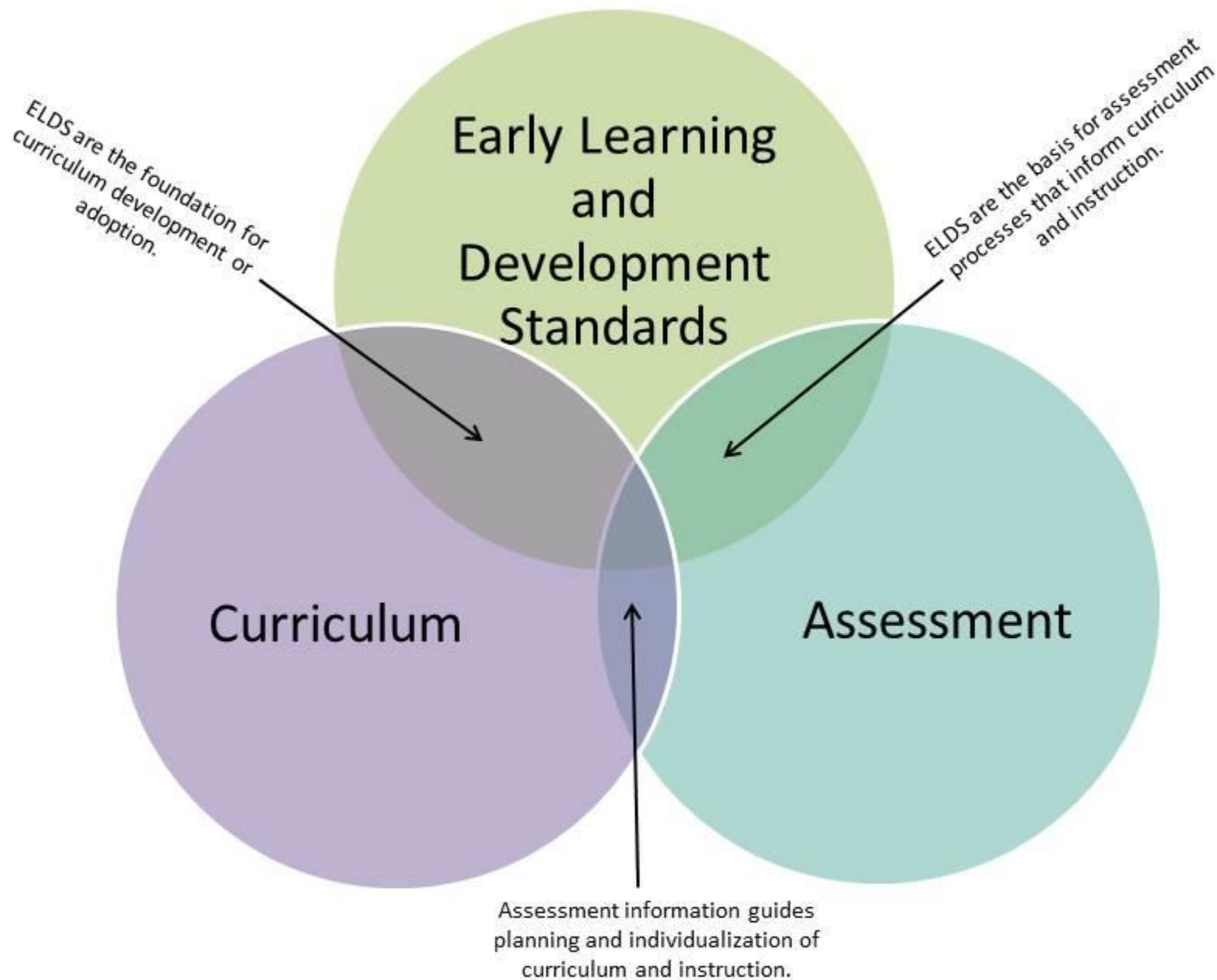


# CT ELDS and Formative Assessment

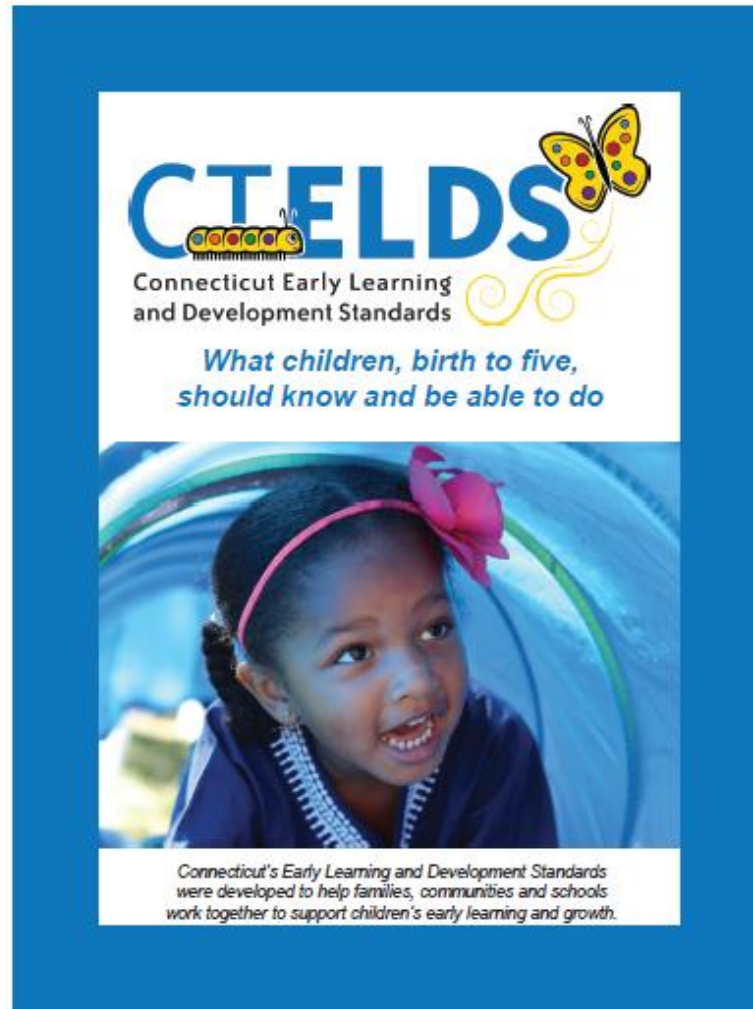


Alliance District PK-3 Convening  
May 18, 2013





Early  
Learning and  
Development  
Standards



# Promoting Horizontal and Vertical Alignment

**B-5  
Standards**



**K-12  
Standards**

# CT ELDS Alignment to CT CORE Standards

- The CT ELDS are well aligned to:
  - CCSS for English Language Arts and Literacy
  - CCSS for Mathematics
  - Social Studies Framework
  - Next Generation Science Standards,
  - Components of Social, Emotional and Intellectual Habits K-3

The alignment to most of these standards are available in crosswalk documents.



# The CT ELDS are an important tool for supporting entering Kindergarten students

- The kindergarten CT Core Standards are end-of-year goals
- Not all children enter kindergarten with the same skills, knowledge or experiences
- To effectively support children one must understand the necessary foundational skills

## Appendix D: Early Learning and Development Standards to Common Core State Standards Alignment — English Language Arts

Language and Literacy Early Learning and Development Standards			Common Core State Standards in English Language Arts
	3 to 4 years	4 to 5 years	Kindergarten
<b>Strand: Book Appreciation and Knowledge</b>			
Show interest and engage with books	L.48.12 Select fiction and non-fiction books to be read and attend with interest	L.60.10 Independently choose to 'read' books and select a variety of texts, including fiction and nonfiction	CC.K.R.F.4 Read emergent-reader texts with purpose and understanding. CC.K.R.I.10 Actively engage in group reading activities with purpose and understanding. CC.K.R.L.10 Actively engage in group activities with purpose and understanding.
Understands stories or information	L.48.12 Demonstrate comprehension of through retelling with use of pictures and props, acting out main events or share information learned from nonfiction text	L.60.9 With prompting and support, retell familiar stories, including story elements (e.g. setting, characters, events) and/or shares key details from informational text	CC.K.R.I.1 With prompting and support, ask and answer questions about key details in a text. CC.K.R.I.2 With prompting and support, identify the main topic and retell key details of a text. CC.K.R.L.1 With prompting and support, ask and answer questions about key details in a text. CC.K.R.L.2 With prompting and support, retell familiar stories, including key details. CC.K.R.L.3 With prompting and support, identify characters, setting and major events in a story.

Connecticut Early Learning and Development Standards (CT ELDS)			Next Generation Science Standards (NGSS)-Kindergarten			Notes about the progression from preschool to kindergarten	Notes about alignment to other aspects of CT ELDS
Strand and Learning Progression	3 to 4 year Indicator	4 to 5 year Indicator	Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		
Strand A: Apply Scientific Practices Questioning and Defining Problems	S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships	S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't allowed to stand on the chairs.")	<ul style="list-style-type: none"> <li>Asking Questions and Defining Problems</li> <li>Planning and carrying out investigations</li> </ul>	This practice is applied across all DCI.	<p><b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	Shift in patterns  DCI as a basis for using these practices	<p><b>Cognition</b></p> <ul style="list-style-type: none"> <li>Strand A (Approaches to Learning)</li> <li>Strand B (Logic and Reasoning)</li> <li>Strand C (Choosing and planning, cognitive flexibility)</li> </ul> <p>Essential Dispositions</p>
					<p><b>Cause and effect:</b> Events have causes that generate observable patterns.</p>		
Investigating	S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials	S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships	<ul style="list-style-type: none"> <li>Analyzing and interpreting data</li> <li>Obtaining, evaluating, and communicating information</li> </ul>	This practice is applied across all DCI.	<p><b>Cause and effect:</b> Events have causes that generate observable patterns.</p>		<p>Strand B Essential Dispositions</p> <p>Strand C (Choosing and planning, cognitive flexibility)</p>
		S.60.3 Gather data by drawing, counting or otherwise documenting observations					
Using Evidence	S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.")	S.60.4 Give evidence from observations or investigations	<ul style="list-style-type: none"> <li>Analyzing and interpreting data</li> <li>Constructing explanations (for science) and designing solutions (for engineering)</li> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating and communicating evidence</li> </ul>	This practice is applied across all DCI.	<p><b>Patterns:</b> Patterns in the natural and human designed world can be observed and used as evidence.</p>	Mathematics as an emerging tool for gathering and analyzing data	<p>Strand B and choosing and planning and cognitive flexibility</p> <p>Mathematics Strand C: Data and Measurement (data and sorting and classifying)</p> <p>Critical Thinker</p>
		S.60.5 Begin to distinguish evidence from opinion			<p><b>Cause and effect:</b> Events have causes that generate observable patterns.</p>		



Connecticut Early Learning and Development Standards to Connecticut Elementary and Secondary Social Studies Framework

Chart 1: Alignment of CT ELDS Social Studies Domain to CT Social Studies Frameworks for Kindergarten

CT ELDS Learning Progression	CT ELDS: 3 to 4 Years	CT ELDS: 4 to 5 years	CT Social Studies Frameworks: Kindergarten
<b>Strand A: Understand self, family and a diverse community</b>			
Individual Development and Identity	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	No direct alignment exists between individual standards in Strand A, however; children’s beginning understanding of their own and others’ identity, family and culture provide them with the necessary foundations to embark on the learning in the area of social studies.
	SS.48.2 Demonstrate an understanding of self as part of a family		
Culture	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	
Power, Authority and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	<p>CIV.K.1 Describe roles and responsibilities of people in authority (local/state/national e.g. judge, mayor, governor, police).</p> <p>CIV.K.3 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</p>

# Curriculum

The image shows the cover of a report from the Connecticut Office of Early Childhood. The title is 'Supporting All Children Using the Connecticut Early Learning and Development Standards: Building Meaningful Curriculum'. The cover features a central diagram with 'Curriculum' at the center, described as 'Intentional', 'Responsive', and 'Reflective'. This central text is surrounded by six colored boxes: 'CT Early Learning and Development Standards' (red), 'Family Engagement' (green), 'Supportive Interactions' (purple), 'Ongoing Assessment' (blue), 'Environment, Materials and Scheduling' (orange), and 'Learning Experiences' (dark blue). The Connecticut Office of Early Childhood logo is in the top left, and the CT ELDS logo is in the top right.

Connecticut Office of Early Childhood

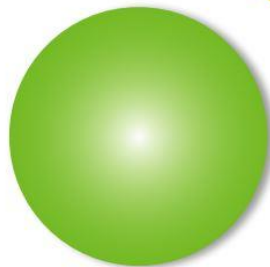
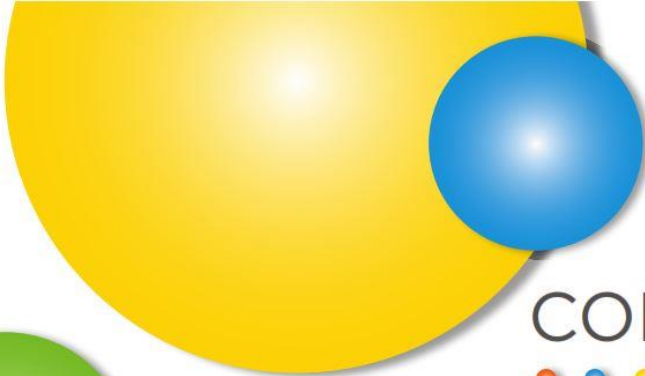
## Supporting All Children Using the Connecticut Early Learning and Development Standards: Building Meaningful Curriculum

CT ELDS  
Connecticut Early Learning and Development Standards

**Curriculum**  
*Intentional  
Responsive  
Reflective*

- CT Early Learning and Development Standards
- Family Engagement
- Supportive Interactions
- Ongoing Assessment
- Environment, Materials and Scheduling
- Learning Experiences

Assessment



# CONNECTICUT



## Documentation and Observation for Teaching System



2017



# 2018 Roll Out

- Summer 2018
  - Pilot Training of Trainers through partnership with RESCs
- Fall 2018
  - CT DOTS Observation Progression Books, User's Manuals, and Flip Charts available
  - Trainings rolled out
    - 2 half-day trainings for providers
    - Administrator session
    - Additional training-of trainers



Connecticut Documentation and Observation for Teaching System

## PURPOSE

The Connecticut Documentation and Observation for Teaching System (CT DOTS) is a framework to guide early care and education providers in a process of monitoring children's progress on the skills, abilities and behaviors in the Connecticut Early Learning and Development Standards (CT ELDS). CT DOTS supports early care and education providers to observe children in naturally occurring situations and to plan engaging experiences that allow for more intentional observations. CT DOTS also provides a structure for providers to partner with families in sharing information about individual children.



# Used in conjunction with the CT ELDS, CT DOTS is a foundation for:

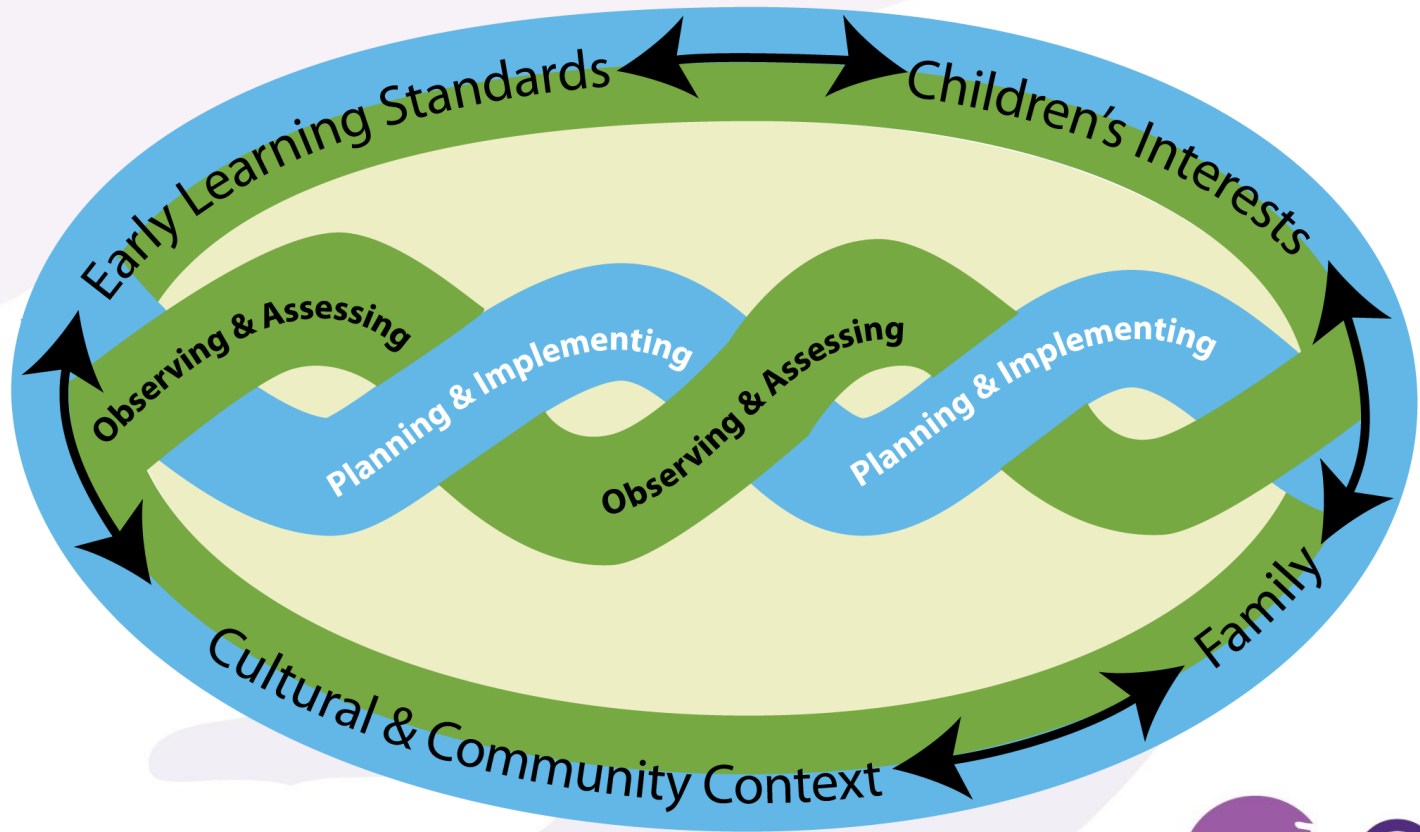
- Gathering data about children's skills, abilities and behaviors,
- Planning additional supports (e.g., curriculum, instruction, professional development, family activities, adult support),
- Summarizing evidence of children's progress, and
- Communicating around common goals.



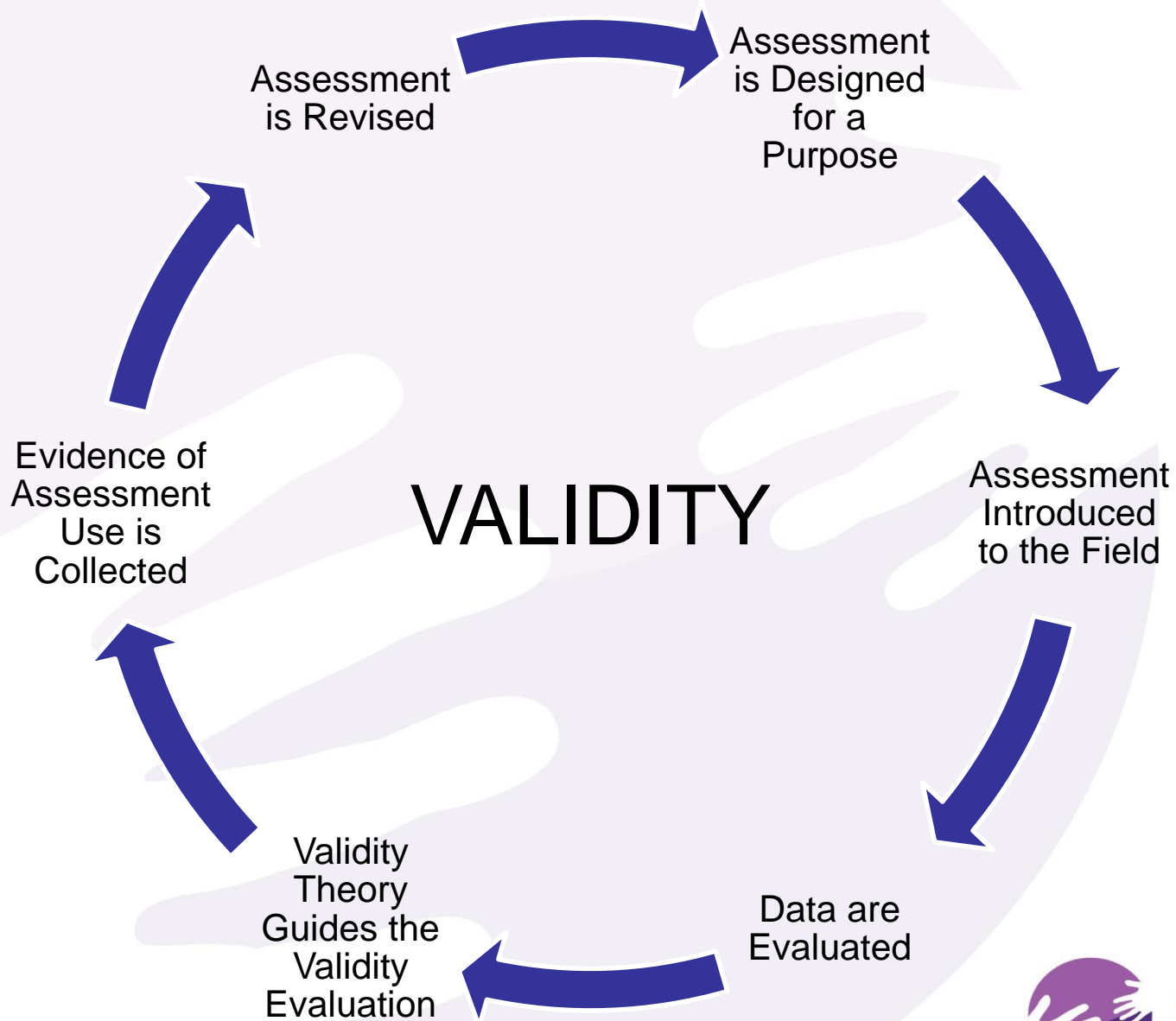
# CT DOTS should NOT be used for the following purposes:

- To evaluate program or educator effectiveness
- As a developmental screening tool
- To determine the need for additional services (beyond planning instructional supports to be offered as a part of an existing early care and education program).

# CT DOTS is Designed to be Used in a Cycle of Intentional Teaching







	0-3 months <i>17 Progressions</i>	3-6 months <i>17 Progressions</i>	6-9 months <i>17 Progressions</i>	6-12 Months <i>17 Progressions</i>	12-18 Months <i>20 Progressions</i>	18-24 Months <i>23 Progressions</i>	24-36 months <i>25 Progressions</i>	3 to 4 years <i>27 Progressions</i>	4 to 5 years <i>27 Progressions</i>	
Cognition	Cognitive Flexibility									
	Initiative/Motivation									
	Engagement in Learning									
	Logic and Reasoning									
							Symbolic Representation			
Social and Emotional Development	Regulation									
	Emotional Expression									
	Sense of Self									
	Relationships with Adults									
	Relationships with Peers									
Physical Health and Development	Gross Motor									
	Fine Motor									
	Self-Help									
	Physical Health									
Language and Literacy	Receptive Language									
	Expressive Language									
	Literacy									
								Print Concepts		
								Phonological Awareness		
								Drawing and Writing		
Creative Arts	Appreciation and Engagement in the Arts									
Mathematics						Counting and Cardinality				
						Number Operations				
						Measurement				
						Geometry				
Science						Scientific Practices				
Soc. Studies								Social Studies		

# CT ELDS for Curriculum and Instructional Planning

## Science

- Unity and Diversity of Life
- Living Things and Their Interactions with the Environment and Each Other
- Energy, Force and Motion
- Matter and It's Properties
- Earth's Features and the Effects of Weather and Water
- Earth and Human Activity

## Social Studies

- Power, Authority and Governance
- People, Places and Environments
- Civic Ideals and Practices
- Individuals, Groups and Institutions
- Science Technology and Society



# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Regulation

AGE BANDS	0 – 3 months	0 – 6 months	6 – 9 months	6 – 12 months	12 – 18 months
<b>DESCRIPTION</b>	Under Development	<b>Shows shifts in emotional and physiological state during exchanges with nurturing primary caregivers</b>	Under Development	<b>Relies on relationship with familiar caregivers and consistent routines to adapt to changing situations</b>	<b>Follows familiar routines and uses support from familiar adults to regulate</b>
<b>EXAMPLES</b>	Under Development	<p>Responds with calm or relaxed state when needs (e.g., hunger, warmth or presence of caregiver) are met</p> <p>Responds to adult comfort and soothing by restoring to a calm state after distress</p> <p>Interacts with primary caregivers and intentionally seeks comfort or support from them</p> <p>Responds differently or seeks adult comfort when typical routine is altered</p>	Under Development	<p>Seeks engagement with familiar caregivers for regulation (e.g., reaches out to adult for comfort after being scared)</p> <p>Anticipates what will happen next during a familiar routine (e.g., starts to tug at bib after done with eating)</p> <p>Entertains self for brief periods of time</p> <p>Uses blanket, thumb or snuggles with adults to soothe self or fall asleep</p>	<p>Tolerates brief wait time in familiar and comfortable contexts</p> <p>Uses self-soothing techniques and support from familiar adults in new situations</p> <p>Anticipates next steps in familiar routine but adjusts to minor changes in routine (e.g., having to wait briefly)</p> <p>Uses emerging language and physical actions to get what he/she wants/needs</p>
<p><i>Note that the development of regulation is not continuous and is highly dependent upon the context and environment, including the consistency and connectedness of caregivers in a nurturing and developmentally sensitive environment. Observations of self-regulation should occur over time and reflect general skills and abilities. It is expected that most children will have instances when they are not able to use their skills based upon the availability of support from primary caregivers or due to feeling overwhelmed, sick, tired, etc.</i></p>					
<b>NATURALISTIC OBSERVATION</b>	Under Development	<p>Observe child during daily routines and transitions. Times when child is hungry, wet or tired are opportunities to observe for regulation. Observe how child responds to primary caregiver's offers of support. Notice if child can stay by self for short periods of time. Notice if child anticipates what will happen next during familiar daily routines and transitions. Observe child's response to changes in caregiver.</p>	Under Development	<p>During daily routines and transitions, note if child anticipates what will happen next. Observe how child reacts to changes in routine, to being upset by physical needs, to changes in familiar caregiver or to unanticipated events (e.g., falling). Observe for child entertaining self for brief periods of time. Notice when child intentionally seeks comfort or support from familiar adults.</p>	<p>During daily routines and transitions, observe child's response to pleasant and unpleasant events. Observe child in presence of familiar adult(s) and notice interactions during situations that might distress child somewhat. Notice response to the need to wait during familiar and unfamiliar situations. If initial distress is noted, observe response to support provided by familiar adult.</p>
<b>PLANNED EXPERIENCES</b>	Not Applicable	Not Applicable	Under Development	<p>During daily routines, incorporate child's preferred objects and notice use of these objects to distract self from the transition. When child awakes from a nap, wait a few moments to pick up and notice if child can entertain self and wait. Leave toys and objects child may like within reach and note whether child can go to them by self or needs to engage familiar adult for help. Notice if and how child tolerates the delay in response.</p>	<p>During daily routines, incorporate brief waiting times (e.g., holding food item briefly before providing it to the child) and observe child's response. If child begins to show distress offer reassurance and support to encourage a brief wait. Care must be taken in gauging child's reaction, hunger level, etc. to ensure this practice is appropriate.</p>
<p><i>Note that any planned observations of children's ability to self-regulate must occur within the context of a trusting relationship. Any planned changes to routines, wait times or other challenges must be done in a manner that is respectful of individual children's backgrounds, experiences and tolerance levels. Because the learning experiences for common observations are intended as opportunities for learning as well as for observation, adult modeling, support and problem solving should occur whenever it seems that a child is not equipped to handle any particular situation.</i></p>					
<b>FAMILY INPUT</b>	Under Development	<p>What does your child do when he/she is hungry, tired or wet? What does he/she do when something happens that startles him/her or is unpleasant? Does he/she comfort him/herself or look to adults? How does he/she respond to your help?</p>	Under Development	<p>Does your child remember some of your daily routines (e.g., eating or diapering)? How does your child act when something unexpected happens? Does your child comfort him/herself or look to adults for comfort? Does your child seek comfort from you? How does he/she respond to adult comfort? How does he/she respond when familiar adults play or talk with him/her?</p>	<p>Does your child know and follow your familiar routines? What does he/she do to comfort him/herself? What does he/she do in new places? How does he/she act when he/she has to wait for a little bit for something that he/she wants?</p>

# DOMAIN: Social and Emotional Development • OBSERVATION PROGRESSION: Regulation

18 – 24 months	24 – 36 months	3 – 4 years	4 – 5 years
<p><b>Follows the lead of familiar caregivers for emotional regulation and makes some independent efforts toward self-regulation</b></p> <p>Follows some daily routines and will correct others if familiar sequences and routines are not followed</p> <p>Uses strategies such as comfort objects and adult support to adapt to new situations</p> <p>Engages in play to distract or entertain self</p> <p>Uses emerging language to get support or meet want/needs</p>	<p><b>Regulates emotions and behavior during a regular structured day with consistent routines and availability and support of a familiar adult</b></p> <p>Makes anticipated transitions with adult reminders</p> <p>Responds to adult choices and limits to guide them to appropriate behavior</p> <p>Uses some self-soothing techniques when new or upsetting situations occur</p> <p>Uses language and behavior to meet wants/needs (may be forceful or “tantrum” when he/she wants or does not want something)</p>	<p><b>Adapts to most common everyday circumstances, but relies on familiar adults when under stress</b></p> <p>Soothes self with limited support after common everyday disappointments or challenges</p> <p>In social situations and exchanges with less familiar adults and peers, is able to participate with limited distress or adult support</p> <p>Waits for short periods of time for something that is desired but may need adult support and reassurance</p> <p>Follows daily schedule/routine with reminders</p>	<p><b>Typically soothes self across situations</b></p> <p>Adapts to minor changes in rules and routines and/or tolerates minor frustrations and disappointments</p> <p>Adapts to minor changes in rules and routines</p> <p>Communicates with familiar adults and peers about wants and needs</p> <p>Offers explanations to negotiate solution (e.g., “I want a turn because I’ve been waiting a long time.”)</p> <p>Uses previously learned strategies to independently self sooth or when prompted by a familiar adult</p>
<p><i>Note that the development of regulation is not continuous and is highly dependent upon the context and environment, including the consistency and connectedness of caregivers in a nurturing and developmentally sensitive environment. Observations of self-regulation should occur over time and reflect general skills and abilities. It is expected that most children will have instances when they are not able to use their skills based upon the availability of support from primary caregivers or due to feeling overwhelmed, sick, tired, etc.</i></p>			
<p>Observe child as they respond to familiar routines and to changes in those routines in the presence of a familiar adult. Note efforts to seek out objects or people to help them comfort when they are upset.</p>	<p>Observe how child goes through daily routines. Observe how child responds to changes in routines, limit-setting, choices and disappointments. Note how child calms him/herself when upset and uses self-soothing strategies (e.g., seeking a quiet area or rocking) or need for adult support to calm. Notice use of language and/or gestures to gain support.</p>	<p>Observe whether child independently follows daily routines and adapts to changes or frustrations. Observe child’s response to limits, choices and disappointment, as well as tolerance for waiting for something desired. Notice efforts to engage adults for support and child’s independent play.</p>	<p>Observe child’s ability to adapt to changes across situations. Watch the response to minor frustrations, disappointments and changes in rules and routines. Note strategies used to soothe self and prompt child to seek out new strategies if support is needed.</p>
<p>Plan slight variations in daily routines to observe child’s reactions. Plan new experiences where trusted adults are available to ensure child feels safe and secure and provide support as needed. Create an engaging space with toys, books and stuffed animals and observe if the child can entertain him/herself for brief moments.</p>	<p>Within familiar routine, present a change. Offer choices for approaching the change in circumstances. Observe for child’s response including the use of self-soothing and adult support. Create an engaging space with toys, books and stuffed animals and observe if the child can entertain self for brief moments and whether child accesses this area to soothe self.</p>	<p>Plan a game or activity that involves a challenge (e.g., building with blocks that do not easily balance using unfamiliar materials to build a structure).</p> <p>Observe child’s response and efforts to seek out solutions or soothe self if frustrated. Prompt child to seek out solutions (e.g., ask, “What could we do?”) or provide a solution if child is distressed. Create pretend play scenarios that involve a situation in which child needs to deal with a challenge and engage child in conversation about solutions to that challenge.</p>	<p>Plan a minor change in routine or present slightly challenging materials while supportive adults are available for assistance. Observe child’s initial response. Prompt child to think of ways to soothe self and be ready to provide a solution or comfort if child is distressed.</p>
<p><i>Note that any planned observations of children’s ability to self-regulate must occur within the context of a trusting relationship. Any planned changes to routines, wait times or other challenges must be done in a manner that is respectful of individual children’s backgrounds, experiences and tolerance levels. Because the learning experiences for common observations are intended as opportunities for learning as well as for observation, adult modeling, support and problem solving should occur whenever it seems that a child is not equipped to handle any particular situation.</i></p>			

Does your child ask for help when he/she is upset by calling you or reaching out to you? Does your child seem to want familiar routines? How does he/she act in new situations? Describe how your child plays or uses toys when he/she is upset.

How does your child act when you need to set limits? What happens if you allow him/her to make a different choice when he/she isn’t able to do what he/she wants to do (e.g., telling him/her they can’t have candy for dinner but letting him/her choose between two other foods he/she likes)? Does he/she ever calm him/herself down when upset? How does he/she do this? Does he/she use toys, comfort objects or seek adult help?

Does your child usually follow the routines at home or in other places you spend time? How does your child act when he/she has to wait for something that he/she wants? How does he/she respond when rules or routines change? Does he/she have ways to calm him/herself when he/she is upset or does he/she need help from adults? How does your child ask for adult help or support?

How does your child act when he/she has to wait for something that he/she wants? How does he/she act when rules or routines change or when something disappointing happens? Is he/she able to handle these things in different situations (e.g., at home, school or when running errands)? Does he/she have ways to calm down or does he/she need help from adults? How does your child ask for adult help or support?

## Aligned CT ELDS Learning Progressions

Regulations of Emotions and Behavior

Regulation of Impulses and Behavior

Regulation of Attention and Impulses

CT DOTS Pilot Training

# STRUCTURE OF THE TOOL



# Observation Progression

## Cognitive Flexibility

6 – 12 months	12 – 18 months
<p><b>Adjusts actions to accomplish a desired effect</b></p> <p>Uses different actions to obtain objects (e.g., jumps to reach something)</p> <p>Tries a new action to manipulate objects in a particular way (e.g., imitates adult to put items in a container)</p> <p>Adjusts action when attempt is unsuccessful (e.g., pushes harder when first soft push doesn't work)</p> <p>Observe child during active alert times, when working to accomplish things with toys or household materials. Note how child attempts to manipulate items, whether items are used in new and different ways and whether child adjusts their actions if they are not successful at getting an item to work on the first attempt.</p> <p>Present child with an item that can be used in multiple ways (e.g., a container with a lid which can be used to hold items, shake with items inside to make a noise or tap like a drum). Observe how the child uses the object independently and the response when adult models new actions with object.</p> <p>What does your child like to play with? What does your child do with his/her favorite things? Does your child usually use these things in the same way? What happens if you show your child a new way to use something?</p>	<p><b>Uses objects in new ways and experiments to see results of new actions</b></p> <p>Tries several ways of using a new toy</p> <p>Performs multiple actions, watching for others' reactions each time</p> <p>Bounces, throws, or slides balls, watching for different results</p> <p>Observe child interact with objects multiple times. Note whether some objects are used in a variety of ways or whether objects are used primarily in prescribed or repetitive ways.</p> <p>Present child with a familiar and unfamiliar object (e.g., a container they are familiar with and a new smaller item). Observe use of the items and note if new ways of using the familiar object are attempted. If child does not do this spontaneously, model a new action and observe response.</p> <p>What does your child do when using or playing with familiar things? Describe a time when your child tried something new to see what happened. Does your child try new ways of using toys they have had for a while? When your child first has something new, does he/she try different ways of using it?</p>

**Observation Progression Name**

**Age Bands**

**Description/Examples**

*What does this skill look like at each age band?*

**Naturalistic Observations**

*How can I see this happening naturally in the daily routine?*

**Planned Experiences**

*What experiences can I plan that will provide an opportunity to see this skill? What prompts will help me to see emerging skills or learn what supports children need?*

**Family Input**

*How can I involve families in this process?*

## Family Input

*Family Input* offers an opportunity to gather valuable information about the skills, abilities and behaviors children use at home and/or in community settings. Involving families in the CT DOTS process provides a focused way to engage families in discussions about their children's learning and development.

The questions in the *Family Input* section include some yes/no questions that require a quick response and which may provide families with information about skills in a particular area of development. There are also open-ended questions which encourage families to describe children's behavior in greater length. It is not necessary to use all of the questions with any family; however, it is important to consider each individual family when engaging in these conversations.





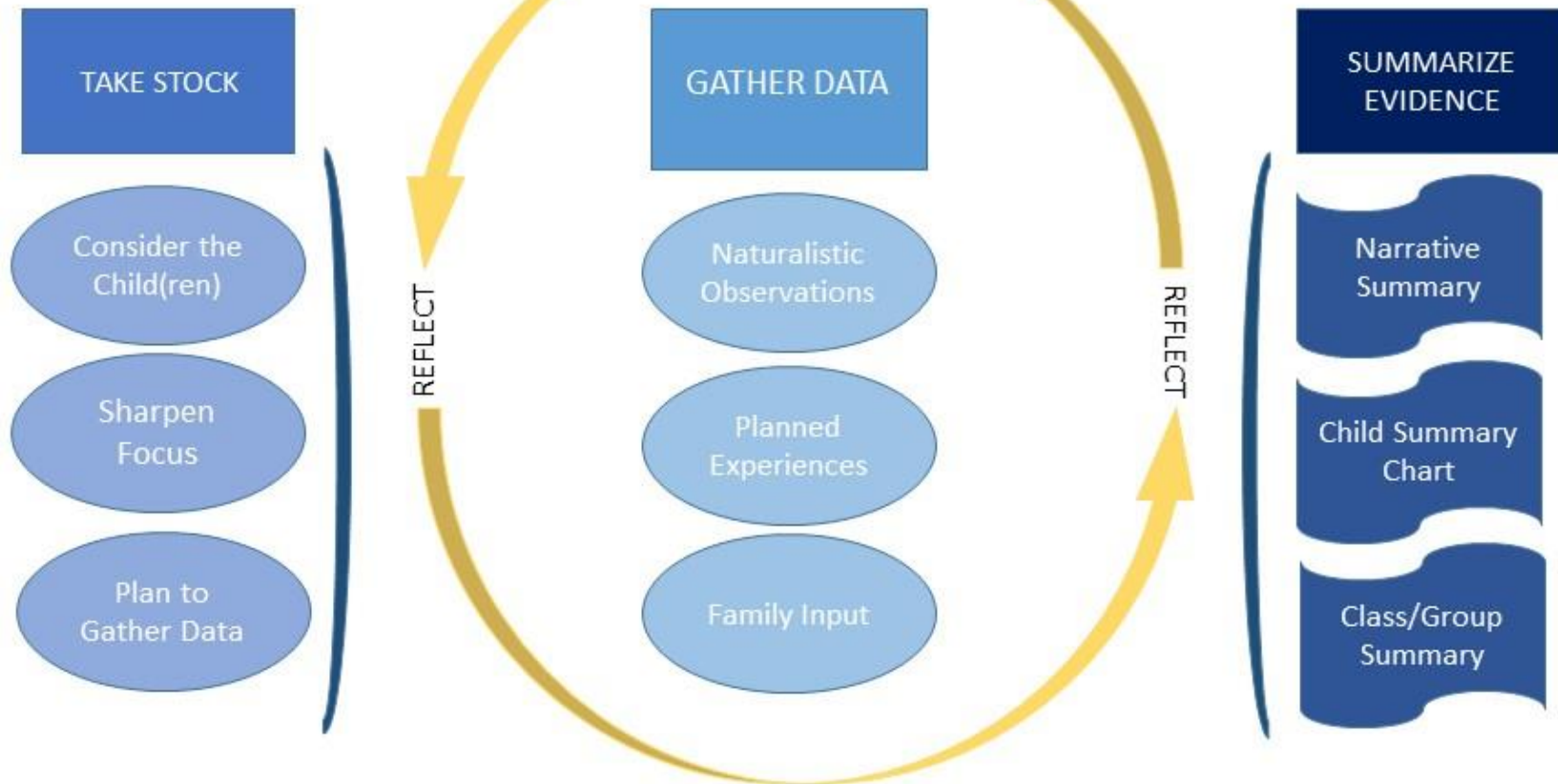
“...it made our communication at drop off and pick up much more meaningful.....This then opened up a more meaningful conversation about early language development and gave this mother some thoughts and ideas about how to help develop their skills at home. In turn, this could be documented with CT DOTS.”

CT DOTS Field Test Training

# CT DOTS PROCESS



REFLECT AND INTENTIONALLY PLAN



# Collecting Data that is Accurate Evidence of Children's Learning and Development



# What is Good Evidence?

- Relevant
- Skill Specific
- Child Specific

**PRACTICE**  
makes  
**PROGRESS,**  
**NOT**  
**PERFECT.**

# Using Data to Inform Our Teaching

“Assessment information is vital to guide teachers’ planning. The excellent teacher uses her observations and other information gathered to inform her planning and teaching, giving careful consideration to the learning experiences needed by the group as a whole and by each individual child. By observing what children explore, what draws their interest, and what they say and do, the teacher determines how to adapt the environment, materials, or daily routines. The teacher can make an activity simpler or more complex according to what individual children are ready for. Then her follow-up plans can include giving children repeated experiences with an idea or skill to get a solid grasp of it.”

From: Cople and Bredekamp, 2009, *Developmentally Appropriate Practice*, Third Edition, pg. 44-45.



# Summarizing the Evidence

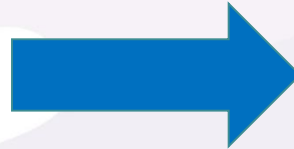
## EVIDENCE

MULTIPLE  
DATA POINTS

Naturalistic  
Observations

Planned  
Experiences

Family Input



## SUMMARY

**CT DOTS** Observation Summary Form

CHILD'S NAME: \_\_\_\_\_ AGE: (YEARS) (MONTHS) \_\_\_\_\_

TEACHER(S): \_\_\_\_\_ PROGRAM/CLASSROOM: \_\_\_\_\_

REPORT DATE: \_\_\_\_\_ LANGUAGE SPOKEN AT HOME: (Circle primary language if applicable) \_\_\_\_\_

**NARRATIVE SUMMARY BASED ON:** (check all that apply)  
 Naturalistic Observations  Planned Experiences  Family Input

**CHILD'S STRENGTHS AND GROWTH**

TEACHER DESCRIPTION: \_\_\_\_\_

FAMILY DESCRIPTION: \_\_\_\_\_

**NEXT STEPS IN LEARNING AND DEVELOPMENT**

TEACHER DESCRIPTION: \_\_\_\_\_

FAMILY DESCRIPTION: \_\_\_\_\_

**CHILD'S INTERESTS**

TEACHER DESCRIPTION: \_\_\_\_\_

FAMILY DESCRIPTION: \_\_\_\_\_

CT DOTS		CHILD'S ID		DOB		SEX		
Domain	Program Area	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
Cognitive	Cognitive Flexibility	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
	Initiation/Motivation	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
	Engagement in Learning	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
	Logic and Reasoning	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
	Spoken Expressions	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
	Social and Emotional	Regulation	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6
		Emotional Expression	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6
		Relationship with Adults	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6
		Relationship with Peers	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6
	Physical Health and Development	Gross Motor	Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6
Fine Motor		Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	
Speech		Observation Period 1	Observation Period 2	Observation Period 3	Observation Period 4	Observation Period 5	Observation Period 6	

# Transition Plan

- Each individual or program should have a plan for how they will transition to the use of CT DOTS
- We are offering sessions for administrators on planning a program-wide approach to implementing CT DOTS
- Handout includes considerations for the transition to a new tool



# Thank you!

## Contact Information

Michelle Levy, Ph.D.

860-500-4536

[michelle.levy@ct.gov](mailto:michelle.levy@ct.gov)

