

# Classroom Assessment Tools: Bringing it all Together

September 26, 2018  
PFA/E Administrator Forum  
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## Agenda

- Overview of Assessment Tools
  - ECERS-3
  - TPOT
  - Inclusive Classroom Profile (ICP)
- Using tools for professional development
- Your opportunity to review the tools
- How to learn more



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## How are our KIDS doing in Kindergarten?



Illinois KIDS data released in 2018 reports that only 24% of children statewide are prepared for Kindergarten in the three assessed areas of social/emotional learning, literacy and math.

16% of children assessed from low income families display readiness in all three areas.

Statewide, 49% of all children assessed demonstrate readiness in at least social emotional learning.

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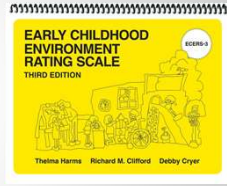
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### ECERS 3

- ❑ ECERS 3 provides a reliable and valid measure of the global quality in early learning environments.
- ❑ Assesses the environment's ability to support all of the basic developmental needs of children.
- ❑ Offers the opportunity for all children to develop a strong sense of self and build positive relationships with other children and adults
- ❑ Used in Illinois as a component of PFA and PFAE monitoring



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### 35 Items

- Space and Furnishings
- Personal Care Routines (not assessed)
- Language and Literacy
- Learning Activities
- Interactions
- Program Structure

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### Overview of the TPOT

- A classroom observational assessment designed to measure practitioners' implementation of teaching and behavioral support practices associated with the Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children
- Provides an objective way to measure the fidelity with which teachers implement Pyramid Model teaching practices, including
  - nurturing and responsive relationships and high quality environments,
  - targeted social emotional and behavioral support teaching practices
  - capacity for individualized social-emotional or behavioral interventions for children with persistent challenging behavior.



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### Measuring Universal Practices and Targeted Social Supports

- Schedules, Routines and Activities
- Transitions between Activities
- Teachers Engaging in Supportive Conversations with Children
- Promoting Children's Engagement
- Providing Directions
- Collaborative Teaming
- Teaching Behavior Expectations
- Teaching Social Skills and Emotional Competencies
- Teaching Friendship Skills
- Teaching Children to Express Emotions
- Teaching Problem Solving



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### Measuring Intensive Individual Interventions

Interventions for Children with Persistent Challenging Behavior



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### Measuring Family Support Practices

- Connecting with Families
- Supporting Families Use of the Pyramid Model Practices



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## Identifying Red Flags and Challenging Behavior Subscale

- Red Flags are issues related to teacher training or program policies and procedures. These are counterproductive to building social emotional skills or are inappropriate; eg: 50% of time spent in teacher directed activities, chaotic transitions, children not engaged in groups, children are threatened, learning centers do not have clear boundaries
- When Challenging Behavior occurs, these items look at the teacher's response to the behavior




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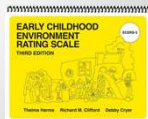
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## Correlation of TPOT with ECERS Ratings

Overall ECERS R scores had noteworthy relationships with 10 of the 14 Key Practice items in the TPOT. Correlations between five of the seven ECERS R subscales and the key practices subscales were moderate.




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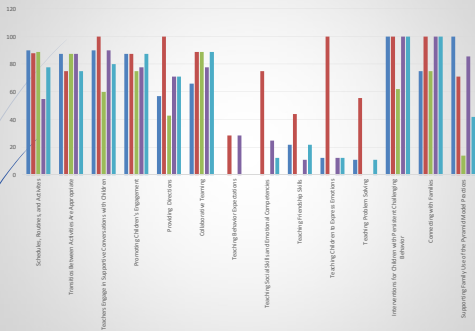
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TPOT DATA FROM SCHOOL DISTRICT A




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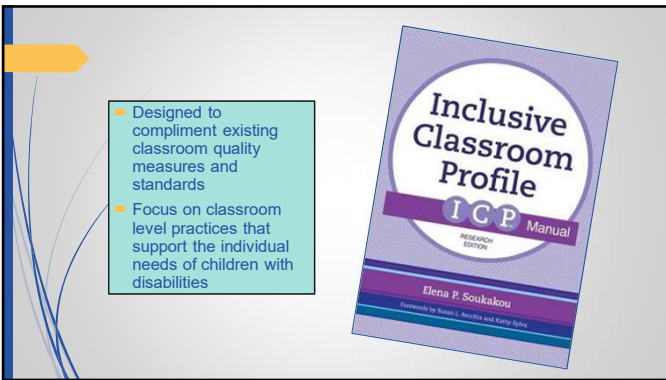
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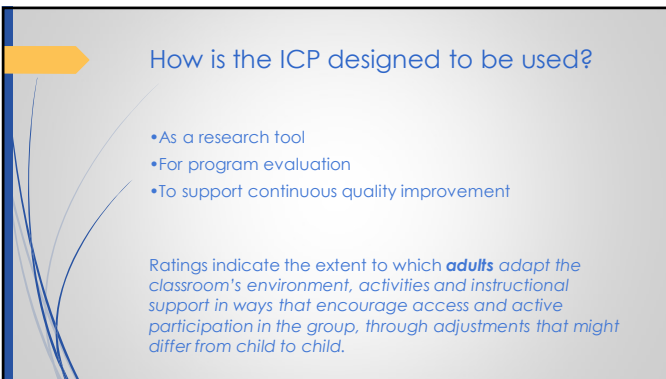
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## 12 Inclusive Practices

1. Adaptations of space and materials/equipment
2. Adult involvement in peer interactions
3. Adults' guidance of children's free choice activities and play
4. Conflict resolution
5. Membership
6. Relationships between adults and children
7. Support for communication
8. Adaptation of group activities
9. Transition between activities
10. Feedback
11. Family-professional partnerships
12. Monitoring children's learning

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## Sample Page – How the ICP is Organized

Practice

Indicators

1. Adaptations of Space, Materials, and Equipment (9)			
Indicator	1	2	3
1.1	1.1.1	1.1.2	1.1.3
1.2	1.2.1	1.2.2	1.2.3
1.3	1.3.1	1.3.2	1.3.3
1.4	1.4.1	1.4.2	1.4.3
1.5	1.5.1	1.5.2	1.5.3
1.6	1.6.1	1.6.2	1.6.3
1.7	1.7.1	1.7.2	1.7.3
1.8	1.8.1	1.8.2	1.8.3
1.9	1.9.1	1.9.2	1.9.3
1.10	1.10.1	1.10.2	1.10.3
1.11	1.11.1	1.11.2	1.11.3
1.12	1.12.1	1.12.2	1.12.3
1.13	1.13.1	1.13.2	1.13.3
1.14	1.14.1	1.14.2	1.14.3
1.15	1.15.1	1.15.2	1.15.3
1.16	1.16.1	1.16.2	1.16.3
1.17	1.17.1	1.17.2	1.17.3
1.18	1.18.1	1.18.2	1.18.3
1.19	1.19.1	1.19.2	1.19.3
1.20	1.20.1	1.20.2	1.20.3
1.21	1.21.1	1.21.2	1.21.3
1.22	1.22.1	1.22.2	1.22.3
1.23	1.23.1	1.23.2	1.23.3
1.24	1.24.1	1.24.2	1.24.3
1.25	1.25.1	1.25.2	1.25.3
1.26	1.26.1	1.26.2	1.26.3
1.27	1.27.1	1.27.2	1.27.3
1.28	1.28.1	1.28.2	1.28.3
1.29	1.29.1	1.29.2	1.29.3
1.30	1.30.1	1.30.2	1.30.3
1.31	1.31.1	1.31.2	1.31.3
1.32	1.32.1	1.32.2	1.32.3
1.33	1.33.1	1.33.2	1.33.3
1.34	1.34.1	1.34.2	1.34.3
1.35	1.35.1	1.35.2	1.35.3
1.36	1.36.1	1.36.2	1.36.3
1.37	1.37.1	1.37.2	1.37.3
1.38	1.38.1	1.38.2	1.38.3
1.39	1.39.1	1.39.2	1.39.3
1.40	1.40.1	1.40.2	1.40.3
1.41	1.41.1	1.41.2	1.41.3
1.42	1.42.1	1.42.2	1.42.3
1.43	1.43.1	1.43.2	1.43.3
1.44	1.44.1	1.44.2	1.44.3
1.45	1.45.1	1.45.2	1.45.3
1.46	1.46.1	1.46.2	1.46.3
1.47	1.47.1	1.47.2	1.47.3
1.48	1.48.1	1.48.2	1.48.3
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1.59	1.59.1	1.59.2	1.59.3
1.60	1.60.1	1.60.2	1.60.3
1.61	1.61.1	1.61.2	1.61.3
1.62	1.62.1	1.62.2	1.62.3
1.63	1.63.1	1.63.2	1.63.3
1.64	1.64.1	1.64.2	1.64.3
1.65	1.65.1	1.65.2	1.65.3
1.66	1.66.1	1.66.2	1.66.3
1.67	1.67.1	1.67.2	1.67.3
1.68	1.68.1	1.68.2	1.68.3
1.69	1.69.1	1.69.2	1.69.3
1.70	1.70.1	1.70.2	1.70.3
1.71	1.71.1	1.71.2	1.71.3
1.72	1.72.1	1.72.2	1.72.3
1.73	1.73.1	1.73.2	1.73.3
1.74	1.74.1	1.74.2	1.74.3
1.75	1.75.1	1.75.2	1.75.3
1.76	1.76.1	1.76.2	1.76.3
1.77	1.77.1	1.77.2	1.77.3
1.78	1.78.1	1.78.2	1.78.3
1.79	1.79.1	1.79.2	1.79.3
1.80	1.80.1	1.80.2	1.80.3
1.81	1.81.1	1.81.2	1.81.3
1.82	1.82.1	1.82.2	1.82.3
1.83	1.83.1	1.83.2	1.83.3
1.84	1.84.1	1.84.2	1.84.3
1.85	1.85.1	1.85.2	1.85.3
1.86	1.86.1	1.86.2	1.86.3
1.87	1.87.1	1.87.2	1.87.3
1.88	1.88.1	1.88.2	1.88.3
1.89	1.89.1	1.89.2	1.89.3
1.90	1.90.1	1.90.2	1.90.3
1.91	1.91.1	1.91.2	1.91.3
1.92	1.92.1	1.92.2	1.92.3
1.93	1.93.1	1.93.2	1.93.3
1.94	1.94.1	1.94.2	1.94.3
1.95	1.95.1	1.95.2	1.95.3
1.96	1.96.1	1.96.2	1.96.3
1.97	1.97.1	1.97.2	1.97.3
1.98	1.98.1	1.98.2	1.98.3
1.99	1.99.1	1.99.2	1.99.3
1.100	1.100.1	1.100.2	1.100.3

Examples

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## Inclusive Practices

- Occurrence
- Frequency
- Context
- Consistency
- Individualization




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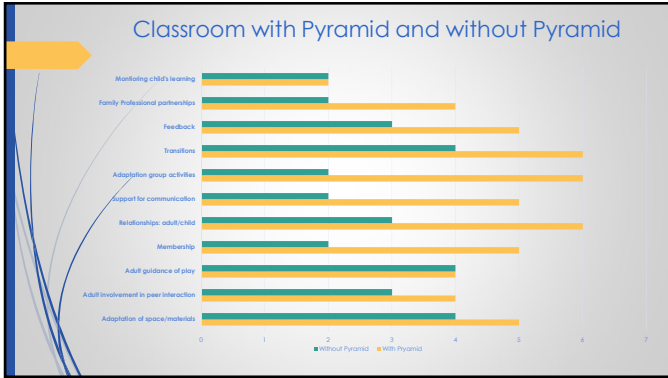
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- ### How are we using these tools now?
- Improvement Plans
  - Professional development goals
  - Professional Learning Communities
  - Team Reflection

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### Observation Tools and Items

- ECERS 30
- ECERS 31
- TPOT
- ICP 9. Transitions



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Draco's Transition



<https://www.youtube.com/watch?v=TMW3yuTPAR8>

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Discussion Questions

- What did you see in the video related to the tool and practices you are observing?
- How might you start a conversation with this teacher to reflect on the practices you observed? What opportunities for growth would you share? What areas of strength would you like the teacher to recognize?
- What might be some opportunities for program-wide professional development? How might you expand the strengths from this classroom to the whole program?

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Want to learn more about the ECERS 3?

- All STAR NET Regions offer ECERS 3 training in their Training Calendars: [www.starnet.org](http://www.starnet.org)
- Additional ECERS 3 trainings may be available through Early Childhood Professional Learning: [www.eclearningil.org](http://www.eclearningil.org)

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### Want to learn more about the TPOT?

- ▶ Participate in Pyramid training which is being offered throughout Illinois or use on-line learning options.
  - ▶ <https://registry.igateways.com/find-training>
  - ▶ [http://csefel.vanderbilt.edu/resources/training\\_modules.html](http://csefel.vanderbilt.edu/resources/training_modules.html)
- ▶ Consider using the TPOT indicators as a part of a PLC.
- ▶ Visit the *Illinois Pyramid Model Partnership*  
<https://www2.illinois.gov/sites/OECD/Pages/Pyramid-Model.aspx>

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### Want to learn more about the ICP?

- ▶ Visit [www.eclre.org/planning-tools/studentclassroom.aspx](http://www.eclre.org/planning-tools/studentclassroom.aspx)
  - ▶ Check out these events:
    - ▶ November 8, 9-3 in Arlington Heights with STARNET Region II
    - ▶ November 14, 9-3 in Jacksonville with STARNET Regions I & III
    - ▶ December 11, 9-3 in Chicago with STARNET Region V
- All the information is here  
[www.eclre.org/events.aspx](http://www.eclre.org/events.aspx)

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### Thank you!

- ▶ [www.eclre.org](http://www.eclre.org)
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