**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 * ECOT Essential Indicators * Other pertinent data sets |
| **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:***  **I see that 100% of my students were at/above First Steps for K on 1.1. I also see that 11/13 students were at/above First Steps for K on Literacy indicators 7.3a and 7.4a.**   * *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.* |
| **2**  **Probe** | **Probing Analysis – Deep Dive on Key Indicators** |
| **OPENING PROBE: (review Classroom Summary Report)**   * 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:***  **I will focus on Numeracy Indicator 9.1 as 100% of my students performed below First Steps for K, and our team is kindergarten team has made numeracy a focus for this quarter.** |
| **START FROM THE END GOAL: (review Student Summary Reports)**   * 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:***  **In order to be in First Steps for K, students need to demonstrate 1-1 correspondence in counting 15 objects when arranged in a line, rectangular array, or a circle. I have 10 students in Accomplished for K that first need to be able to correctly demonstrate 1-1 correspondence in counting 10 objects in a line.** |
| **IDENTIFY THE GAP IN STUDENT WORK: (review Student Summary Reports)**   * 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:***  **I see that my students in Accomplished for 3s are still struggling to count objects with correct 1-1 correspondence. The majority of them can rote count to 10 (Indicator 9.3a), but are missing the 1-1 correspondence.** |
| **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:***  **I noticed that my students need to master 1-1 correspondence in order to progress in developing the skills necessary to succeed with later numeracy and mathematics development.** |
| **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:* **The skill of 1-1 correspondence will be best taught through whole group, direct instruction, with follow-up opportunities in small-group instruction. I will teach a lesson on 1-1 correspondence when counting object in a line. I will use manipulatives and math mats from my math curriculum, emphasizing that each object refers to a quantity one larger. I will start by making a connection to candy/treats, modeling incorrect counting, and then correct counting to ensure I get my fair share of the candy/treat.**  *Practice:* **Students will move from whole group instruction to small – group practice. Students will work in partners to grab a handful of manipulatives, arrange in a line, and then counting and checking the correct total. The two students in Making Progress for 4s having enrichment opportunities to re-organize their manipulatives in circles and rectangular arrays.**  *Assessment:* **Teacher will record observations of student independent practice by circulating through the table groups and recording results of counting 10-15 objects in a line.**  **PRACTICE:**   * Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment. |
| **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. |
| **Repeat steps 1-4 for major Domain/Indicator gaps.** | |

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|  |  |  | **Classroom Summary Report** | | | |  |  |  |  |  |
| **Teacher:** |  |  |  | **Students in Class: 13** | | | | **Window: BOY** | |  | **Date: 4/24/2017** |
|  |  | **Rubric Ratings** | | |  |  |  |  |  |  |  |
| **Indicators** | **# Obs**\* | **First Steps for 4s** | | **Making Progress for 4s** | | **Accomplished for 4s** | | **Making Progress for K** | **Accomplished for K** | | **Making Progress for Grade 1** |
| **Physical Development, Health, and Well Being** | | | | | | |  |  |  |  |  |
| **1.1: Coordination and Strength** | 13 | 0% (0 students) | | 0% (0 students) | | 31% (4 students) | | 69% (9 students)\*\* | 0% (0 students) | | 0% (0 students) |
|  |  |  |  |  |  | STUDENT NAMES | | STUDENT NAMES | | |  |
| **2.1a: Fine Motor Tools** | 13 | 15% (2 students) | | 0% (0 students) | | 38% (5 students)\*\* | | 46% (6 students) | 0% (0 students) | | 0% (0 students) |
|  |  |  |  |  |  | STUDENT NAMES | | STUDENT NAMES | | |  |
| **Literacy** |  |  |  |  |  |  |  |  |  |  |  |
| **5.2: Follows directions** | 13 | 15% (2 students) | | 8% (1 student) | | 46% (6 students)\*\* | | 31% (4 students) | 0% (0 students) | | 0% (0 students) |
| **5.3 Vocabulary** | 13 | 31% (4 students) | | 0% (0 students) | | 31% (4 students)\*\* | | 15% (2 students) | 23% (3 students) | | 0% (0 students) |
| **6.1: Conversational Ability** | 13 | 23% (3 students) | | 38% (5 students)\*\* | | 38% (5 students) | | 0% (0 students) | 0% (0 students) | | 0% (0 students) |
| **7.3a: Concepts of print** | 13 | 8% (1 student) | | 8% (1 student) | | 54% (7 students)\*\* | | 31% (4 students) | 0% (0 students) | | 0% (0 students) |
| **7.3b: Print meaning** | 13 | 31% (4 students) | | 8% (1 student) | | 15% (2 students)\*\* | | 31% (4 students) | 15% (2 students) | | 0% (0 students) |
| **7.4a: Rhyme** | 13 | 15% (2 students) | | 0% (0 students) | | 46% (6 students)\*\* | | 15% (2 students) | 23% (3 students) | | 0% (0 students) |
| **7.4b: Phonological awareness** | 13 | 46% (6 students)\*\* | | 38% (5 students)\*\* | | 15% (2 students) | | 0% (0 students) | 0% (0 students) | | 0% (0 students) |
| **7.5a: Letter naming** | 13 | 0% (0 students) | | 23% (3 students) | | 15% (2 students)\*\* | | 62% (8 students) | 0% (0 students) | | 0% (0 students) |
| **7.5b: Letter-sound correspondence** | 13 | 23% (3 students) | | 23% (3 students) | | 23% (3 students)\*\* | | 31% (4 students) | 0% (0 students) | | 0% (0 students) |
| **8.3: Writing** | 13 | 0% (0 students) | | 46% (6 students) | | 54% (7 students)\*\* | | 0% (0 students) | 0% (0 students) | | 0% (0 students) |
| **Mathematics** |  |  |  |  |  |  |  |  |  |  |  |
| **9.1: One-to-one correspondence** | 13 | 77% (10 students)\*\* | | 23% (3 students) | | 0% (0 students) | | 0% (0 students) | 0% (0 students) | | 0% (0 students) |
| **9.3a: Rote Counting** | 13 | 15% (2 students) | | 69% (9 students)\*\* | | 15% (2 students) | | 0% (0 students) | 0% (0 students) | | 0% (0 students) |
| **9.3b: Numerals** | 13 | 23% (3 students) | | 8% (1 student) | | 8% (1 student)\*\* | | 62% (8 students) | 0% (0 students) | | 0% (0 students) |
| **11.3: Measurement** | 13 | 23% (3 students) | | 23% (3 students) | | 31% (4 students)\*\* | | 23% (3 students) | 0% (0 students) | | 0% (0 students) |
| **12.1: Sorting** | 13 | 15% (2 students) | | 8% (1 student) | | 31% (4 students)\*\* | | 23% (3 students) | 23% (3 students) | | 0% (0 students) |
| **Scientific Conceptual Understandings** | | | | |  |  |  |  |  |  |  |
| **14.1: Investigations** | 13 | 0% (0 students) | | 46% (6 students) | | 38% (5 students)\*\* | | 15% (2 students) | 0% (0 students) | | 0% (0 students) |
| **16.1: Earth Science** | 13 | 0% (0 students) | | 62% (8 students)\*\* | | 38% (5 students) | | 0% (0 students) | 0% (0 students) | | 0% (0 students) |
| **Self, Family, and Community** | | | |  |  |  |  |  |  |  |  |
| **18.1: Self Control** | 13 | 8% (1 student) | | 31% (4 students) | | 46% (6 students)\*\* | | 15% (2 students) | 0% (0 students) | | 0% (0 students) |
| **19.1: Cares for Possessions** | 13 | 0% (0 students) | | 23% (3 students) | | 23% (3 students)\*\* | | 54% (7 students) | 0% (0 students) | | 0% (0 students) |
| **20.1: Cooperative play** | 13 | 0% (0 students) | | 31% (4 students) | | 38% (5 students)\*\* | | 31% (4 students) | 0% (0 students) | | 0% (0 students) |
| **20.2: Social Problem Solving** | 13 | 15% (2 students) | | 15% (2 students) | | 62% (8 students)\*\* | | 8% (1 student) | 0% (0 students) | | 0% (0 students) |
| **21.2: Guidance and Support** | 13 | 15% (2 students) | | 15% (2 students) | | 23% (3 students)\*\* | | 38% (5 students) | 8% (1 student) | | 0% (0 students) |
| **Approaches to Learning** | | | |  |  |  |  |  |  |  |  |
| **24.2: Independence** | 13 | 8% (1 student) | | 15% (2 students) | | 46% (6 students)\*\* | | 31% (4 students) | 0% (0 students) | | 0% (0 students) |
| **27.1: Focus** | 13 | 31% (4 students) | | 0% (0 students) | | 23% (3 students)\*\* | | 46% (6 students) | 0% (0 students) | | 0% (0 students) |
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