place all children on a path to radical outcomes in language and literacy.

A. Building Blocks

a.1 Cox Campus Courses are the foundation, and the professional learning of all staff is supported and facilitated.

Building Blocks for Implementation	Action Required
All staff, including leadership, understand the importance of Cox Campus course content and its role in in building capacity (enhanced by coaching) in language and literacy practices. All ecosystem co-constructors (directors, curriculum coordinators, instructional coaches, teachers, family support specialists) complete Cox Campus courses as determined. Staff participate in Cox Campus-related or Rollins-led professional learning opportunities. Staff make use of Cox Campus coaching tools (joint action plans, resources, community discussion.)	Site will develop a policy requiring all staff to complete Cox Campus courses. Examples of policy to be considered: • Build course completion requirement into new hire orientation and pre-service expectations. • Embed coaching and course completion check points into site performance review process. • Require course completion prior to start of new position. Site will facilitate staff participation in professional learning. • Protect time for staff to complete coursework and participate in training without children present, e.g., secure substitutes, plan staff work or PD days, or other suitable arrangements.

a.2 Teachers have common planning time.

Building Blocks for Implementation	Action Required
Teachers who teach a particular age group, e.g., infants, preschool teachers, routinely come together for planning across classrooms at least one hour per month. ***This is in addition to lesson planning efforts taking place within classrooms.*** **Note:** Guidelines for common planning are available.	Site will protect time and facilitate teachers coming together to plan for all classrooms at each age level. Site will develop a method/procedure for sharing lesson and/or unit plans.

a.3 There's a shared commitment to developing a data-driven culture.

Building Blocks for Implementation	Action Required

A data-driven focus guides all work, where data are used to advance and refine practice, not for punitive purposes.	Site director or other designated individual will share data on ecosystem elements, teachers' skills or other with staff for purposes of reflection, not evaluation.

B. **Commitments related to specific essential elements:**

An anchor book that supports the theme and integrates learning is the foundation of all planning and instruction.

Essential Elements for Implementation	Action Required
An anchor book related to the thematic unit is used as a foundation to plan all learning activities. Book selection is made with consideration of the cultures and languages of the children enrolled at the site, making efforts to make selections that are available in various languages and reflect the cultures of the children.	Site will purchase set of anchor books sufficient for all classrooms at each age level. Ideally, all classrooms of the same age level within the site will use the same anchor book at the same time. Site will purchase books that reflect children's cultures and languages or are available in various languages.
All lesson planning is done around the anchor book to ensure that curricular activities serve as extensions of learning and children have multiple opportunities to practice newly acquired vocabulary and concepts. Focus vocabulary and concepts selected from the anchor books are evident in lesson plans and reinforced throughout all learning activities. Children's understanding and use of these words and concepts are frequently monitored.	Site leadership will frequently and closely monitor lesson plans for quality and to ensure these actions are met.

Children's progress is monitored and assessed frequently, and results are used by teachers and others to refine instruction.	
Essential Elements for Implementation	**Action Required**
Teachers' ability to monitor children's progress effectively, consistently, and accurately in language and literacy (and all areas) is a priority.	Site will designate a person to support teachers consistently on progress monitoring and data interpretation. For sites who use TSG and WSO: Site will monitor the timely completion and accuracy with which teachers complete ratings, including monitoring the quantity and quality of their documentation.
All teachers engage in frequent progress monitoring following established guidelines and use results to inform their instruction, or plan/make adjustments to learning activities.	Site will adopt comprehensive guidelines for progress monitoring and documentation of children's progress. The guidelines will include specifics on frequency of observation and assessment, the specific areas to be monitored, and the frequency with which information is inputted into TSG and WSO (if in place at the site).
Teachers use a wide variety of language and literacy observation and progress monitoring tools linked to the RRFTS Expected Child Outcomes to inform their teaching and use this information to guide their ratings on TSG and WSO (when applicable). We focus on monitoring the following key areas: • **Conversational Partner Capability** – children demonstrate understanding of language, conversational skills, and engagement with others in interaction. • **Vocabulary** – diversity in words understood and used in speech • **Story comprehension** – listening and understanding stories, making inference, critical thinking, answering the WHY question … • **Alphabet and Print knowledge** – how print works, print made up of letters, letters combine to form words, etc. • **Sound Awareness** – words broken into syllables and smaller sounds, etc.	Site will ensure that progress monitoring data are entered and updated regularly and accurately. These data must be available for reporting. Site will designate someone to support teachers' instruction based on child outcomes data and best practices.
Teachers of dual language learners make efforts to learn more about children's development in their first languages and include this information in the child's overall developmental picture.	Site will make efforts to support dual language learners' assessment in their first language as well as English, through the assistance of bilingual personnel, family participation, or other means, in order to ascertain

The learning environment is culturally and linguistically responsive and children's first languages are integrated to support their learning and development.	
Essential Elements for Implementation	**Action Required**
All teachers are aware of children's cultural and linguistic backgrounds and integrate this dimension in their classroom environments and learning experiences, in authentic and meaningful ways.	Site will implement the Rollins Family Culture and Language Survey for all families enrolling in the center. Teachers will be responsible for giving out the survey and requesting that families complete independently or with assistance, in the first 6 weeks of school. Site leadership will monitor that this survey is completed by all families.
Teachers use the information gathered through the Culture and Language Survey to develop a Classroom Language Plan based on the aggregate results of the survey.	Site will monitor the completion of Classroom Language Plans. Site commits to supporting teachers in obtaining resources outlined in the classroom language plan, e.g., bilingual books, diverse materials, such as puzzles, cultural items for dramatic play, music, etc., that reflect the cultural and linguistic backgrounds of the children in the classrooms. Sites with large numbers of DLLs will make efforts to hire bilingual staff who speak the languages of the children, or at a minimum, a bilingual floater who can support various classrooms with first language of DLLs. Sites with large numbers of DLLs who share the same language will make efforts to group these DLLs in the same classroom and hire bilingual

Families are viewed as partners and are consistently engaged in the language and literacy development of their children.	
Essential Elements for Implementation	**Action Required**
Teachers and other staff regularly interact with families about ways to support children's language, literacy, and learning.	Site will ensure that all staff serve as good conversational partner models for families.
Family support specialists (when available at site) will be trained in TWMB and expected to support teachers in building skills on coaching families to be their child's conversational partner.	Family support specialists and teachers will complete TWMB training requirements

Climate Cluster

ECM Element 1: A Safe and Responsive Climate		
Related Cox Campus Courses: Build My Brain, Power of Language for Infants and Toddlers, Power of Language Preschool/Pre-k, Supporting DLLs Right from the Start, Connecting the Dots For DLLs		
Description: Throughout the site, classrooms are welcoming, nurturing, and safe, and teachers are responsive to children's interests and needs, displaying positive affect to build trust and effective relationships with children.		
Sources of Evidence: Observations of interactions between children and teachers in classrooms		
Look fors and Exemplars: For detailed look fors and exemplary videos, please go to the support document, *A Closer Loot at the Essential Ecosystem Elements.*		
1 – Emerging 1.5	2 – Developing 2.5	3 – Established
There is minimal evidence across classrooms of a safe and responsive climate for children at this site. Teachers sometimes use negative language or a harsh tone of voice, conveying negative affect. Teachers rarely acknowledge children's attempts to express ideas and infrequently demonstrate interest in children's expressions. Teachers rarely appear responsive or tuned in to children's needs and interests.	There is some evidence across classrooms of a safe and responsive climate for children at this site. Teachers occasionally welcome and value children's voices and respond to their needs and interests, but there are still instances of lack of responsiveness to children. Staff occasionally acknowledge and value children's voices, and are attuned to their interests, but the practice is inconsistent. Teachers occasionally display positive affect (smiles, warm tone, gestures) toward children, showing some level of verbal and physical affection.	There is strong evidence across most classrooms of a safe and responsive climate for children at this site. In most classrooms, staff consistently welcome and value children's voices and respond to their needs and interests. When interacting with children, teachers consistently display positive affect, and engage in nurturing interactions throughout the day. Teachers consistently engage in responsive interactions as a means to build relationships with children and promote their learning. Teachers consistently relate to each child as an individual, treating them with respect and personalized attention. Teachers and other adults deliberately foster a climate where children's expression of individual opinions and ideas is invited and valued.

Climate Cluster

ECM Element 2: A Culturally Responsive and Preserving Environment		
Related Cox Campus Courses: **POL** I/T, D**LL**1, D**LL**2		
Description: Cultural aspects of children and families are woven consistently and authentically into the curriculum, learning experiences, and surrounding environment.		
Sources of Evidence: Classroom environment –cultural artifacts in centers; music, books, and materials reflect children's cultures; photographs and posters reflecting children's cultures and languages. Lesson plans reflect the incorporation of culture into activities and programming;		
Look for and Exemplars: For detailed look fors and exemplary videos, please go to the support document, *A Closer Loot at the Essential Ecosystem Elements.*		
1 – Emerging **1.5**	**2 – Developing** **2.5**	**3 – Established**
There is minimal evidence across classrooms of the integration of cultural elements in the site. Teachers/staff rarely are rarely aware of the languages and cultures of the children and families in the center. There is minimal reflection of children's cultures and languages in classroom environments or throughout the site (physical environment and materials). There are minimal efforts to include culturally responsive and preserving activities in the curriculum and daily activities.	**There is some evidence across classrooms** of the integration of cultural elements in the site. There is no formal process in place for staff to gather information from families about their language and culture, but some staff are aware of some of the languages and cultures represented in their classroom. Staff knows many of the languages and cultures represented in their classroom, and there is some integration of aspects of the children's languages and cultures, but efforts are inconsistent, uncoordinated, or limited to special days of the year. There are books, music, and some materials relating to some of the children's cultures and languages evident in some classrooms.	**There is strong evidence across most classrooms** of the integration of cultural elements in the site. There is a systematic process in place to collect information from families about their culture and language, (e.g., Family Language and Culture Survey). Staff use information obtained about children's languages and cultures and consistently integrate some of these elements in daily routines (e.g., good morning song or greetings in different languages). Staff consistently partner with families to integrate elements of each child's culture and language in classrooms and common spaces, **(e.g., cultural traditions, artifacts, books, music, posters, puzzles, songs, greetings, props, materials, few key words and phrases in children's first languages)** all year long and in authentic ways. Staff frequently research and learn about characteristics and issues relating to the cultural backgrounds of children in their classrooms and their families.

Climate Cluster

ECM Element 3: Consistent Routines, Rituals, And Transitions

Related Cox Campus Courses: Power of Language, Talk with Me, Rhyme with Me, Meaningful Conversations, Connecting the Dots for DLLs,

Description: Intentionality and consistency in schedules, routines, rituals and transitions to give children a sense of stability and predictability that supports their learning, exploration, independence, and confidence.

Sources of Evidence: Observations in classrooms, lesson plans.

Look for and Exemplars: For detailed look fors and exemplary videos, please go to the support document, *A Closer Loot at the Essential Ecosystem Elements.*

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
There is minimal evidence across classrooms that consistent routines, rituals, and clear transitions are in place at this site. There is no defined daily schedule or if it exists, it is rarely followed. Teachers rarely implement intentional and organized transitions to move or guide children from one activity to the next. Rarely are rituals incorporated in classroom experiences. Environment may seem chaotic at times.		There is some evidence across classrooms that consistent routines, rituals, and clear transitions are in place at this site. A daily schedule is set and occasionally or inconsistently followed. There is evidence of routines and some rituals that mark the day. Teachers occasionally implement intentional and organized transitions to move or guide children from one activity to the next. Children sometimes appear lost or unsure of expectations regarding transitions.		There is strong evidence across most classrooms that consistent routines, rituals, and clear transitions are in place at this site. A daily schedule is consistently followed in classrooms. Rituals and routines are consistent and focus on building community, fostering joy, and supporting learners in their contribution to the classroom community. Transitions are consistently used to promote an effective use of children's time, ensure a positive learning environment, and offer opportunities to learn content (i.e., vocabulary, phonological awareness). Teachers consistently provide clear expectations as to what children can and should do during these different times of the day. Children participate in and may take leadership within routines, rituals, and transitions with minimal support due to the consistency of implementation.

Content Cluster

ECM Element 4: Children as Conversational Partners: A Focus on Vocabulary and Comprehension		
Related Cox Campus Courses: Talk W/Me, Meaningful Conversations, Transforming Storytime, Power of Language Preschool/Pre-K, Supporting DLLs Read Right from the Start, Connecting the Dots For DLLs		
Description: Throughout the site, teachers and other adults engage children in powerful interactions as their conversational partners, serving as rich language models to promote their language learning and development.		
Source of Evidence: Observations of Interactions between children and teachers and other adults at site.		
Look for and Exemplars: For detailed look fors and exemplary videos, please go to the support document, *A Closer Loot at the Essential Ecosystem Elements.*		
1 – Emerging **1.5**	**2 – Developing** **2.5**	**3 – Established**
There is minimal evidence across classrooms of adults engaging children as their conversational partners at this site. Teachers and adults rarely engage in conversations with children or very infrequently do so to extend their learning. Teachers rarely serve as good language models (e.g., use complex vocabulary, complete sentences, narrate or expand what children say). Teachers rarely engage children in conversation during book reading.	There is some evidence across classrooms of adults engaging children as their conversational partners at this site. Teachers occasionally engage children in interactions that support and extend their learning. Teachers occasionally listen to children and acknowledge their contributions, but deliberate efforts to elicit children's engagement are less evident. Teachers occasionally tune in to children, taking interest in what they are doing and commenting on it. Teachers occasionally serve as good language models, using complex vocabulary, complete sentences, narrating and expanding children's responses. Teachers occasionally engage children in conversation during book reading.	There is strong evidence across most classrooms of adults engaging with children as their conversational partners at this site. Teachers frequently and consistently tune in, listen attentively to children, and create opportunities for them to share opinions and ideas, to expand their learning and language development. Teachers consistently serve as rich language models, using varied and complex vocabulary. Teachers consistently elicit and support children's engagement in conversation, using complex vocabulary, asking questions, repeating, expanding and extending children's responses. Teachers consistently engage children in conversation to facilitate critical thinking, problem solving, and making predictions. Teachers consistently engage children in conversation during storybook reading.

Content Cluster

ECM Element 5: Integrated Planning and Teaching Around an Anchor Book		
Related Cox Campus Courses: Read with Me 1&2, Transforming Storytime, Building World Knowledge, Foundations of Learning To Read, Emergent Writing, Supporting DLLs Right From the Start		
Description: Curricular experiences for children are planned and presented in an integrated manner, linking to a developmentally - appropriate anchor book with repeated reads, to provide children multiple opportunities throughout the day to continue their exposure to key vocabulary and concepts associated with this anchor book.		
Sources of Evidence: Classroom observations, lesson plans, bulletin board, dramatic play center, and other learning centers.		
Look for and Exemplars: For detailed look fors and exemplary videos, please go to **the support document, *A Closer Loot at the Essential Ecosystem Elements.***		
1 – Emerging	**1.5** **2 – Developing**	**2.5** **3 – Established**
There is minimal evidence across classrooms of integrated planning and teaching around an anchor book with repeated reads at the site. There is rare or little evidence of teachers using an anchor book for planning connected activities for children. Activities and learning experiences reflected in weekly lesson plans rarely show a connection to an anchor book; activities are disconnected and do not center on developing specific vocabulary and conceptual understanding.	There is some evidence across classrooms of integrated planning and teaching round an anchor book with repeated reads at the site. A selected anchor book is occasionally used to create lesson plans for the week. Some opportunities are planned for children to experience activities where they can hear and practice concepts and vocabulary related to the anchor book but these are limited to particular parts of the day (e.g., story time and small group only) and inconsistently implemented.	There is strong evidence across most classrooms of integrated planning and teaching around an anchor book with repeated reads at the site. Multiple and varied opportunities to learn concepts and vocabulary, related to anchor book are consistently planned and presented. In addition to read-alouds of the anchor book, extension activities are consistently implemented throughout the day. The physical environment consistently reflects the theme of the anchor book (e.g., display of children's art work, use of props and materials in dramatic play). In exemplary cases, a coordinated effort across the center for interactions around anchor book may be evident - (example: a school wide post-office is set up when the preschool/pre-k is reading *Letter to Amy*)

Content Cluster

ECM Element 6: A Focus on Emergent Literacy: Phonological Awareness (PA), Alphabet Knowledge, Concepts of Print, Emergent Writing

Related Cox Campus Courses: Rhyme with Me, Foundations of Learning to Read, Emergent Writing

Description: the explicit support of and inclusion of curricular experiences and developmentally appropriate activities that develop children's phonological/phonemic awareness, alphabet knowledge, concepts and functions of print, and emergent writing, key foundational skills related to learning to read and write.

Sources of Evidence: Observations of interactions between children and teachers in classrooms; lesson plans.

Look for and Exemplars: For detailed look fors and exemplary videos, please go to the support document, A Closer Look at the Essential Ecosystem Elements.

1 – Emerging	1.5	2 – Developing	2.5	3 – Established
There is minimal evidence across classrooms of a focus on emergent literacy at this site. Teachers rarely engage children in developmentally appropriate activities that explicitly support PA, alphabet knowledge, and concepts of print. There is often evidence of developmentally inappropriate practice (e.g., letters taught in connection with letter sounds (phonics). Teachers rarely include print-related concepts as part of sharing books with children. Classroom environments rarely have a variety of writing materials. Teachers rarely offer children opportunities for meaningful written expression. There may be a focus on handwriting and tracing letters or words rather than on writing for authentic purposes and meaningful expression.		There is some evidence across classrooms of a focus on emergent literacy at this site. Infants and Toddlers: Occasionally, there is focus on playing with the sounds of language through the use of songs, finger plays, and rhymes, but the efforts lack consistency. Teachers sometimes include attention to concepts of print in their responsive interactions around books (e.g., let's turn the page, hold the book this way). Children have some opportunities to explore the letters of the alphabet through play. Preschool and Pre-K: Teachers occasionally engage children in whole/small group instruction on PA, alphabet knowledge, and concepts of print but the focus is inconsistent. PA is taught in an intentional progression, usually, but perhaps not always, separately from letter symbols. There are some writing materials available in classrooms and children are occasionally engaged in developmentally appropriate, meaningful writing experiences that develop expression by building on what children know and care about.		There is strong evidence across most classrooms of a focus on emergent literacy at this site. Infants and Toddlers: There is an intentional and consistent effort on playing with the sounds of language through intentional use of songs, finger plays, and rhymes. Teachers consistently include concepts of print in their responsive interactions around books (i.e. "Let's turn the page, hold the book this way."), Teachers offer children opportunities to explore the letters of the alphabet through play (older toddlers). Preschool and Pre-K: Teachers consistently and systematically include whole and small group instruction on PA, alphabet knowledge, and concepts of print, and frequently, take advantage of transitions as additional opportunities to develop these skills. PA is taught in an intentional progression with one skill building on the next, separately from letter symbols. A variety of writing materials are available throughout the classroom. Teachers offer and encourage engagement in developmentally appropriate, authentic writing experiences that develop expression of thoughts, feelings and ideas by building on what children know and care about. (e.g., whole group routines that demonstrate writing and offer opportunities to co-construct stories; small group activities that provide guided practice in writing; daily routines that integrate and celebrate children's writing accomplishment (sign-in upon arrival)

Connections Cluster

ECM Element 7: Observation and Intentional Monitoring of Children's Progress		
Related Cox Campus Courses: Talk W/ Me, Read W/ Me, Meaningful Conversations, Transforming Storytime, Building World Knowledge, Foundations of Learning to Read, Emergent Writing, Supporting DLLS RFTS		
Description: Teachers frequently and intentionally observe children's progress for purposes of monitoring their development and informing and planning instruction. NOTE*: Indicators refer to classroom practices that support a center-wide comprehensive assessment system in place, e.g., TSG or WSO.*		
Sources of evidence: Observation of teachers practices in classroom; lesson plans; other classroom documentation, e.g., children's portfolios; online assessment system in place.		
Look for and Exemplars: For detailed look fors and exemplary videos, please go to *the support document*, ***A Closer Look at the Essential Ecosystem Elements.***		
1 Emerging	**1.5 2 – Developing**	**2.5 3 – Established**
There is minimal evidence across classrooms of intentional monitoring of children's progress at this site. There is no comprehensive system in place for monitoring children's progress. Teachers rarely engage in informal observation and progress monitoring activities during different parts of the day. Teachers rarely document children's progress. "One plan fits all" - Activities are rarely planned with regard to children's individual developmental needs. Small groups are typically formed randomly.	There is some evidence across classrooms of intentional monitoring of children's progress at this site. There is some sort of comprehensive system in place for monitoring children's progress. Teachers occasionally observe and monitor children's progress during some parts of the day and inconsistently document their observations. Documentation obtained from observation is occasionally used to plan or adjust instruction. Small groups are occasionally planned with intention, informed by and linked to children's progress or abilities, but others occur at random.	There is strong evidence across most classrooms of intentional monitoring of children's progress at this site. There is a comprehensive system in place for monitoring children's progress. Intentional observation is used systematically and consistently across most classrooms in ways that shape future instruction. Preschool/Pre-K children are assessed with specific progress monitoring tasks and assessments, e.g., phonological awareness. Results of observations and monitoring determine how small groups are formed for instruction. Results are systematically shared with families and their input/perspective is invited.

Connections Cluster

ECM Element 8: Intentional Supports for Dual Language Learners - Score Only If DLLs Are Enrolled at the Site		
Related Cox Campus Courses: DLL1, DLL2, and Embedded in Other Infant Toddlers and Preschool/Pre-k Courses		
Description: DLLs are Intentionally Supported Through a Variety of Best Instructional Practices		
Sources of Evidence: Classroom observations of interactions between teachers and children; lesson plans, classroom and site physical environment; center policy and procedures manual;		
Look for and Exemplars: For detailed look fors and exemplary videos, please go to the support document, *A Closer Loot at the Essential Ecosystem Elements.*		
1 – Emerging	**1.5 2 – Developing 2.5**	**3 – Established**
There is minimal evidence across classrooms of the integration of supports for dual language learners at this site. There is no evidence of efforts to identify DLLs at the site. Teachers have little understanding of how dual language learning develops, where DLLs are in their English language development, or the need to support DLLs with intention. If teachers do use DLLs first language in the classroom, it is mostly for behavior management, rather than for instructional purposes in classrooms. Teachers rarely implement supports for DLLs and lesson plans do not evidence planning with DLLs in mind. There is no bilingual staff available in classrooms. Center policies strongly advocate the use of English only in classrooms or there are no policies explicitly noting practices supporting DLLs at the center.	There is some evidence across classrooms of the integration of supports for dual language learners at this site. There is some evidence of an effort to identify DLLs at the site. Teachers occasionally use some words (greetings, basics) in children's first languages. Teachers are somewhat aware of DLLs' level or stage of second language learning and begin to implement a few supports, but do so inconsistently (e.g., use first language, gestures, props, visuals, read stories in the children's first languages, when possible). Bilingual staff incorporate children's first language in lessons and in their interactions with DLLs. Center policies mention and promote the use of children's first languages but efforts remain at the policy level and are not fully implemented.	There is strong evidence across most classrooms of the integration of supports for dual language learners at this site. There is a systematic method in place to identify DLLs at this site and for teachers to use this information effectively and responsively. Teachers consistently use some words in children's first languages to advance their learning. Teachers are aware of DLLs' level or stage of second language learning and consistently integrate supports (cross-language connections, gestures, props, or visuals) across the day. Lesson plans consistently show evidence of planning with DLLs in mind, (e. g. show supports that will be used, or how DLLs will be afforded opportunities to experience their first language in the classroom through use of bilingual staff). Bilingual staff engage in direct teaching experiences with DLLs in their first language. **There are center**-wide efforts to support DLLs through sharing of resources that support best practices (e.g., bilingual staff, bilingual book purchase, use of families and community volunteers).

Connections Cluster

ECM Element 9: Strong Partnerships with Families		
Related Cox Campus Courses: Build My Brain, Talk with Me Baby, Supporting DLLs Right From the Start, Embedded In All Courses		
Description: Families are viewed as partners and are afforded opportunities to engage/actively participate in their children's language and literacy development.		
Sources of Evidence: Classroom observation, center calendar, bulletin board, newsletter and other communications to families, site-wide planned activities, family literacy program, lending library.		
Look for and Exemplars: For detailed look fors and exemplary videos, please go to the support document, *A Closer Loot at the Essential Ecosystem Elements*.		
1 – Emerging **1.5**	**2 – Developing** **2.5**	**3 – Established**
There is minimal evidence across classrooms of efforts to engage families as partners in their child's learning at this site. Families are rarely included as partners and teachers rarely engage with them around language and literacy practices. There are rare instances of interactions between site and home that specifically foster each family's active participation in their children's school-based language and literacy development. The site's family engagement approach is more uni directional as opposed to a partnership, e.g., families receiving information from site.	There is some evidence across classrooms of efforts to engage families as partners in their children's learning at this site. There are occasional exchanges between site and home, including ways in which families and teachers can collaborate to support children's language and literacy. Families are occasionally provided with understandable and useful materials to support and extend children's practice of a literacy skill at home. The site occasionally plans events centered on children's language and literacy and actively seeks families' participation and leadership. The site occasionally seeks input from families regarding their children's language and literacy development or regarding specific classroom or site-wide activities.	There is strong evidence across most classrooms of efforts to engage families as partners in their child's learning at this site. Home support for language and literacy is considered integral to classroom-based program and goals. Consistent interactions occur between home and site including shared information about ways to support children's language, literacy, and learning. Families are consistently provided with meaningful and intentional materials to support children's language and literacy development and the caregiver's facilitation of their children's learning, e.g., focus words sent in advance, books shared, etc. Families are consistently encouraged to use community resources that contribute to children's language and literacy, and efforts are made to connect them with those. Site has a lending library where families can check out books to read with children at home. Site consistently seeks input from families about their children's language and literacy development and the program.

Directions For How to Complete the ECM 2.0

Before beginning, intentionally plan to complete the **Timeline for Completion Form** before observing.

Step 1: Observe and Gather Information

The coach and site director or other designated individual(s) complete the measure independently, based on their knowledge of the site garnered through observation, informal and formal conversations, or other documentation. For coaches and site directors, it is important to observe all classrooms, take notes, and consider all you have observed and learned about the site as you attempt to render the most accurate rating. You will not be rating individual classrooms as part of the process.

Step 2: Reflect and Prioritize

The coach and site director or other designated individual(s) connect and collaborate to complete a summary for each the ecosystem elements. This summary helps identify discrepancies between the current and desired ecosystem construction status and set priority areas for the year.

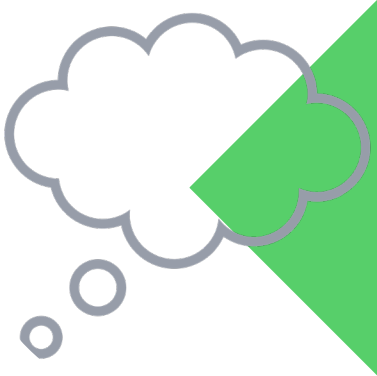
Step 3: Take-Action

The coach and site director or other designated individual(s) jointly identify goals, and together develop an action plan that will provide focus to their energy and actions. The Joint Action Plan outlines specific steps to support goal attainment. It also serves to hold partners accountable for what they have committed to do in support of each goal. The Joint Action Plan is reviewed monthly, and goals may be updated at any time during the year, and additional action steps noted in the document. From these high-level goals, coaches work with teachers to set individual goals that align with the site-level goals.

The Process:

Observe

Gather infomation about ecosystem consturction status through observation and other means; complete ratings



Reflect

Reflect on the information gathered and ratings assigned, collaborate to identify priority areas for improvement, and set goals

Take Action

Develop an action plan to use as a road-map, identifying concrete action steps and who is responsible for them

Timeline for Completion and ECM Scores

Site: _____ School Year: _____

Timeline for Completion

What? What activity will be accomplished?	When? When will it be completed?	Who? Who will be responsible?
Early Fall-Beginning of the School Year		
☐ Observe in classrooms and independently complete measure assigning ratings to all elements.		
☐ Reflect/discuss findings and prioritize areas of focus.		
☐ Identify objectives and develop action steps		
☐ Ecosystem Measure and Joint Action Plan completed		
Throughout the Year		
☐ Complete updates and revisions plan on a monthly on a monthly basis.		
Spring-End of the Year		
☐ Observe in classrooms and complete Ecosystem Measure and finalize end of year ratings.		

Next Steps **Step 1:** ECM Observation Form

ECM Scores

After observations enter in each element score for the entire ecosystem in the following chart.

Ecosystem Elements	Ratings	
	Fall	Spring
1- Safe and Responsive Climate	-	-
2- Culturally Responsive and Preserving Environment	-	-
3- Consistent Routines, Rituals, And Transitions	-	-
4- Children as Conversational Partners	-	-
5- Integrated Planning And Teaching Around An Anchor Book	-	-
6- Focus on Emergent Literacy	-	-
7- Intentional Monitoring of Children's Progress	-	-
8- Intentional Supports for DLLs	-	-
9- Strong Partnerships with Families	-	-
Ratings	0	0

Note 1: Score #1-7 and #9 for all locations
Note 2: If no DLLs are enrolled at this site, do not score #8, and write N/A for this element.
Highest RATING for the 9 elements is 27. Highest RATING for sites with no DLLs is 24.

Next Steps **Step 2:** Reflect- State of Affairs

Guidelines For Making Decisions About Ratings

WHAT THE INDICATORS MEAN

Use the following guidelines to make decisions about the overall ratings you assign.	
Assigning this Rating…	**If…**
1- Emerging	75% or more classrooms at the site are considered emerging.
2- Developing	75% or more classrooms at the site are considered developing.
3- Established	75% or more classrooms at the site are considered established **and** there are **no classrooms considered t**o be emerging.

REVISED July 2021. Adapted from:
CLASS – Classroom Assessment Scoring System – Teachstone
ELLCO– Early Language and Literacy Classroom Observation – Miriam W. Smith, Joanne P. Brady, and Louisa Anastasopoulos, Brookes Publishing
ELLCO-DLL Addendum – Dr. Dina Castro, University of North Texas
HEAD START EARLY LEARNING AND KNOWLEDGE CENTER: Dual Language Learners Program Assessment (DLLPA)

The **Ecosystem Construction Measure** is intended to assess the status of the ecosystem at the site-level, not at the classroom level. However, to complete a rating, coaches and others should consider their observations and other information obtained from **all** classrooms at the site. Ratings are on a scale of 1 to 3, with 1 as emerging, 2 as developing and 3 as established, and two midpoints, 1.5 and 2.5. These three points are somewhat fluid, with the understanding that even within any given element, different practice components may be at slightly different stages of development.
If a site consists of only one classroom, you may still use the ECM and consider the information for only that one particular classroom.

How ratings are assigned

At the **Emerging** level, practices are rarely seen, not consistent, not uniform, or not grounded in a shared commitment and understanding across the site. Practices at this level often reflect challenges in implementation – there might be lack of awareness or understanding of the rationale and importance of the practice, or considerable lack of skill in its implementation.

At the **Developing** level, practices may be occasionally observed, or occur inconsistently or partially. At this level, adult skills or child experiences are often approaching some level of quality and fidelity, but this level is not always observed or observed only in some classrooms throughout the site. A developing status likely reflects developing adult buy-in about a particular practice.

At the **Established** level, indicators paint a picture of what you might see when high-quality practices are in place and all children experience that practice consistently. At this level, there is site-wide adoption of the practice and solid structures that support practice development. For many practices, established means that the site is continuously engaged in reflection and growth about what children need to thrive.

Assigning midpoint ratings (1.5, 2.5)

The midpoint ratings are particularly helpful when there is considerable variability or uneven development in the different practices that make up an element. Use the following guidelines to make decisions about assigning midpoint ratings:

Assign a 1.5 if the evidence for the element is a little more advanced than that required for emerging (1,) but not quite sufficient to qualify for a developing (2) rating

You can assign a 1.5 if you note

- partial or incomplete evidence for a rating of (2), developing.
- evidence that some indicators are at a (2), developing, but some remain at a (1), emerging.

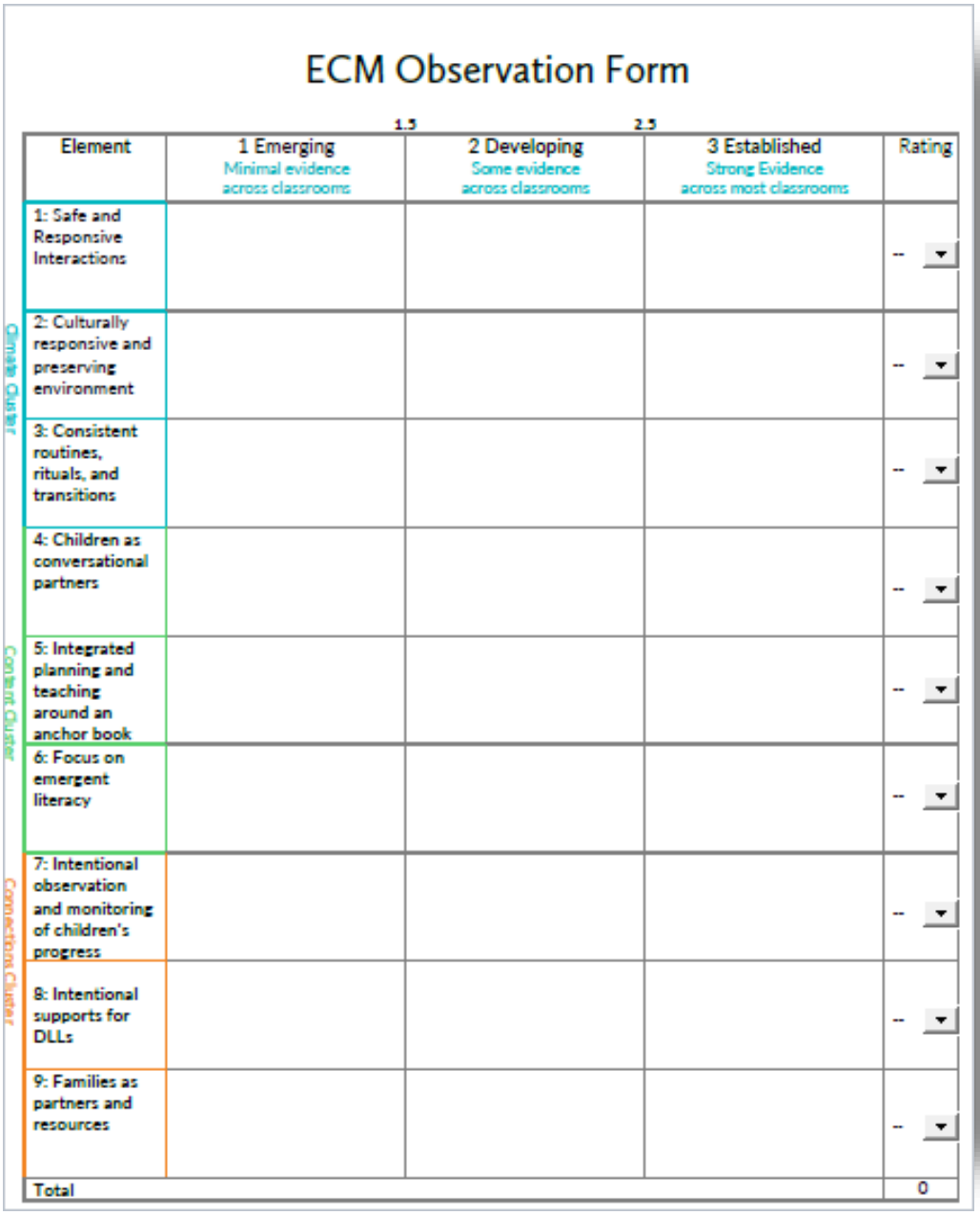
Assign a 2.5 if the evidence for the element is a little more advanced than that required for developing (2), but not quite sufficient to qualify for an established (3) rating.

You can assign a 2.5 if you note

- partial or incomplete evidence for a rating of (3), established.
- evidence that some indicators are at a (3), established, but some remain at a (2), developing.

Step 1: Observe and Gather

The coach and site director or other designated individual(s) complete the measure independently, based on their knowledge of the site garnered through observation, informal and formal conversations, or other documentation. For coaches and site directors, it is important to observe all classrooms, take notes, and consider all you have observed and learned about the site as you attempt to render the most accurate rating. You will not be rating individual classrooms as part of the process.



ECM Observation Form

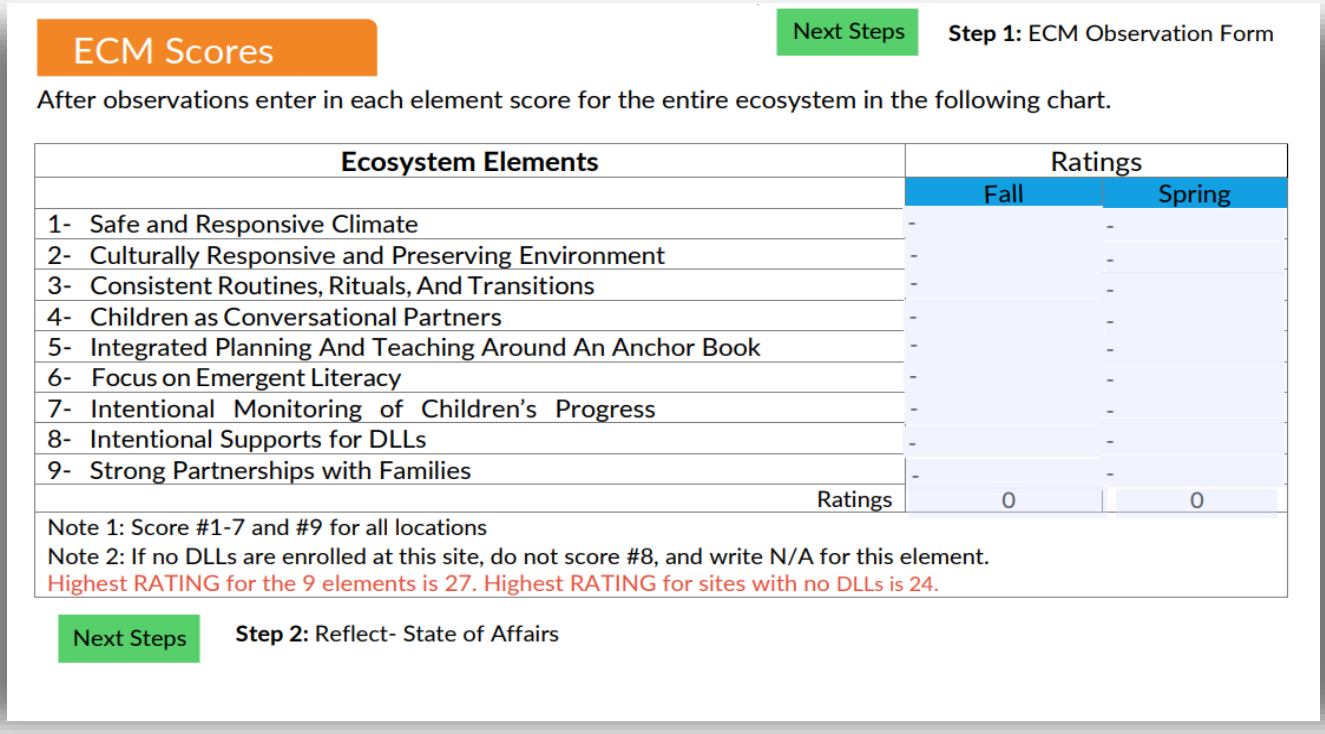
	Element	1 Emerging Minimal evidence across classrooms	2 Developing Some evidence across classrooms	3 Established Strong Evidence across most classrooms	Rating
		1.5	2.5		
Climate Cluster	1: Safe and Responsive Interactions				--
	2: Culturally responsive and preserving environment				--
	3: Consistent routines, rituals, and transitions				--
Content Cluster	4: Children as conversational partners				--
	5: Integrated planning and teaching around an anchor book				--
	6: Focus on emergent literacy				--
Connections Cluster	7: Intentional observation and monitoring of children's progress				--
	8: Intentional supports for DLLs				--
	9: Families as partners and resources				--
	Total				0

ECM Observation Form

		1.5	2.5	
	Element	1 Emerging Minimal Evidence across classrooms	2 Developing Some Evidence across classrooms	3 Established Strong Evidence across most classrooms	Rating
Climate Cluster	1: Safe and Responsive Interactions				--
Climate Cluster	2: Culturally responsive and preserving environment				--
Climate Cluster	3: Consistent routines, rituals, and transitions				--
Content Cluster	4: Children as conversational partners				--
Content Cluster	5: Integrated planning and teaching around an anchor book				--
Content Cluster	6: Focus on emergent literacy				--
Connections Cluster	7: Intentional observation and monitoring of children's progress				--
Connections Cluster	8: Intentional supports for DLLs				--
Connections Cluster	9: Families as partners and resources				--
Total					0

Next Steps:

After filling out the ECM Observation Form, return to the ECM Timeline Checklist form to transfer your scores to the ECM Checklist. Then proceed to the State of Affairs form.



ECM Scores

Next Steps **Step 1:** ECM Observation Form

After observations enter in each element score for the entire ecosystem in the following chart.

Ecosystem Elements	Ratings	
	Fall	Spring
1- Safe and Responsive Climate	-	-
2- Culturally Responsive and Preserving Environment	-	-
3- Consistent Routines, Rituals, And Transitions	-	-
4- Children as Conversational Partners	-	-
5- Integrated Planning And Teaching Around An Anchor Book	-	-
6- Focus on Emergent Literacy	-	-
7- Intentional Monitoring of Children's Progress	-	-
8- Intentional Supports for DLLs	-	-
9- Strong Partnerships with Families	-	-
Ratings	0	0

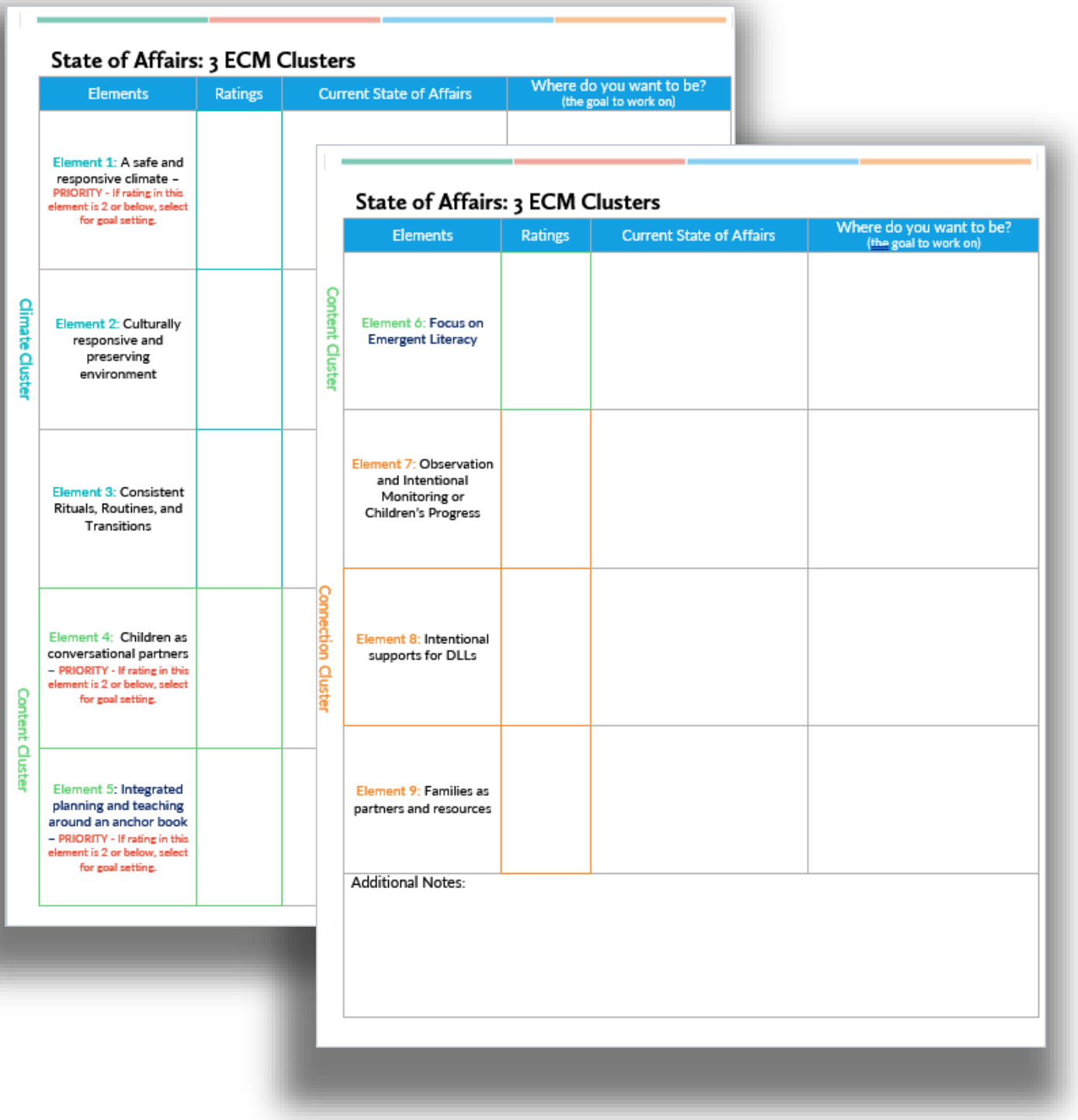
Note 1: Score #1-7 and #9 for all locations
Note 2: If no DLLs are enrolled at this site, do not score #8, and write N/A for this element.
Highest RATING for the 9 elements is 27. Highest RATING for sites with no DLLs is 24.

Next Steps **Step 2:** Reflect- State of Affairs

Reference page(s): 24-25

Step 2: Reflect and Prioritize

Use the State of Affairs forms to reflect on the current state of ecosystem at your site/location. The coach and site director or other designated individual(s) connect and collaborate to complete a summary for each the ecosystem elements. This summary helps identify discrepancies between the current and desired ecosystem construction status and set priority areas for the year.



State of Affairs: 3 ECM Clusters

	Elements	Ratings	Current State of Affairs	Where do you want to be? (the goal to work on)
Climate Cluster	Element 1: A safe and responsive climate – PRIORITY - If rating in this element is 2 or below, select for goal setting.			
Climate Cluster	Element 2: Culturally responsive and preserving environment			
Content Cluster	Element 3: Consistent Rituals, Routines, and Transitions			
Content Cluster	Element 4: Children as conversational partners – PRIORITY - If rating in this element is 2 or below, select for goal setting.			
Content Cluster	Element 5: Integrated planning and teaching around an anchor book – PRIORITY - If rating in this element is 2 or below, select for goal setting.			

State of Affairs: 3 ECM Clusters

	Elements	Ratings	Current State of Affairs	Where do you want to be? (the goal to work on)
Content Cluster	Element 6: Focus on Emergent Literacy			
Connection Cluster	Element 7: Observation and Intentional Monitoring or Children's Progress			
Connection Cluster	Element 8: Intentional supports for DLLs			
Connection Cluster	Element 9: Families as partners and resources			
	Additional Notes:			

State of Affairs: 3 ECM Clusters

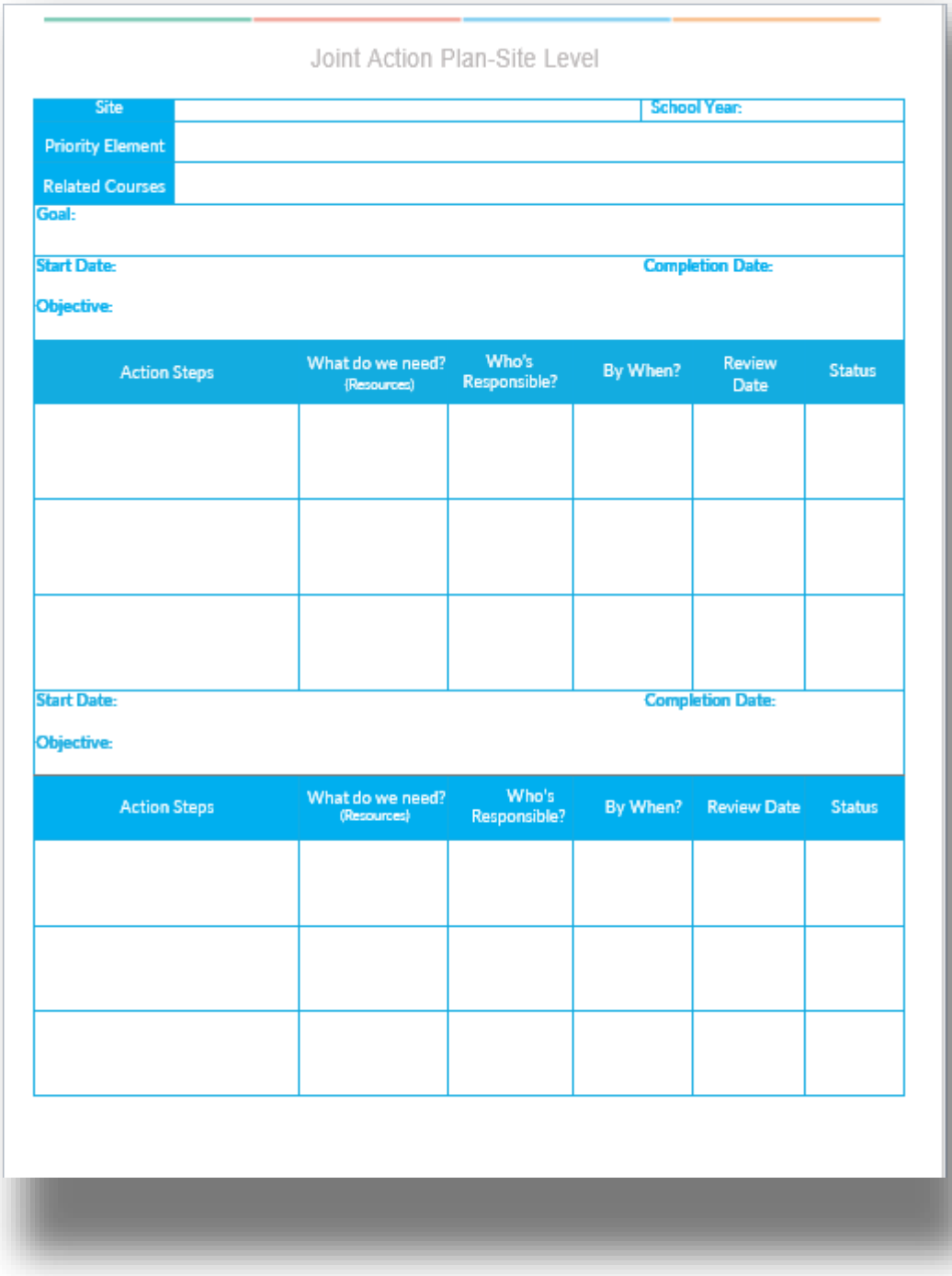
Elements	Ratings	Current State of Affairs	Where do you want to be? (the goal to work on)
Climate Cluster Element 1: A safe and responsive climate – PRIORITY - If rating in this element is 2 or below, select for goal setting.	--		
Element 2: Culturally responsive and preserving environment	--		
Element 3: Consistent Rituals, Routines, and Transitions	--		
Content Cluster Element 4: Children as conversational partners – PRIORITY - If rating in this element is 2 or below, select for goal setting.	--		
Element 5: Integrated planning and teaching around an anchor book – PRIORITY - If rating in this element is 2 or below, select for goal setting.	--		

State of Affairs: 3 ECM Clusters

	Elements	Ratings	Current State of Affairs	Where do you want to be? (the goal to work on)
Content Cluster	Element 6: Focus on Emergent Literacy	--		
	Element 7: Observation and Intentional Monitoring or Children's Progress	--		
Connection Cluster	Element 8: Intentional supports for DLLs	--		
	Element 9: Families as partners and resources	--		
Additional Notes:				

Step 3: Take Action

The coach and site director or other designated individual(s) jointly identify goals, and together develop an action plan that will provide focus to their energy and actions. The Joint Action Plan outlines specific steps to support goal attainment. It also serves to hold partners accountable for what they have committed to do in support of each goal. The Joint Action Plan is reviewed monthly, and goals may be updated at any time during the year, and additional action steps noted in the document. From these high-level goals, coaches work with teachers to set individual goals that align with the site-level goals.



Joint Action Plan-Site Level

Site		School Year:
Priority Element		
Related Courses		

Goal:

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status

Joint Action Plan-Site Level

Site		School Year:
Priority Element		
Related Courses		

Goal:

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status
					-
					-
					-

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status
					-
					-
					-

Joint Action Plan-Site Level

Site		School Year:
Priority Element		
Related Courses		

Goal:

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status
					-
					-
					-

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status
					-
					-
					-

Joint Action Plan-Site Level

Site		School Year:
Priority Element		
Related Courses		

Goal:

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status
					-
					-
					-

Start Date: **Completion Date:**

Objective:

Action Steps	What do we need? (Resources)	Who's Responsible?	By When?	Review Date	Status
					-
					-
					-

Ecosystem Construction Measure End of The Year Summary

The purpose of this section is to capture your perceptions and feelings of progress at your site this year. It allows you to reflect a little more on the development of the ecosystem, as you have experienced it. Please take a few moments to think back on the work you and others have accomplished on ecosystem construction at this site.

Respond to the questions below with these memories and impressions in mind. Your answers can be brief!

- What are major accomplishments you would highlight to others in regard to the work experienced at this site this year?

- In what specific area or essential element was significant progress noted? What do you think contributed to progress most?

- In what specific area or essential element did this site experience the most significant challenge? What was the challenge? And in your opinion, what is causing the challenge?

- Specifically, for coaches - thinking about your coaching activities at this site, what is one coaching success you would share?

- What particular activity would have advanced ecosystem construction significantly at this site had it been possible?

- The Ecosystem Construction Measure aligns with our efforts to advance a data-driven culture at Rollins and with our partners. Was this tool useful to you in your work this year at this site? Why or why not?

Other comments and reflections:

APPENDICES:

APPENDIX A: CONTENT CLUSTER: EMERGENT LITERACY EXAMPLES 38

APPENDIX B: ALTERNATIVE FORM LAYOUTs

ECM Observation Form Option 2 40

ECM Observation Form Option 3 41

State of Affairs Form Option 2 44

APPENDIX C: SUPPLEMENTAL RESOURCES 47

Content Cluster:
Emergent Literacy Examples

Guidance for Ecosystem Elements: Focus on Emergent Literacy Building Phonological Awareness, Alphabet Knowledge, Concepts of Print, and Expression Through Writing

What is it? This element considers how teachers explicitly plan and provide curricular experiences and developmentally appropriate activities to support the development of early literacy skills. When there is a focus on emergent literacy, teachers promote children's awareness of the sounds of language, recognition of letters, development of concepts of print, and expression through writing in the context of play-based learning activities.

What does it look like?

For Infant Toddler Teachers:

Consistently and intentionally expose children all day long to play with the sounds of language through songs, finger plays, and rhymes.

- Use the TIPS strategy when reading rhythm & rhyme books
- Sing a special song as children arrive or during a routine activity (e.g. sings Wheels on the Bus during a diaper change.
- Explore concepts of prints in informal ways as they read books with children (e.g., "Can you help me turn the page? Oh, the book is upside down, let's turn it around to read! Let's write your name in the sand. I'll start on this side with a B for your name.")
- Offer older toddlers opportunities to explore the letters of the alphabet through play (often using the letters in children's names). For Example, "I hid a letter B, like in Beth." Action: Say's name, somewhere in the room (hold up a B). "Let's search for it."
- Provide opportunities for infants and toddlers to explore writing materials, e.g., crayons, paint, and others

For Preschool/ Pre-K Teachers:

See *Foundations of Learning to Read Course* to **reference practices** mentioned below.

- Devote a specific time to "PAC Time" each day with connected, focused small groups planned throughout the week
- Encourage children's expression through writing, not tracing or handwriting

Phonological Awareness-PA

- Reflect a clear skill focus on PA in their lesson plans.
- Use songs, rhymes, and finger plays throughout the day

- Teach Phonological Awareness in a systematic order, separate from letter symbols, with one skill building on another (e.g., begin at the word level, moving to the syllable level)

- Focus instruction and activities on manipulation of the sounds of language, rather than on pairing letter sounds with letter symbols (which becomes phonics instruction and is not developmentally appropriate)

- Teach PA through interaction and games **rather than using a "skill and drill" approach** (no flash cards, or "quizzing); e.g., teacher uses a puppet who wants to eat objects that begin with the sound /p/ and children decide what objects to feed it (pen, pasta, picture, pig)

Alphabet Knowledge-AK

Teach letters and sounds separately (not together like in phonics, which comes after children have developed both phonological awareness and alphabet knowledge in English)

• Explore AK in small group and large group experiences and take advantage of transition moments as additional opportunities to develop these skills (e.g., If your name begins with an A (hold up an A), stand up and go wash your hand)

• Talk about and model how letters are formed (e.g., "An "o" looks like a circle. Watch me draw it. Now you try. letter L has two straight lines. See this one going down and then a little straight line come off the bottom?")

• Afford children opportunities to explore letters independently (e.g., having magnetic letters in the writing center)

• Present multiple letters to explore at a time, a**s opposed to a "Letter of the Week" approach**

Concepts of Print-CP

- Provide opportunities for children to explore CP through planned experiences (e.g., when writing a morning message, the teacher says, "I am going to start right here at the top of the page")

• Provide opportunities for children to explore CP informally, (e.g. Chance asks the teacher to read a favorite book with him during centers. The teacher responds: "Oh, I would love to read this book! Oops! It's upside down. Let's turn it around and read it together")

Emergent Writing-EW

- Make available a variety of writing instruments throughout the classroom (e.g., blue crayons and paper in block area to make blueprints, clipboards and pencils to take orders in dramatic play, variety of markers and crayons in art & writing areas)

• Offer and encourage engagement in developmentally appropriate, authentic writing experiences that develop expression of thoughts, feelings and ideas by building on what children know and care about

  - Whole group routines that demonstrate writing and offer opportunities to co-construct stories
  - Small group activities that provide guided practice in writing
  - Daily routines that integrate and celebrate children's writing accomplishments (sign-in upon arrival, labeling drawings, create grocery lists or write prescriptions in dramatic play)

Appendix B

ECM OBSERVATION FORM: OPTION 2

Elements	1 Emerging Minimal evidence across classrooms	2 Developing Some evidence across classrooms	3 Established Strong Evidence across most classrooms	Rating
1: Safe and Responsive Interactions				3
2: Culturally responsive and preserving environment				--
3: Consistent routines, rituals, and transitions				--
4: Children as conversational partners				--
5: Integrated planning and teaching around an anchor book				--
6: Focus on emergent literacy				--
7: Intentional observation and monitoring of children's progress				--
8: Intentional supports for DLLs				--
9: Families as partners and resources				--
			Rating	3

ECM OBSERVATION FORM: OPTION 3

Element/Rating	1 Emerging **Minimal Evidence across classrooms**	2 Developing **Some Evidence across classrooms**	3 Established **Strong Evidence across most classrooms**
1: Safe and Responsive Interactions **Rating** --			
2: Culturally responsive and preserving environment **Rating** --			
3: Consistent routines, rituals, and transitions **Rating** --			

ECM Observation Form: OPTION 3

Element/Rating	1 Emerging **Minimal evidence across classrooms**	2 Developing **Some evidence across classrooms**	3 Established **Strong Evidence across most classrooms**
4: Children as conversational partners **Rating** --			
5: Integrated planning and teaching around an anchor book **Rating** --			
6: Focus on emergent literacy **Rating** --			

Content Cluster

ECM Observation Form: OPTION 3

Element/Rating	1 Emerging **Minimal evidence across classrooms**	2 Developing **Some evidence across classrooms**	3 Established **Strong Evidence across most classrooms**
7: Intentional observation and monitoring of children's progress **Rating** --			
8: Intentional supports for DLLs **Rating** --			
9: Families as partners and resources **Rating** --			

Connections Cluster

State of Affairs Form: OPTION 2

Rating	Elements	Current State of Affairs	Where do you want to be? (the goal to work on)
--	Element 1: Safe and Responsive Interactions		
--	Element 2: Culturally responsive and preserving environment		
--	Element 3: Consistent routines, rituals, and transitions		

Climate Cluster

State of Affairs Form: OPTION 2

Rating	Elements	Current State of Affairs	Where do you want to be? (the goal to work on)
--	Element 4: Children as conversational partners		
--	Element 5: Integrated planning and teaching around an anchor book		
--	Element 6: Focus on emergent literacy		

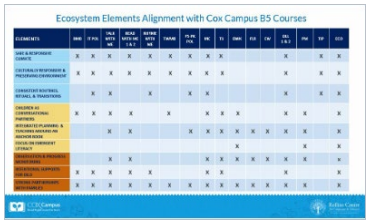
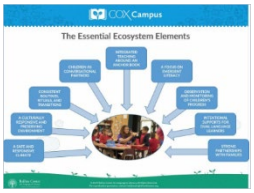
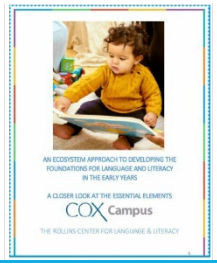
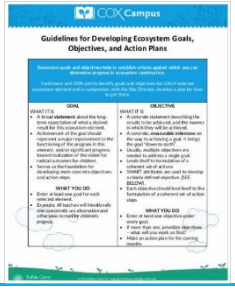
Content Cluster

State of Affairs Form: OPTION 2

Rating	Elements	Current State of Affairs	Where do you want to be? (the goal to work on)
--	Element 7: Intentional observation and monitoring of children's progress		
--	Element 8: Intentional supports for DLLs		
--	Element 9: Families as partners and resources		

Supplemental Resources

Appendix C

Resource	Description	URL Link
The Essential Ecosystem Elements on Cox Campus 	This document shows how the essential ecosystem elements align with the Infant/Toddler and Preschool/Pre-K courses available on Cox Campus.	https://learn.coxcampus.org/resource/the-essential-ecosystem-elements-on-cox-campus/
A Language-Centered Ecosystem for Children 	This handout describes the nine essential elements of a language-centered ecosystem.	https://learn.coxcampus.org/resource/a-language-centered-ecosystem-for-children/
Building an Ecosystem for DLLS to Thrive	Based on what research tells us about how DLLs learn best, we've identified six ecosystem elements.	https://learn.coxcampus.org/resource/building-an-ecosystem-for-dlls-to-thrive/
A Closer Look at the Essential Elements 	This guide will take you on a deep dive through the essential ecosystem elements.	https://learn.coxcampus.org/resource/a-closer-look-at-the-essential-elements/
Guidelines to Developing Ecosystem Goals and Action Plans 	Use these guidelines to help establish criteria against which you can determine progress in ecosystem construction.	https://learn.coxcampus.org/resource/guidelines-for-developing-ecosystem-goals-and-action-plans/