**FOUR STEPS FOR DATA-DRIVEN ANALYSIS – Teacher Self-Reflection:**

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| **What to Bring** | **TEACHER SHOULD COLLECT:** |
| * Individual and Classroom Early Childhood Observation Tool (ECOT) Reports
* Other pertinent data sets
* ECOT Essential Indicators
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| **1****Celebrate** | **Starters** |
| * Review your ECOT data carefully. “I see that (number/% of students) were at or above “First Steps for K” on [indicator(s) and/or domain(s)].”

***NOTES:*** * *Reminder: the BOY ECOT data does not necessarily reflect the instruction in your classroom, but instead the knowledge, skills, and behaviors that your students possess entering current school year.*
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| **2****Probe** | **Probing Analysis – Deep Dive on Key Indicators** |
| **OPENING PROBE: (review Classroom Summary Report and Essential Indicators)*** Narrow the focus to the domains/indicators that warrant deeper analysis or action planning:
* Dive in and look at \_\_\_. [prioritize domains/indicators that need further analysis or action planning]

***DOMAIN(S)/INDICATOR(S) FOCUS:***  |
| **START FROM THE END GOAL: (review Classroom Summary Report and Essential Indicators)*** Ask yourself: “What does mastery look like for each indicator?” Let’s review the student-level data.
* Ask yourself: “What did the students need to know or be able to do to perform at **‘First Steps for K’** (or performance level equivalent to assessment window)?”

***NOTES:***  |
| **IDENTIFY THE GAP IN STUDENT WORK: (review Classroom Summary Report and Essential Indicators)*** Look at student performance levels: what pattern do you see in the domain/indicator level performance?
* Ask yourself: “What are student knowledge, skills, or behaviors are missing?”
* Ask yourself: “What did the students need to know or be able to do to get to **‘First Steps for K’** (or performance level equivalent to assessment window)? How is this more than what they know or are able to do with you in class?”

***NOTES:***  |
| **STATE THE ANALYSIS:*** “One of the trends I noticed was \_\_\_. How does that impact student learning?”
* “I should/need to focus on…” or “The deeper conceptual misunderstanding is…”

***ANALYSIS:*** |
| **3****Plan & Practice** | **Plan & Practice – Improve/Create a Plan** |
| **PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)*** Think through what supporting students in developing the knowledge, skills, or behaviors in (Indicator) look like. What does that look like? What resources do you have at your disposal? Is this knowledge or skill best taught through routine, direct instruction, small group, or other?
* Think through what a lesson on \_\_\_ might look like. What other resources/supports do you have in teaching a lesson on (Indicator/behavior/knowledge/skill)? What does that look like?
* Ask yourself “How will you check for understanding and assess mastery?”
* Write down these new action steps and add them to your plan. **\*Put priority ECOT Indicator(s) in the action plan.\***

***ACTION PLAN:*** *Instruction:**Practice:**Assessment:***PRACTICE:*** Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment.
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| **4****Follow-up** | **Schedule Follow-Up** |
| * Embed plan into upcoming lessons.
* Schedule observation for leader/colleague to see plan in action. Establish how plan will be assessed.
* Schedule time to reflect on assessment data from action plan and create next action plan.
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| **Repeat steps 1-4 for major Domain/Indicator gaps.** |