# Four Steps for Data-Driven Analysis Requirements

To complete the four steps for data-driven analysis teachers should collect:

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

# Step 1 Celebrate

To Begin your four steps for data-driven analysis.

[ ]  Review your ECOT data (Classroom Summary Report) carefully. “I see that (number/% of students) were at or above **‘Making Progress for 4s’** on [indicator(s) and/or domain(s)].”

# Step 2 Probe & Analysis

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]

[ ]  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 **‘Making Progress for 4s’** (or ‘Accomplished for 4s’ if setting learning target for end of year)?”

Identify the Gaps:

[ ]  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 **‘Making Progress for 4s’** (or performance level equivalent to your desired outcomes)? How is this more than what they know or are able to do with you in class?”

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 \_\_\_.”

# Step 3 Plan & Practice

Create a Plan to support child outcomes by putting it into practice.

[ ] 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.\***

[ ]  Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment.

# Step 4 Schedule Follow-Up

Schedule a focused observation and self-reflect on action plan.

[ ]  Embed plan into upcoming lessons.

[ ]  Schedule observation for leader/coach 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.