



New Mexico Early Childhood Observation Tool (ECOT)

SRCL Kick-Off Summit
08/30/2018

Expectations

1. Participate in discussion
2. Parking lot for questions
3. Please, keep side conversations to a minimum. Let's all work together
4. Take care of yourself regarding your comfort

Objectives

- To have all attendees be able to:
 - Understand how and why ECOT is administered;
 - Access the ECOT system;
 - Generate ECOT reports; and
 - Interpret ECOT data to improve systems and instruction to meet the needs of individual children.

The Preschool and Kindergarten Observation Tools

- Teachers will use a system of rubrics to obtain a well-rounded view of the whole child, addressing the following domains:
 - Physical Development, Health, and Well-Being
 - Literacy
 - Mathematics
 - Scientific Conceptual Understanding
 - Self, Family, and Community
 - Approaches to Learning

The purpose of these tools are to:

- **Preschool Observation Tool** – gather information on what children know and can do at the time of preschool entry and document growth over the preschool year(s);
- **KOT** - gather information on what children know and can do at the time of kindergarten entry;
- **assist teachers in data-driven instructional decision making at the child and classroom level;**
- identify individual children's needs and provide necessary supports to children and teachers;
- provide families with information about their children's learning and development; and
- inform education and care stakeholders.

Activity

What is AUTHENTIC Observational Assessment?

Observational Assessment

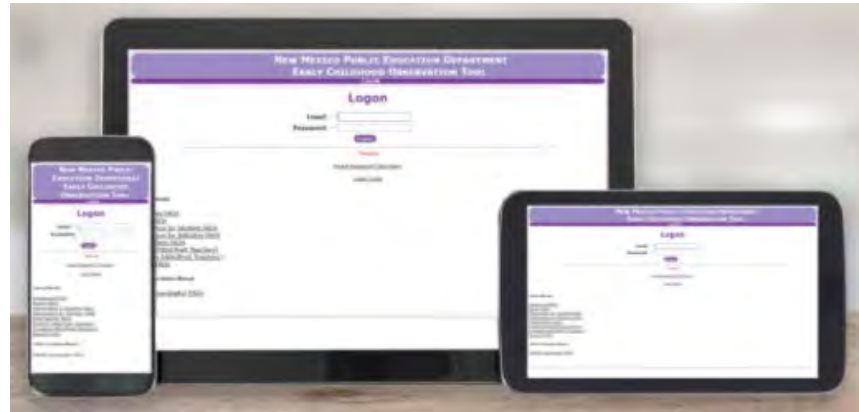
- What is observational assessment?
 - Observational assessment is authentic assessment.
 - An evaluation process that involves multiple forms of performance measurement reflecting the student's learning, achievement, motivation, and attitudes on instructionally-relevant tasks.
 - Authentic assessment asks students to perform real-world tasks that demonstrate specific skills and competencies (i.e., apply skills and knowledge learned).

Why Implement Authentic Assessment?

1. Better information for instructional planning
2. Assess the full range of essential student outcomes
3. Provides direct measures
4. Provides multiple paths for students to demonstrate knowledge
5. Constructive nature of learning
6. Integrates teaching, learning, & assessment

ECOT Functionality




- ECOT Features:
 - Operates on personal and professional Windows, Apple, and Android devices
 - Operates on all major web browsers
 - Interactivity – observation “on the fly”
 - Syncs data to database
 - Populated by STARS data (PED)
 - Secure login



The Observation Tools are...

- an authentic observational assessment;
- in alignment with the National Research Council's recommendations for assessing young children;
- a whole child assessment;
- designed to help teachers determine what students know upon kindergarten entry so that curriculum and instruction can be informed and improved; and
- a “bridge” between Preschool and grade 1.
- The PED feels this tool honors all the research-supported reasons we assess children at kindergarten entry and highlights the benefits of doing so.

The Observation Tools are NOT...

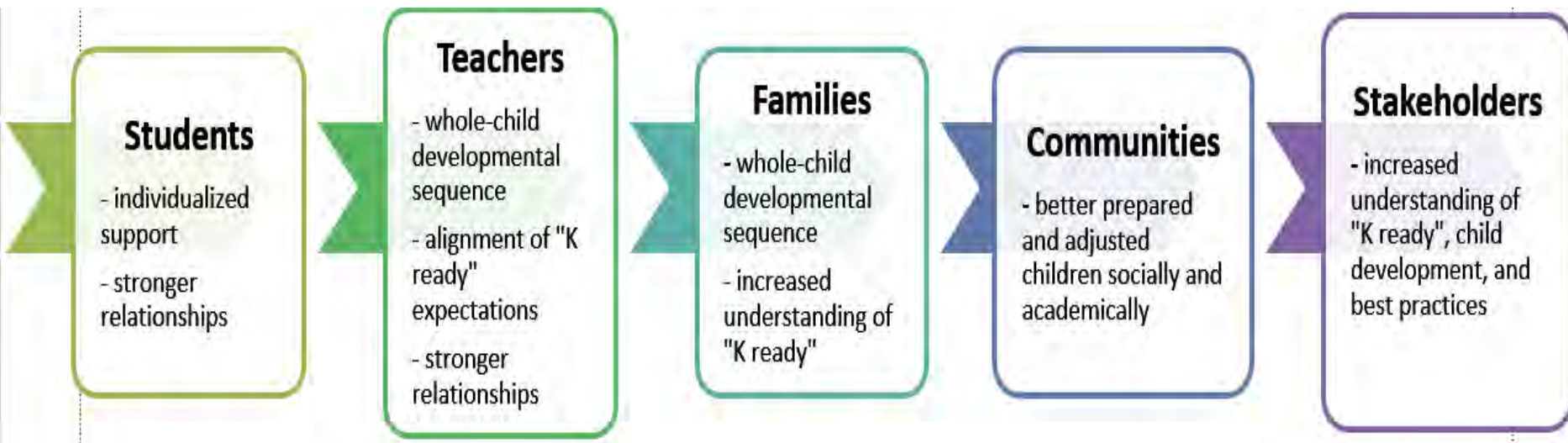
-  an evaluative measure for teacher competency;
-  used for “high stakes” decision making;
 - a measure to fund/defund programs;
 - a measure to deny access to kindergarten for any child;
-  a screening tool to identify students with special needs.

Recording Options

- The Preschool and Kindergarten Observation Tools give teachers the freedom to document observations in a number of ways:
 - Quick Look Recording Sheets
 - The ECOT
 - Teacher-created methods (e.g., index cards, notebooks, sticky notes)

			Making utterances with many vowels (e.g. "ma ma ma," "da da da,")	Engages in spontaneous vocal play (e.g. makes voice louder/softer, babbles).	Responds to rhythm and hums or sings familiar songs.	Imitates tempo and speed of sound (e.g. clapping hands fast/slow, speaking fast/slow).	With prompting and support, participates in stories, songs, or fingerplays with rhyming words.	Begins to recognize the number of words in sentences. Hears and shows awareness of syllables (word parts) in simple words.	Identify and separate syllables (word parts) in familiar words.	Count, pronounce, blend and segment syllables in spoken words. Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).	Identify and separate syllables in words and begin isolating initial sounds in spoken words. Repeats alliterative language (e.g., "cute cats can kiss," "Pepe pecas pica papas con un pico").	Verbally separate and blend onsets and rimes within single-syllable spoken words. Recognize initial and final sounds in spoken words.	Identify, isolate and pronounce the initial, final and medial sounds (phonemes) in 3-phoneme (not letters) spoken words. (e.g., consonant-vowel-consonant words).
First	Last	Obs.	Beginning (0-8 months)	Building (6-18 months)	Increasing (16-24 months)	Showing (24-36 months)	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)
Gracey	Badilla	0	○	○	○	○	○	○	○	○	○	○	○
Angelik	Mckellips	0	○	○	○	○	○	○	○	○	○	○	○

Moving Forward Together to Benefit:



New Mexico's Observation Documentation and Curriculum-Planning Process:



- Observe and Document
- Plan
- Implement
- Reflect (throughout)
- The Result: effective instructional practices positively impacting student achievement

Observation

- Key qualities of effective observation:
 - Make it a routine part of your day
 - Observations may be planned or spontaneous.
 - Use strategies that match your purpose.
 - Observe objectively

Reflection

- When reflecting remember that...
 - observations may have only occurred at one point in time, and
 - each individual has their own “filters” through which we observe and interpret.

Participation

Preschool

- NM PreK
- Title I
- Special Education
- Beginning in SY 2017-18, PED programs must use the Early Childhood Observation Tool (ECOT) to record observations and rubric ratings.

Kindergarten

- All K-3 Plus districts and charter schools will administer the KOT during K-3 Plus.
- KOT participants include 100% of all districts and charters in the state.
- State Rules for the full implementation of the KOT for the fall 2016.
 - 6.30.5.7 DEFINITIONS
 - 6.30.5.12 PROGRAM ELEMENT: ASSESSMENT

	Beginning of Year (BOY)	Middle of Year (MOY)	End of Year (EOY)
NM PreK and Title 1 Preschool	<p>BOY – Rubric ratings must be finalized in ECOT by the 30th instructional day from first day of child attendance (including portfolios)</p> <p>BOY data collection window opens July 1; Closes October 15.</p>	<p>MOY – Rubric ratings must be finalized in ECOT by the first Friday in February (February 1, 2019) (Portfolio forms for 900 hour programs only)</p> <p>MOY data collection window opens October 16</p>	<p>EOY – Rubric ratings must be finalized in ECOT within the last two weeks of the child's program (including portfolios)</p> <p>EOY data collection window opens February 2</p>
Special Education Preschool	<p>BOY – Rubric ratings must be finalized and ECO reporting (in STARS) completed using ECOT data by the 30th calendar day from the first day of child attendance</p> <p>Portfolio forms are due the 45th calendar day from first day of child attendance;</p> <p>BOY data collection window opens July 1 and closes October 15</p>	<p>MOY – Rubric ratings must be finalized in ECOT by the first Friday in February (February 1, 2019) (Portfolio forms for 900 hour programs only);</p> <p>MOY data collection window opens October 16</p>	<p>EOY – Rubric ratings must be finalized in ECOT within the last two weeks of the child's program (including portfolios)</p> <p>Complete ECO exit reporting in STARS using ECOT data for all children who have been in program for at least six months</p> <p>EOY data collection window opens February 2</p>
Kindergarten	<p>BOY – 25 instructional days of the K-3 Plus program OR the first 30 instructional days of the regular school year; final ratings must be submitted by October 15th</p>		

Preschool – NM PreK and Title 1

- NM Pre K and Title 1 preschool teachers and EAs must complete **three child observational assessments** and report data :
 - Within 30 **instructional** days of enrollment;
 - For Extended-Day (900-hour) programs, by the first Friday in February (includes portfolio forms);
 - For 450-hour PED programs only—by the first Friday in February (do not need to complete portfolio forms); and
 - Within two weeks prior to the last day of the child's attendance in the preschool program.

Preschool – Special Education

- Preschool special education teachers, in collaboration with related service providers, must complete **three child observational assessments** and report the data :
 - Within the first 30 **calendar** days that the child enters the program, conduct the first Preschool Observational Assessment for ECO reporting (entry);
 - In the portfolio forms before the 45th day;
 - For Extended-Day (900-hour) programs, by the first Friday in February (includes portfolio forms);
 - For 450-hour PED programs only—by the first Friday in February (do not need to complete portfolio forms); and
 - Within two weeks prior to the last day of the child’s attendance (exit) for the end of year assessment.
- After each designated reporting period, teachers must enter rubric ratings from completed NM Preschool Child Observational Assessments into the appropriate database.
- **Program and classroom staff must develop CQI goals based on child assessment results.**

K-3 Plus

- KOT K-3 Plus Implementation Window:
 - K-3 Plus teachers will have one week following the end of K-3 Plus program to submit final ratings.
 - If record is not complete due to absences, beginning of year teacher can complete the record.
 - Students who attend 20 out of the 25 K-3 Plus days should have a complete record of final ratings submitted by K-3 Plus teacher.

KOT is now ECOT

- KOT Full Implementation Windows:
 - The KOT/ECOT must be implemented within the first 30 **instructional** days.
 - Beginning of year teachers may not override K-3 Plus final ratings, but can enter final ratings for incomplete indicators.
 - Students who attend 24 out of 30 instructional days at the beginning of school year should have a complete record of final ratings submitted.
- **Final ratings must be submitted by October 15 of each year.**

Recording Observations

- Preschool and kindergarten observations should be conducted during the course of “normal” day to day instruction.
- Teachers will record observations or scores as they observe students, then using the rubric determine and record a score.
- Options for recording:
 - Quick Look Recording Sheets
 - Use the ECOT
 - Teacher-created resources

Criterion-Referenced

- Remember to score with the standard in mind.
- The Preschool and Kindergarten Observation Tools are criterion-referenced assessments.
- Criterion-referenced
 - Where an individual's performance is compared to a specific learning objective or performance standard and not to the performance of other students.

ECOT – Getting Started

- Requirements:
- Access granted by district-provided email
 - STARS Coordinators will be submitting district rosters
 - Users can login when they receive an email invite to site with their login and password
 - Users should login immediately upon receiving the email.
- Role determines level of access
- Pre-work:
- STARS Coordinators provide staff and student rosters.

ECOT Data Entry & Student Observations

- Introduction
- Login & password
- Home screen
- Editing rosters
- Entering scores & observations
- Final ratings
- Missing ratings

ECOT - Reporting

- Introduction
- When will reports be available?
- Types of available reports
- Generating reports
- Sample reports
- Interpreting results

Communicating Results

- The Family/Teacher Report can be a powerful resource for teachers to engage families in a meaningful discussion about their child's development and growth. (on tables)
- Celebrate the student's successes
 - Recognize the family's role in those successes.
 - Identify areas to work on
 - Make a plan TOGETHER

Navigate ECOT



Navigate to FOCUS

NM PED website

<https://webnew.ped.state.nm.us/>

Families: Early Learning
(click)



PROCEED





PreK & FOCUS Home

PED FOCUS Website

Training Registrations

ECOT Site

PreK Schools Searchable Map

PreK Schools

Resource Library ~

District/School Contacts

Special Education & Inclusion Resources

Early Learning Guidelines

Dual Language Resources

Family Engagement

Social & Emotional Development

Links

NMTEACH Preschool Teacher Evaluation Resources

Video Library

Contact Us

UNM CDD FOCUS Website

<https://prek.ped.state.nm.us/PreKHome>

Tabs on Left

ECOT Site

ECOT Navigation

ECOT Site

Early Childhood Observation Tool:
<https://ecot.ped.state.nm.us>



The screenshot shows the 'Logon' page of the ECOT system. It features a title 'Logon' in purple. Below the title, there are two input fields: 'Email:' with the value 'shelly@state.nm.us' and 'Password:' with masked characters. A purple 'Logon' button is positioned below the password field.

Logon

Email: - shelly@state.nm.us X

Password: - ••••••••

Logon



The screenshot shows the 'Reports' page of the ECOT system. It features a title 'Reports' in purple with a 'User Manual' link. Below the title, there is a 'PREK Reports' section with a dropdown menu showing 'District Summary Report'. A purple 'Run Report' button is positioned below the dropdown. At the bottom, there are two more dropdown menus: 'ALBUQUERQUE PUBLIC SCHOOLS' and 'MOY'.

Reports [User Manual](#)

PREK Reports District Summary Report

Run Report

ALBUQUERQUE PUBLIC SCHOOLS MOY

Communication & ECOT Data

- The ECOT provides data-based evidence of student performance.
- Essential to the process is the ability to explain to families what the data mean in lay person's terms
- There are many benefits to involving families.
- Topics for discussion:
 - ECOT results do not provide a complete picture.
 - Other areas that may be impacting performance

ECOT

<https://ecot.ped.state.nm.us/logon.aspx>

State BOY DATA 17-18



PreK State Summary Report

School Year: 2017-2018

Window: BOY

Date: 6/25/2018

***Programs: NMPREK IEP Status: Students without IEPs

		Rubric Ratings								
Indicator	District	Refer to ELG	First Steps for 3s	Making Progress for 3s	Accomplished for 3s/First Steps for 4s	Making Progress for 4s	Accomplished for 4s/First Steps for K	Making Progress for K	Accomplished For K/First Steps for Gr 1	
Literacy										
5.2: Follows Directions	State 4,110 Obs*	0 % - 2 Students	5 % - 190 Students	14 % - 578 Students	45 % - 1847 Students**	29 % - 1186 Students	6 % - 261 Students	1 % - 43 Students	0 % - 2 Students	
6.1: Conversational Abilities	State 4,104 Obs*	0 % - 5 Students	3 % - 115 Students	10 % - 397 Students	31 % - 1286 Students	42 % - 1718 Students**	13 % - 517 Students	1 % - 57 Students	0 % - 4 Students	
7.2: Reading Comprehension	State 4,097 Obs*	1 % - 38 Students	6 % - 265 Students	20 % - 807 Students	40 % - 1640 Students**	28 % - 1136 Students	5 % - 190 Students	0 % - 11 Students	0 % - 2 Students	
7.3a: Concepts of Print	State 4,087 Obs*	0 % - 15 Students	5 % - 221 Students	21 % - 840 Students	46 % - 1880 Students**	24 % - 987 Students	3 % - 127 Students	0 % - 14 Students	0 % - 0 Students	
7.3b: Print Meaning	State 4,110 Obs*	0 % - 9 Students	13 % - 553 Students	18 % - 725 Students	40 % - 1629 Students**	24 % - 989 Students	4 % - 180 Students	0 % - 19 Students	0 % - 0 Students	
7.4a: Rhyme	State 4,111 Obs*	0 % - 14 Students	12 % - 482 Students	25 % - 1035 Students	50 % - 2058 Students**	10 % - 409 Students	2 % - 90 Students	0 % - 12 Students	0 % - 1 Student	
7.4b: Phonological Awareness	State 4,107 Obs*	1 % - 30 Students	36 % - 1484 Students	28 % - 1137 Students**	29 % - 1179 Students	6 % - 245 Students	0 % - 20 Students	0 % - 3 Students	0 % - 0 Students	
7.5a: Letter Naming	State 4,109 Obs*	1 % - 28 Students	15 % - 623 Students	34 % - 1384 Students	29 % - 1176 Students**	18 % - 737 Students	3 % - 118 Students	1 % - 39 Students	0 % - 0 Students	
7.5b: Letter Sound	State 4,106 Obs*	1 % - 25 Students	6 % - 246 Students	42 % - 1739 Students	37 % - 1524 Students**	12 % - 502 Students	1 % - 55 Students	0 % - 8 Students	0 % - 1 Student	
8.3: Writing	State 4,106 Obs*	0 % - 15 Students	11 % - 456 Students	22 % - 917 Students	30 % - 1216 Students**	25 % - 1023 Students	11 % - 459 Students	0 % - 15 Students	0 % - 3 Students	

State EOY DATA 17-18



School Year: 2017-2018

Window: EOY

Date: 8/23/2018

PreK State Summary Report

***Programs: NMPREK IEP Status: Students without IEPs

		Rubric Ratings							
Indicator	District	Refer to ELG	First Steps for 3s	Making Progress for 3s	Accomplished 1st/2nd Steps for 4s	Making Progress for 4s	Accomplished 1st/2nd Steps for K	Making Progress for K	Accomplished For K/First Steps for Gr
Literacy									
5.2: Follows Directions	State 3,989 Obs*	0 % - 0 Students	0 % - 1 Student	0 % - 2 Students	2 % - 65 Students	10 % - 386 Students	42 % - 1657 Students**	37 % - 1486 Students	10 % - 389 Students
6.1: Conversational Ability	State 3,989 Obs*	0 % - 0 Students	0 % - 3 Students	0 % - 7 Students	1 % - 51 Students	9 % - 360 Students	39 % - 1535 Students	37 % - 1482 Students**	14 % - 547 Students
7.2: Reading Comprehension	State 3,981 Obs*	0 % - 0 Students	0 % - 2 Students	0 % - 8 Students	2 % - 82 Students	16 % - 656 Students	51 % - 2012 Students**	26 % - 1052 Students	4 % - 166 Studen
7.3a: Concepts of Print	State 3,986 Obs*	0 % - 0 Students	0 % - 3 Students	0 % - 10 Students	1 % - 59 Students	16 % - 648 Students	53 % - 2107 Students**	26 % - 1017 Students	4 % - 142 Studen
7.3b: Print Meaning	State 3,989 Obs*	0 % - 0 Students	0 % - 4 Students	0 % - 8 Students	2 % - 71 Students	15 % - 608 Students	48 % - 1904 Students**	29 % - 1165 Students	6 % - 227 Studen
7.4a: Rhyme	State 3,986 Obs*	0 % - 0 Students	0 % - 5 Students	0 % - 16 Students	6 % - 225 Students	21 % - 830 Students	39 % - 1564 Students**	26 % - 1018 Students	8 % - 322 Studen
7.4b: Phonological Awareness	State 3,988 Obs*	0 % - 1 Student	0 % - 18 Students	2 % - 74 Students	8 % - 333 Students	27 % - 1067 Students	46 % - 1842 Students**	14 % - 571 Students	2 % - 77 Student
7.5a: Letter Naming	State 3,989 Obs*	0 % - 0 Students	0 % - 7 Students	1 % - 50 Students	6 % - 250 Students	39 % - 1560 Students	26 % - 1044 Students**	24 % - 942 Students	3 % - 132 Studen
7.5b: Letter-Sound Correspondence	State 3,989 Obs*	0 % - 0 Students	0 % - 2 Students	1 % - 47 Students	6 % - 244 Students	28 % - 1097 Students	45 % - 1797 Students**	18 % - 713 Students	2 % - 84 Student
8.3: Writing	State 3,987 Obs*	0 % - 0 Students	0 % - 7 Students	1 % - 29 Students	3 % - 130 Students	18 % - 707 Students	55 % - 2192 Students**	21 % - 841 Students	2 % - 80 Student



Kinder State Summary Report For Kindergarten Students Assigned to Teacher

School Year: 2018-2019

Window: BOY

***Programs: K3-Plus Snapshot: 2018-09-01 IEP: Students without IEPs

Date: 8/23/2018

		Rubric Ratings					
Indicator	District	First Steps for 4s	Making Progress for 4s	Accomplished for 4s	Making Progress for K	Accomplished for K	Making Progress for Grade 1
Literacy							
5.2: Follows Directions	State 281 Obs*	11 % - 30 Students	18 % - 50 Students	39 % - 109 Students**	25 % - 69 Students	7 % - 21 Students	1 % - 2 Students
5.3: Vocabulary	State 281 Obs*	9 % - 26 Students	30 % - 85 Students	38 % - 107 Students**	19 % - 53 Students	3 % - 9 Students	0 % - 1 Student
6.1: Conversational Ability	State 281 Obs*	10 % - 29 Students	27 % - 75 Students	31 % - 86 Students**	22 % - 63 Students	9 % - 25 Students	1 % - 3 Students
7.3a: Concepts of Print	State 281 Obs*	14 % - 40 Students	36 % - 100 Students	35 % - 97 Students**	10 % - 28 Students	5 % - 14 Students	1 % - 2 Students
7.3b: Print Meaning	State 277 Obs*	18 % - 51 Students	24 % - 67 Students	39 % - 109 Students**	12 % - 33 Students	5 % - 15 Students	1 % - 2 Students
7.4a: Rhyme	State 279 Obs*	35 % - 98 Students	28 % - 79 Students**	17 % - 48 Students	16 % - 46 Students	3 % - 7 Students	0 % - 1 Student
7.4b: Phonological Awareness	State 281 Obs*	48 % - 134 Students	31 % - 86 Students**	10 % - 27 Students	9 % - 24 Students	3 % - 9 Students	0 % - 1 Student
7.5a: Letter Naming	State 281 Obs*	19 % - 52 Students	39 % - 110 Students	19 % - 54 Students**	17 % - 47 Students	6 % - 16 Students	1 % - 2 Students
7.5b: Letter-Sound Correspondence	State 279 Obs*	35 % - 98 Students	32 % - 90 Students**	21 % - 59 Students	4 % - 12 Students	6 % - 18 Students	1 % - 2 Students
8.3: Writing	State 281 Obs*	28 % - 78 Students	33 % - 94 Students**	28 % - 79 Students	7 % - 21 Students	3 % - 9 Students	0 % - 0 Students



PreK School Summary Report

Window: MOY Date: 4/12/2018

***Programs: NMPREK IEP Status: All Students

		Rubric Ratings							
Indicator	Teacher	Refer to ELG	First Steps for 3s	Making Progress for 3s	Accomplished for 3s/First Steps for 4s	Making Progress for 4s	Accomplished for 4s/First Steps for K	Making Progress for K	Accomplished For K/First Steps for Gr 1
Literacy									
7.2: Reading Comprehension	School 35 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	3 % - 1 Student	77 % - 27 Students**	17 % - 6 Students	3 % - 1 Student	0 % - 0 Students
7.3a: Concepts of Print	School 35 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	3 % - 1 Student	66 % - 23 Students**	26 % - 9 Students	6 % - 2 Students	0 % - 0 Students
7.3b: Print Meaning	School 35 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	3 % - 1 Student	57 % - 20 Students**	40 % - 14 Students	0 % - 0 Students	0 % - 0 Students
7.4a: Rhyme	School 34 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	9 % - 3 Students	62 % - 21 Students**	29 % - 10 Students	0 % - 0 Students	0 % - 0 Students
7.4b: Phonological Awareness	School 35 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	69 % - 24 Students**	31 % - 11 Students	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students
7.5a: Letter Naming	School 35 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	34 % - 12 Students	66 % - 23 Students**	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students
7.5b: Letter-Sound Correspondence	School 35 Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	69 % - 24 Students**	17 % - 6 Students	14 % - 5 Students	0 % - 0 Students	0 % - 0 Students

Rubric Ratings							
District	Refer to ELG	First Steps for 3s	Making Progress for 3s	Accomplished for 3s/First Steps for 4s	Making Progress for 4s	Accomplished for 4s/First Steps for K	Making Progress for K
School Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	3 % - 1 Student	57 % - 20 Students**	40 % - 14 Students	0 % - 0 Students
School Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	9 % - 3 Students	62 % - 21 Students**	29 % - 10 Students	0 % - 0 Students
School Obs*	0 % - 0 Students	0 % - 0 Students	0 % - 0 Students	69 % - 24 Students**	31 % - 11 Students	0 % - 0 Students	0 % - 0 Students

3-Year-Old Rubric			4-Year-Old Rubric		Kindergarten (5-Year-Old Rubric)	
For 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)

ELG Rubric Text 7.4b						
the spoken words, or	<p>Begins to recognize the number of words in sentences.</p> <p>Hears and shows awareness of syllables (word parts) in simple words.</p>	Identify and separate syllables (word parts) in familiar words.	Count, pronounce, blend and segment syllables in spoken words. Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).	Identify and separate syllables in words and begin isolating initial sounds in spoken words. Repeats alliterative language (e.g., "cute cats can kiss," "Pepe pecas pica papas con un pico").	Verbally separate and blend onsets and rimes within single-syllable spoken words. Recognize initial and final sounds in spoken words.	Identify, isolate and pronounce the initial, final and medial sounds (phonemes) in 3-phoneme (not 2-phoneme) spoken words. (e.g., consonant-vowel-consonant words)

The Four-Step Data Driven Analysis Self Reflection



Preparing for ECOT Analysis

- Gather:
 - Individual and Classroom Early Childhood Observation Tool (ECOT) Reports
 - Other pertinent data sets
 - ECOT Essential Indicators



Step 1: Praise/Celebrate

1 Celebrate	Starters
	<ul style="list-style-type: none"><li data-bbox="401 654 1761 739">○ Review your ECOT data carefully. "I see that <u>(number/% of students)</u> were at or above "First Steps for K" on <u>indicator(s) and/or domain(s)</u>." <p data-bbox="401 746 523 782"><u>NOTES:</u></p> <ul style="list-style-type: none"><li data-bbox="401 882 1761 996">○ <i>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.</i>

Step 2: Probe

2 Probe	Probing Analysis – Deep Dive on Key Indicators
	<p>OPENING PROBE: (review <u>Classroom Summary Report</u>)</p> <ul style="list-style-type: none"> • Narrow the focus to the domains/indicators that warrant deeper analysis or action planning: <ul style="list-style-type: none"> ○ Dive in and look at _____. [prioritize domains/indicators that need further analysis or action planning] <p><u>DOMAIN(S)/INDICATOR(S) FOCUS:</u></p> <p>START FROM THE END GOAL: (review <u>Student Summary Reports</u>)</p> <ul style="list-style-type: none"> • 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)?” <p><u>NOTES:</u></p>

Step 2: Probe (cont.)

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:

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:

Step 3: Plan and Practice

3	Plan & Practice – Improve/Create a Plan
Plan & Practice	<p>PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)</p> <ul style="list-style-type: none">• Think through what supporting students in developing the knowledge, skills, or behaviors in <u>(Indicator)</u> 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 <u>(Indicator/behavior/knowledge/skill)</u>? 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.* <p><u>ACTION PLAN:</u></p> <p><u>Instruction:</u></p> <p><u>Practice:</u></p> <p><u>Assessment:</u></p> <p><u>PRACTICE:</u></p> <ul style="list-style-type: none">• Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment.



Step 4: Follow-up

4	Schedule Follow-Up
Follow-up	<ul style="list-style-type: none">• 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.	

NMPepper vs. ECOT Activity

NMPepper Online Training for ECOT

Create an account
with NMPepper
bit.ly/nmpepper

NMPepper will send
you an
acknowledgment
Email.

View the training

Print Your
Certificate

ECOT Observational Assessments

STARS Coordinator
must associate
teacher email with
roster first.

ECOT uploads from
STARS everynight.

Auto-Email is sent
to you with
ID/Passwords

Login with new
ID/Password from
ECOT

Start Assessing

3Y in Title 1, SPED, or District Head Start

BOY



Ind. Obs.	Young Infants	Mobile Infants	Young Toddlers	Older Toddlers	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Exempt	Reason	Notes	No Rating	Date (MM/DD/YYYY)
1.1 4	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Select		*	
1.2 4	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Select		*	

MOY



Ind. Obs.	Young Infants	Mobile Infants	Young Toddlers	Older Toddlers	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Exempt	Reason	Notes	No Rating	Date (MM/DD/YYYY)
1.1 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Select		*	
1.2 1	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Select		*	
2.1a 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Select		*	

EOY



Ind. Obs.	Young Infants	Mobile Infants	Young Toddlers	Older Toddlers	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Exempt	Reason	Notes	No Rating	Date (MM/DD/YYYY)
1.1 0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Select		*	
1.2 0	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Select		*	
2.1a 0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Select		*	
2.1b 0	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	Select		*	

Fours in NM PreK, Title 1, Special Education, District Head Start

BOY



Ind.	Obs.	Young Infants	Mobile Infants	Young Toddlers	Older Toddlers	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	Exempt	Reason	Notes	No Rating	Date (MM/DD/YYYY)
1.1	2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	-Select-		*	
1.2	2	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	-Select-		*	
2.1a	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	-Select-		*	

MOY



Ind.	Obs.	Young Infants	Mobile Infants	Young Toddlers	Older Toddlers	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	Exempt	Reason	Notes	No Rating	Date (MM/DD/YYYY)
1.1	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	-Select-		*	
1.2	0	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	-Select-		*	
2.1a	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	-Select-		*	

EOY



Ind.	Obs.	Young Infants	Mobile Infants	Young Toddlers	Older Toddlers	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	Making Progress for K	Accomplished for K (First Steps for Grade 1)	Making Progress for Grade 1	Exempt	Reason	Notes	No Rating	Date (MM/DD/YYYY)
1.1	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	-Select-		*	
1.2	0	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	-Select-		*	
2.1a	0	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	-Select-		*	

Next Steps & Support

- PED contact:
 - General ECOT and policy support
 - Regina Timms—
Kindergarten Observation
Tool Coordinator
 - Regina.Timms@state.nm.us
 - General ECOT and PreK support
 - Brenda Kofahl – PreK
Program Manager
 - Brenda.kofahl@state.nm.us
 - 505-827-6627
- ECOT Application, data system,
reporting system, and
miscellaneous technology support
 - ECOT Help Desk
 - PED-ECOTHelpDesk@state.nm.us
- Roster Questions/Concerns
 - Please contact your local STARS
Coordinator first.