

Welcome and Introductions

**Using the (ELOF) to Guide Effective
Practice: Implementation Toolkit**

**Implementing the HSELOF: How
Teachers, Home Visitors, and Family
Child Care Providers Use the
Framework to Guide and Support
Children's Learning**



Session Objectives

At the end of this presentation, you should be able to:

- Understand the purpose of the ELOF Implementation Toolkit
- Identify the main approach and key components in the Implementation Guides
- Explore the Assess-Plan-Act process and tools provided in each guide
- Identify next steps in using the Toolkit to review and enhance key program practices



At your table, introduce yourselves

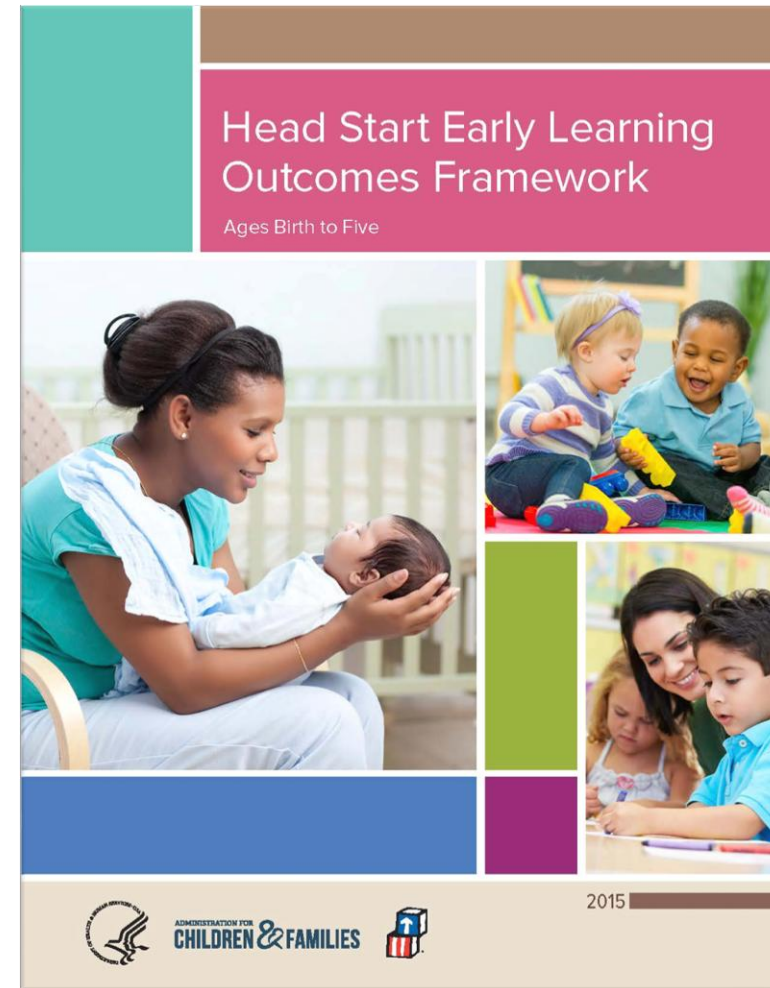
Share the following:

- Name, role, and program
- Something you know about the ELOF



The ELOF describes:

- What young children should know and be able to do
- The skills, behaviors, and knowledge in each area of development
- Specific goals and developmental progress



The Five Domains of Learning and Development

The *Head Start Early Learning Outcomes Framework: Ages Birth to Five* describes the skills, behaviors, and knowledge programs must foster in all children.

FIGURE 2: DOMAIN ORGANIZATION

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	






Using the Framework

The Framework outlines the key areas and expectations for child development and learning that Head Start programs must use to:

- plan teaching strategies and learning environments
- establish school readiness goals
- select curricula
- select assessments
- tailor professional development
- inform program planning, improvement, and implementation

(ELOF, p. 8)

“The Framework is a guide to foster implementation of effective teaching and program practices in Head Start, including centers, family child care, and home visiting programs.”



Program Practices

- Program Leaders
- Some examples include:
 - Establishing school readiness goals
 - Selecting curricula
 - Choosing assessments
 - Planning professional development

Teaching Practices

- Direct Service Staff
- Some examples include:
 - Setting up the learning environment
 - Planning learning experiences
 - Engaging in responsive and nurturing interactions and routines



Making a Connection with the HSPPS

- **Teaching practices** focus on promoting growth in the developmental progressions described in the ELOF by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning; (1302.31a(b)(1)(ii))
- **School readiness goals** are aligned with the ELOF, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; (1302.102(a)(3))



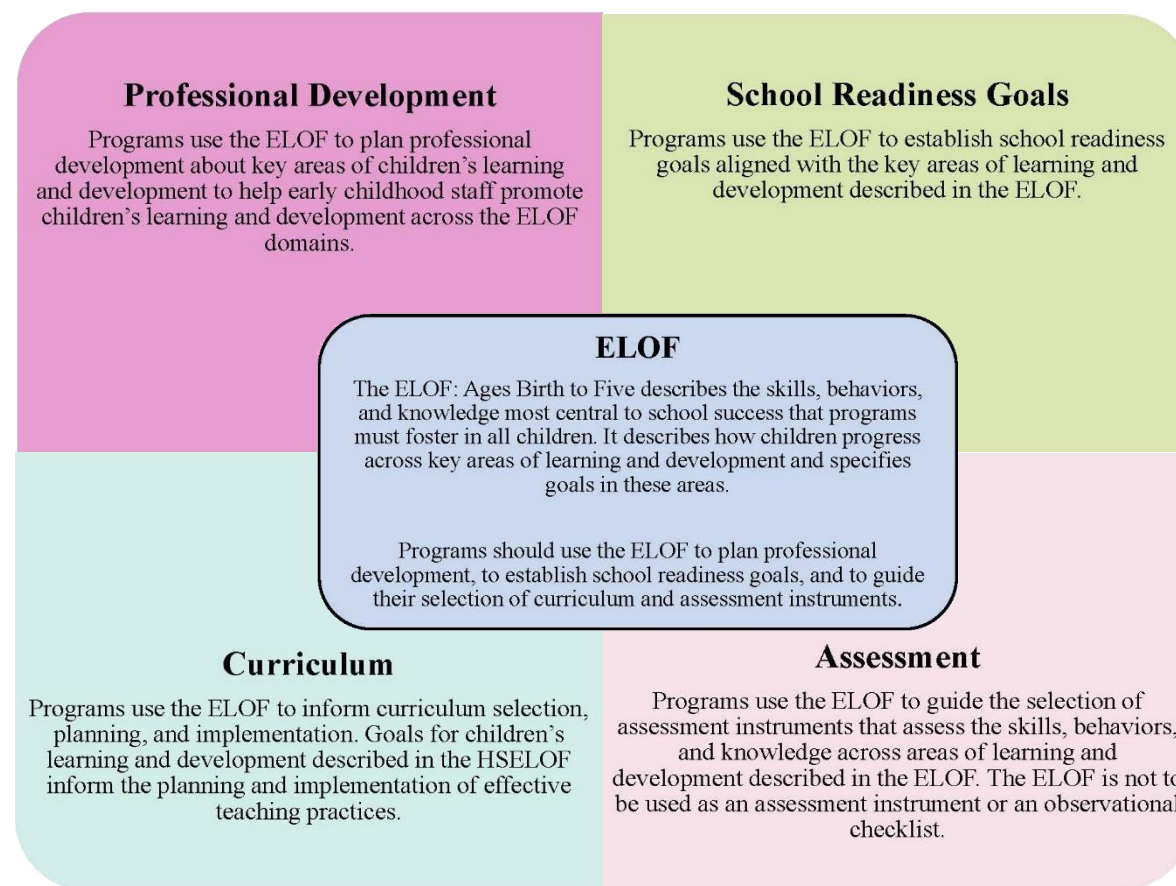
Making a Connection with the HSPPS

- **Curricula** are aligned with the ELOF: Center based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that: ... (1302.32(a)(1)(i,ii,iii)(2)(b))
- **Assessment** A Program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provided ongoing information to evaluate the child's developmental level and progress in outcomes aligned to goals described in the ELOF (1302.33(b)(1)(2)(3))
- **Professional development** is focused on effective curricula implementation and knowledge of the content in the ELOF (1302.92)



The ELOF informs program practices

- School Readiness Goals
- Curriculum
- Assessment
- Professional Development



Let's think and share at your tables

When using the ELOF to inform program practices...

- What questions emerge?
- What might you need to align your program practices to the ELOF?
- What challenges do you think might arise?



To use the ELOF to inform program practice, we need to know...

- A process for using the ELOF to inform practice
- What needs to take place
- Who should be involved
- How to engage stakeholders in the process
- What resources and support are needed and available



Effective Implementation: What Does It Take?

- It takes time.
- It takes a village.
- It takes support.
- It takes communication.

(Metz, Bartley, Green, Louison, Naoom, Sims, & Ward, 2016)



ELOF Implementation Toolkit: An Overview

This Toolkit includes the following Implementation Guides:



Using the ELOF to Establish
School Readiness Goals



Using the ELOF to Inform
Curriculum Planning and
Implementation



Using the ELOF to
Inform Assessment



Using the ELOF to Inform
Professional Development

The ELOF Implementation Toolkit offers support in enhancing program practices to promote children's outcomes described in the ELOF.



What's in the Implementation Toolkit?

- Introductory Guide
- Four Implementation Guides
 - School Readiness Goals
 - Curriculum Planning and Implementation
 - Assessment
 - Professional Development

This Toolkit includes the following Implementation Guides:



Using the ELOF to Establish School Readiness Goals



Using the ELOF to Inform Curriculum Planning and Implementation



Using the ELOF to Inform Assessment



Using the ELOF to Inform Professional Development




Implementation Guide: *Introduction to Using the ELOF*

- Introducing the Approach and Process for Implementation
- Learning about the ELOF
- Activities to Dig Deeper into the ELOF



Resources to Learn About the ELOF

- Getting Started with the ELOF: Ages Birth to Five
- ELOF Webinars
- Selected Existing Resources to Support Implementation of the ELOF



Getting Started with the Head Start Early Learning Outcomes Framework
Ages Birth to Five

I. THE HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

The Head Start Early Learning Outcomes Framework: Ages Birth to Five (HSELOF, 2015) replaces the Head Start Child Development and Early Learning Framework (HSCDEL, 2010). The HSELOF presents five broad areas of early learning, referred to as central domains (See Figure 1 on page 2). These domains reflect research-based expectations for learning and development. The HSELOF emphasizes the key skills, behaviors, and knowledge that programs must foster in children ages birth to 5 to help them be successful in school and life.

The role of the HSELOF in program planning and practice is mandated by the Head Start Act and by the Head Start Program Performance Standards. The Performance Standards describe required teaching practices, learning environments, curricula, assessments and professional development. The HSELOF identifies what young children should know and be able to do. Fully implementing the Performance Standards and the HSELOF will promote high quality services and practice for teaching and learning so that all children can succeed.

What is the HSELOF?

The HSELOF is a guide for programs to plan and implement a comprehensive, yet focused, learning program. The HSELOF:

- Is organized into elements that are research-based, comprehensive, inclusive of all children, manageable, and measurable
- Supports developmentally appropriate curriculum, high-quality learning experiences, and opportunities for play and exploration.
- Acknowledges the importance of caring, nurturing, and emotionally-responsive interactions and relationships for children's learning and development
- Informs intentional teaching practices
- Acknowledges that each child is unique and can be a successful learner
- Identifies learning goals that are important for all children, including children with disabilities
- Acknowledges that children with disabilities may need more individualized or intensive instruction to develop and learn
- Recognizes that children's cultural backgrounds influence the process of their learning and development
- Recognizes that children who speak languages other than English at home bring their language as an asset and have the capacity to learn two or more languages well
- Encourages ongoing, intentional support of a child's home language as well as support for English acquisition

Four Activities to Dig Deeper

Activities to Learn about the ELOF

The following activities can deepen your program's understanding of the ELOF. In the activities, you will learn more about the organization of the ELOF, the ELOF domains and sub-domains, and how to use the ELOF to inform program and teaching practices. The activities can be done with staff during a meeting or a professional development workshop. The handouts for all activities can be found in the Appendices.

Activity 1: Exploring a Domain

Activity 2: Exploring the Birth-to-Five Continuum

Activity 3: Identifying Skills, Behaviors, and Concepts in the ELOF Domains

Activity 4: Supporting Child Development in the ELOF Domains

Activity 1: Exploring a Domain

This activity invites participants to dive into one ELOF domain and learn about its sub-domains and goals. In small groups, participants create a representation of the domain to help them understand the structure of the ELOF.

Objectives:

- To understand the organization of the ELOF
- To learn in-depth about one domain

APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Prepare	Before you begin, gather the following materials: <ul style="list-style-type: none">The ELOFPens and markersPaper			
Select	Select one ELOF domain to explore.			
Explore	With the large group, use the following questions to guide your exploration: <ol style="list-style-type: none">What are the sub-domains for this domain for both infant/toddler and preschool?Are the sub-domains for infant/toddler and preschool the same or different? How?What are the goals within each sub-domain for both infant/toddler and preschool?How are the goals for infants and toddlers related to the goals for preschoolers?			
Create	In small groups, collaborate to create a visual representation of the infant/toddler and preschool ELOF elements. Include the following: <ul style="list-style-type: none">Selected domainSub-domainsDevelopmental progressionsGoalsIndicators			
Share	Share your ideas with the large group.			

Activity 2: Exploring the Birth-to-Five Continuum

This activity encourages participants to explore the birth-to-5 continuum of learning. Participants also reflect on how the birth-to-5 continuum informs their work.

Objectives:

- To understand the continuum of learning for infants, toddlers, and preschoolers
- To foster a deeper understanding of the timing and sequence of child development and learning from birth to 5 for specific ELOF goals

APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Prepare	Before you begin, gather the following materials: <ul style="list-style-type: none">The ELOFHandout: "ELOF: Language and Literacy Birth-to-Five Continuum" (see Appendix B)Handout: "ELOF Birth-to-Five Continuum Template" (see Appendix C)Pens			
Explore	Explore the example of the birth-to-5 continuum for children's development using the handout, "ELOF: Language and Literacy Birth-to-Five Continuum." Here are some questions to guide your exploration: <ul style="list-style-type: none">What sub-domains are in this domain?What goals are in the sub-domain of Communicating and Speaking?In your own words, describe the developmental progression of Expressive Language from birth to 5.			
Practice	Practice identifying the developmental progression in another domain and sub-domain by completing the handout, "ELOF: Birth-to-Five Continuum Template." Here are some steps to guide the process: <ol style="list-style-type: none">Select one domain from the ELOF. Identify the infant/toddler and preschool sub-domains in this domain. Write the domain and sub-domains on the handout.Select a sub-domain that spans across both infant/toddler and preschool. In this sub-domain, write down the infant/toddler and preschool goals on the handout.Choose two corresponding goals (one from infant/toddler and one from preschool) that form a continuum from birth to 5. Label this developmental progression (e.g., Expressive Language).Write down the skills, behaviors, and concepts that children demonstrate as they progress toward a given goal within the appropriate age periods.			
Reflect	Reflect on the children in your care: <ul style="list-style-type: none">Where are the children in the birth-to-5 continuum?How can you use the birth-to-5 continuum to individualize teaching for all children, including children who are DLLs? For children with disabilities?How can you use the birth-to-5 continuum to plan small group experiences?			

Activity 3: Identifying Skills, Behaviors, and Concepts in the ELOF Domains

This activity allows participants to use the ELOF to identify examples of children demonstrating ELOF skills, behaviors, and concepts. Participants also brainstorm teaching practices to support children's development in these sub-domains.

Objectives:

- To use the ELOF to inform observations of children's development and learning
- To use the ELOF to inform teaching practices to support children's development and learning

APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Prepare	Before you begin, gather the following materials: <ul style="list-style-type: none">The ELOFSample photographs (see Appendix D for a toddler example or Appendix E for a preschooler example)Anecdotal notes (if doing modified version of activity)			
Observe	Observe the children in the sample photographs.* *You can do a modified version of this activity using photographs, videos, or anecdotal notes from your early learning setting. You can also create a vignette.			
Identify	Identify which ELOF domains you see in action in these photographs and anecdotes.			
Reflect	Reflect on the following questions: <ol style="list-style-type: none">What are some examples of children's skills, behaviors, and knowledge from the ELOF sub-domains that you see in these sample photographs?How might the staff in this learning setting intentionally support children's skills, behaviors, and knowledge in these ELOF sub-domains?			
Share	Share your ideas with the large group.			

Activity 4: Supporting Child Development in the ELOF Domains

This activity helps participants learn about an ELOF sub-domain and identify teaching practices that would support children's development and learning in that sub-domain.

Objectives:

- To learn about existing resources that offer strategies to support children's development as described in the ELOF
- To use the ELOF to inform intentional teaching practices

APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Prepare	Before you begin, print out the resources from your selected ELOF domain from the document, "Selected Existing Resources to Support Implementation of the Head Start Early Learning Outcomes Framework (ELOF)" (see Appendix F).			
Select	Select one ELOF domain to explore during this activity. Form small groups with others who work with the same age group. Each group should select a sub-domain of the ELOF domain. Read through the goals, developmental progressions, and indicators.			
Explore	Explore the relevant resources for your age group from the document in Appendix F.			
Discuss	Discuss how you can use the strategies in the resources to support children's development described in the ELOF sub-domain.			
Share	Share your ideas with the large group.			
Practice	Identify a specific teaching practice from this discussion to try out in your learning setting over the next week.			

- The Four Implementation Guides



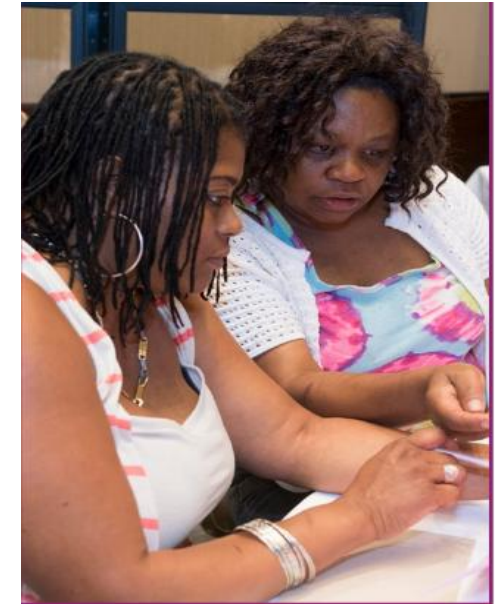
Using the ELOF to Establish
School Readiness Goals



Using the ELOF to Inform
Curriculum Planning and
Implementation



Using the ELOF to
Inform Assessment



Using the ELOF to Inform
Professional Development



What You Will See in Each Guide

- A Process— ASSESS, PLAN, ACT
- Tools to support planning and implementation
- Examples/Vignettes
- Additional Resources



Building Effective Implementation Teams



- Who should participate in the process?
- How will the team work together?
 - What are the best methods of communicating?
 - What are the best ways, days, and times to meet?
 - What roles will each team member play?
- What supports will the team need?



Appendix B: Building Effective Implementation Teams

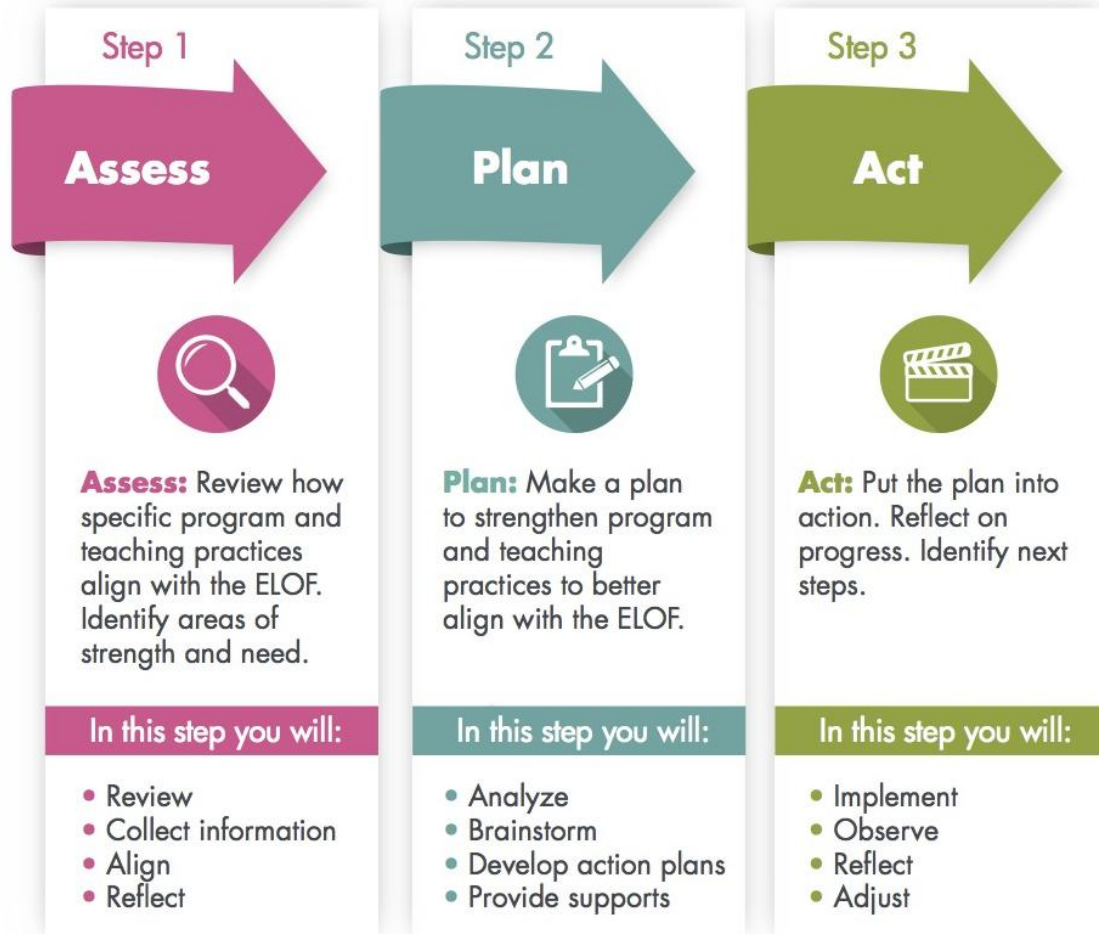
I think we should make copies of Appendix B and put in the Materials Packet instead of this slide. Maybe leave the first 2 questions and delete the remaining table rows?? We could reference Appendix B and have them look in their Materials Packet for the handout. Your thoughts? (Unless you can make the slide more presentable.)

Who on your team is part of planning and implementing new or enhanced practices? How well is your team working together to ensure that the planning and implementation of new practices are aligned with the ELOF? This planning tool can help ensure that you have the right people on your team to do this important work.

This planning tool is designed to help you develop active implementation teams and communication strategies. Implementation teams support the planning and implementation of important practices (e.g., related to curriculum, assessment, or school readiness goals). To use this tool, review and answer each question, and then, based on your responses, identify next steps that your team can take. This process will help to ensure that you have an effective team in place to support the planning and implementation of new or enhanced practices.

Guiding Questions for Building Your Team	Responses	Next Steps
1. Who should be part of your team? What roles, such as families, direct service staff, administrators, and disabilities coordinators, should you include on your team?		
2. What languages and cultural backgrounds should be represented? How will you ensure that a range of viewpoints is represented?		
3. Does your team need more information to guide this work? What other help is needed to support implementation of new or enhanced practices?		
4. What existing meetings can be changed to focus on planning and implementing new or enhanced practices? Can implementation team members be included in these meetings?		
5. What are the best day(s) and time(s) for your implementation team to meet in person to discuss and develop action plans?		

What You Will See in Each Guide—A Process



ASSESS

Step 1

Assess



- What do programs need to assess?
- How do programs identify their strengths?
- How do programs identify their needs?



Assessment Tool: The Professional Development Survey



Appendix C: Head Start Early Learning Outcomes Framework (ELOF) Professional Development Needs Survey



This survey is not a test. It will help us plan professional development to strengthen your knowledge and skills.

The information gathered in this survey will be tallied. The results will be used to plan ELOF-related professional development.

Please complete the survey and return it to the education manager by **this date:** _____.

Name (optional): _____

I work in:

- | | | |
|---|--|---|
| <input type="checkbox"/> Early Head Start | <input type="checkbox"/> Migrant and Seasonal Early Head Start | <input type="checkbox"/> Child care center |
| <input type="checkbox"/> Head Start | <input type="checkbox"/> Migrant and Seasonal Head Start | <input type="checkbox"/> Family child care home |

I work with (check all that apply):

- ☐ Infants
- ☐ Toddlers
- ☐ Preschoolers

My position is (check one):

- | | | |
|---|---|--|
| <input type="checkbox"/> Caregiver | <input type="checkbox"/> Disabilities coordinator | <input type="checkbox"/> Education manager |
| <input type="checkbox"/> Family child care provider | <input type="checkbox"/> Home visitor | <input type="checkbox"/> Language assistant |
| <input type="checkbox"/> Mentor or coach | <input type="checkbox"/> Site supervisor | <input type="checkbox"/> Special needs assistant |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Teacher assistant | <input type="checkbox"/> Training coordinator |
| <input type="checkbox"/> Other (specify) _____ | | |

Years of experience:

- | | |
|---|---|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 6–10 years |
| <input type="checkbox"/> 1–5 years | <input type="checkbox"/> More than 10 years |



PLAN



- What program practices need to be enhanced?
- What will programs need to do to enhance program practices?
- Who will be involved?
- What resources will programs need?
- What is the timeline?



Planning Tool: Professional Development Plan

Appendix C: Head Start Early Learning Outcomes Framework (ELOF) Professional Development Needs Survey

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| <input type="checkbox"/> Head Start | <input type="checkbox"/> Migrant and Seasonal Head Start | <input type="checkbox"/> Family child care home |

I work with (check all that apply):

- ☐ Infants
- ☐ Toddlers
- ☐ Preschoolers

My position is (check one):

- | | | |
|---|---|--|
| <input type="checkbox"/> Caregiver | <input type="checkbox"/> Disabilities coordinator | <input type="checkbox"/> Education manager |
| <input type="checkbox"/> Family child care provider | <input type="checkbox"/> Home visitor | <input type="checkbox"/> Language assistant |
| <input type="checkbox"/> Mentor or coach | <input type="checkbox"/> Site supervisor | <input type="checkbox"/> Special needs assistant |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Teacher assistant | <input type="checkbox"/> Training coordinator |
| <input type="checkbox"/> Other (specify) _____ | | |

Years of experience:

- | | |
|---|---|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 6–10 years |
| <input type="checkbox"/> 1–5 years | <input type="checkbox"/> More than 10 years |

ACT

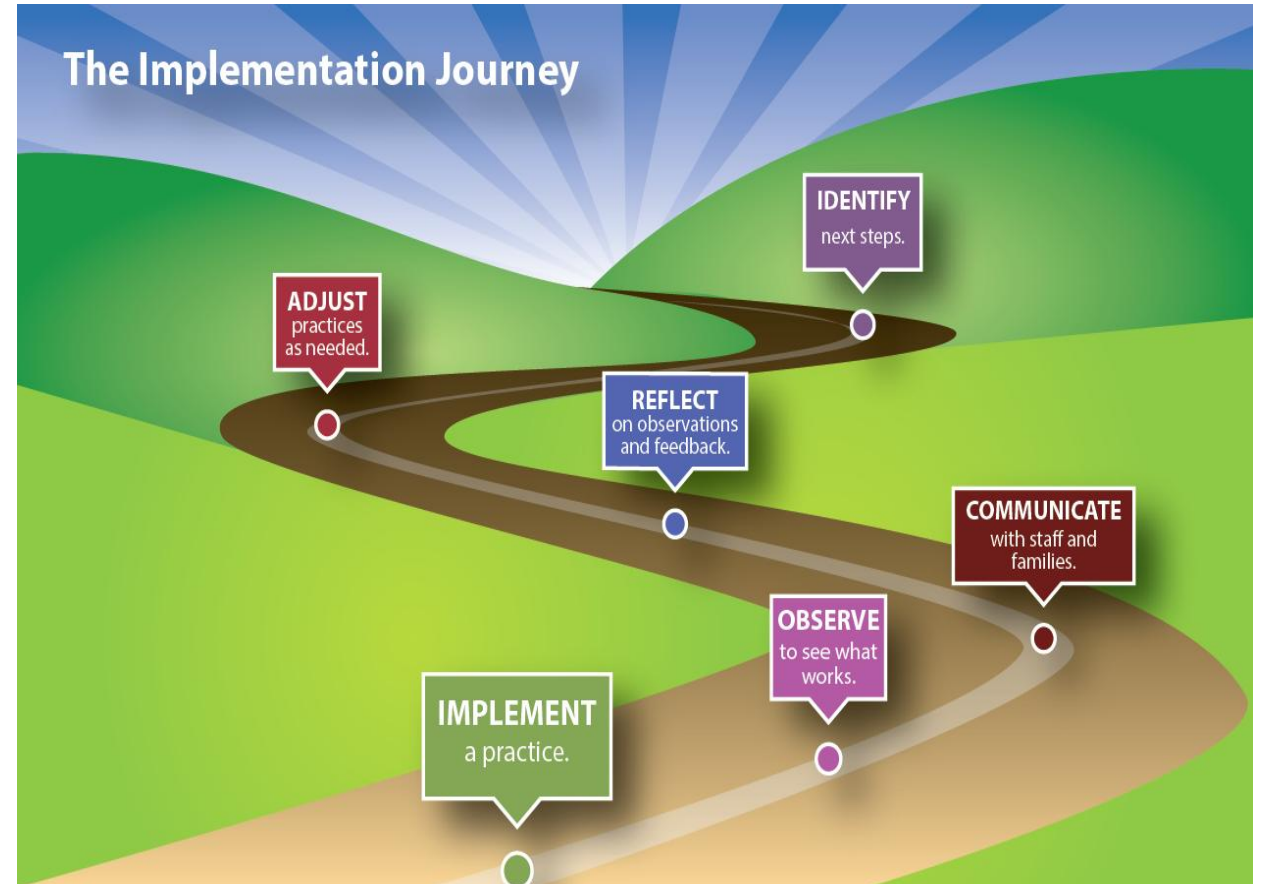


- What actions have been taken?
- What progress has been made?
- What still needs to be done?
- What are the next steps?



The Implementation Journey

1. Implement a program or teaching practice.
2. Observe to see what works.
3. Communicate with staff and families.
4. Reflect on observations and feedback.
5. Adjust practices as needed.
6. Identify next steps.



ACT: Professional Development

- Prepare staff for professional development.
- Evaluate the professional development.
- Identify next steps.



Step 3

Act

Now that you have a plan, it's time to take action! This section provides ideas to prepare staff for professional development. It also includes strategies for evaluating the professional development.

Putting Plans into Action

Prepare staff for professional development. Use the following ideas to increase interest in and provide the foundation for upcoming professional development:

- Provide copies of and/or links to ELOF-related resources
- Ask staff to bring anecdotal notes, assessment examples, or other materials to the professional development
- Ask staff, in advance, for questions they may have
- Arrange substitutes in advance to help reduce stress and ensure staff participation
- Encourage staff to reflect on and discuss the topic(s) with others
- Ask staff to set a personal learning goal or goals in advance (e.g., What do they want to learn? What skill(s) do they want to build?)

Evaluate the professional development. Evaluating the effectiveness of professional development helps you learn if staff increased their knowledge and skills. It also highlights changes in staff attitudes, beliefs, and behaviors. For example, you may decide to:

- Invite participants to complete a written evaluation that asks about changes in their knowledge and skills (see [Appendix I](#) for a sample evaluation form)
- Ask participants to keep a reflective journal to note how they use the information and skills they learned
- Hold follow-up conference calls or study groups for staff to share what they learned and how they are using the information
- Have coaches, supervisors, and education managers observe how staff are incorporating what they learned into their teaching practices
- Survey staff training needs after a few months to evaluate if and/or how these have changed



What You Will See in Each Guide—Vignettes

- Provide concrete examples of how programs use the tools in the implementation guides.
- Suggest who can be involved and how.



Casa Bonita Head Start Plans ELOF-Related Professional Development

Casa Bonita Head Start is a center-based program that collaborates with a state licensed child care program, which provides child care before and after Head Start. The teachers work together to meet the requirements of each program.

Head Start and child care staff complete the "ELOF Professional Development Needs Survey." The Head Start education manager and the child care program director review survey results together. The survey shows that teachers in both programs have similar strengths and needs. They both rate Language and Literacy as the domain they know the most about, and Social and Emotional Development as the domain about which they have the least knowledge and skills.

The Head Start education manager and the child care program director identify and prioritize their staff's professional development needs. They jointly plan professional development. Their professional development plan includes a two-hour workshop on supporting children's social and emotional development. The Head Start mental health specialist will facilitate the workshop. He will also hold two follow-up peer study groups with teachers. In the study groups, they will explore specific strategies to support all children, including children with challenging behaviors. Coaches will continue the discussion with individual teachers during their biweekly PBC.

Harriet Tubman Early Head Start Plans ELOF-Related Professional Development

Harriet Tubman Early Head Start is located in a large city. The grantee operates eight Early Head Start center-based classrooms. The program includes 14 bilingual home visitors who work with pregnant mothers and families with infants. Staff are excited that the ELOF includes infant/toddler developmental progressions and goals. They feel that it will help them better support the development of infants and toddlers.

The education manager, training coordinator, and site supervisors form an implementation team. They use the "ELOF Professional Development Needs Survey" and find that their staff's greatest need is in the sub-domain of Emergent Mathematical Thinking. The survey also shows that home visitors' greatest need is in the sub-domain of Vocabulary.

Their ELOF-related professional development plan includes different ways to address staff needs. They incorporate an introduction to the ELOF into their new staff orientation. The plan also features a two-hour webinar on supporting infants' and toddlers' mathematical thinking. After the webinar, coaches will work with teachers to incorporate math concepts into their curriculum implementation. Because the program includes both new and more experienced teachers, coaches can tailor their guidance to meet teachers' individual needs. In addition, the plan includes a half-day workshop on "Supporting Infant and Toddler Language Development in the Home" for home visitors, which will include a focus on supporting children who are DLLs. The home-based supervisor will follow up with each home visitor during their monthly reflective supervision meetings.



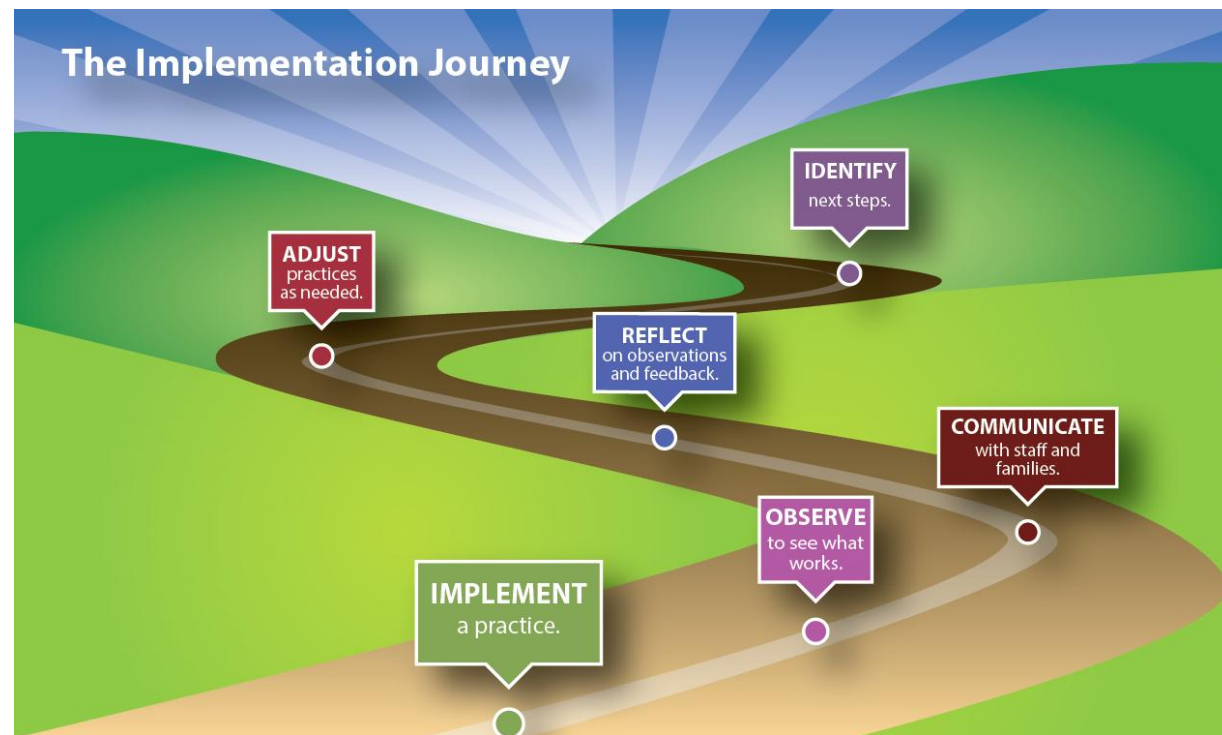
Let's Visit Harriet Tubman Early Head Start

In pairs:

- Review the vignette.
- Consider the tools we examined.
- Discuss how you would use these materials with a program.



Using the ELOF to Inform Program Practices: Where Are We Now?



ELOF Implementation: Where Are We Now?



GUIDING MY WORK

	School Readiness Goals	Curriculum	Assessment	Professional Development
How are we currently using the ELOF to inform program practices?				
What do I need to know to support my program in using the ELOF to inform program practices?				
Getting Ready to Use the Implementation Toolkit: What Are My Next Steps?				



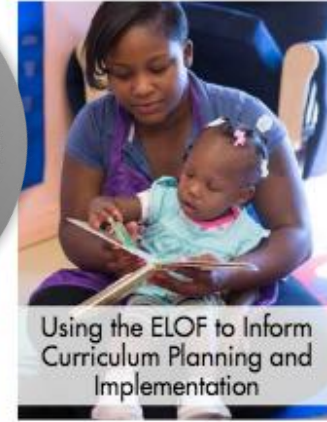
Table Discussion: Where are we now?

- What are we doing to implement practices aligned with the ELOF?
- What trends do you notice?
 - What are our strengths?
 - Where do we need support?
- What are some things we still need to know?



Implementation Guides: A Jigsaw Puzzle

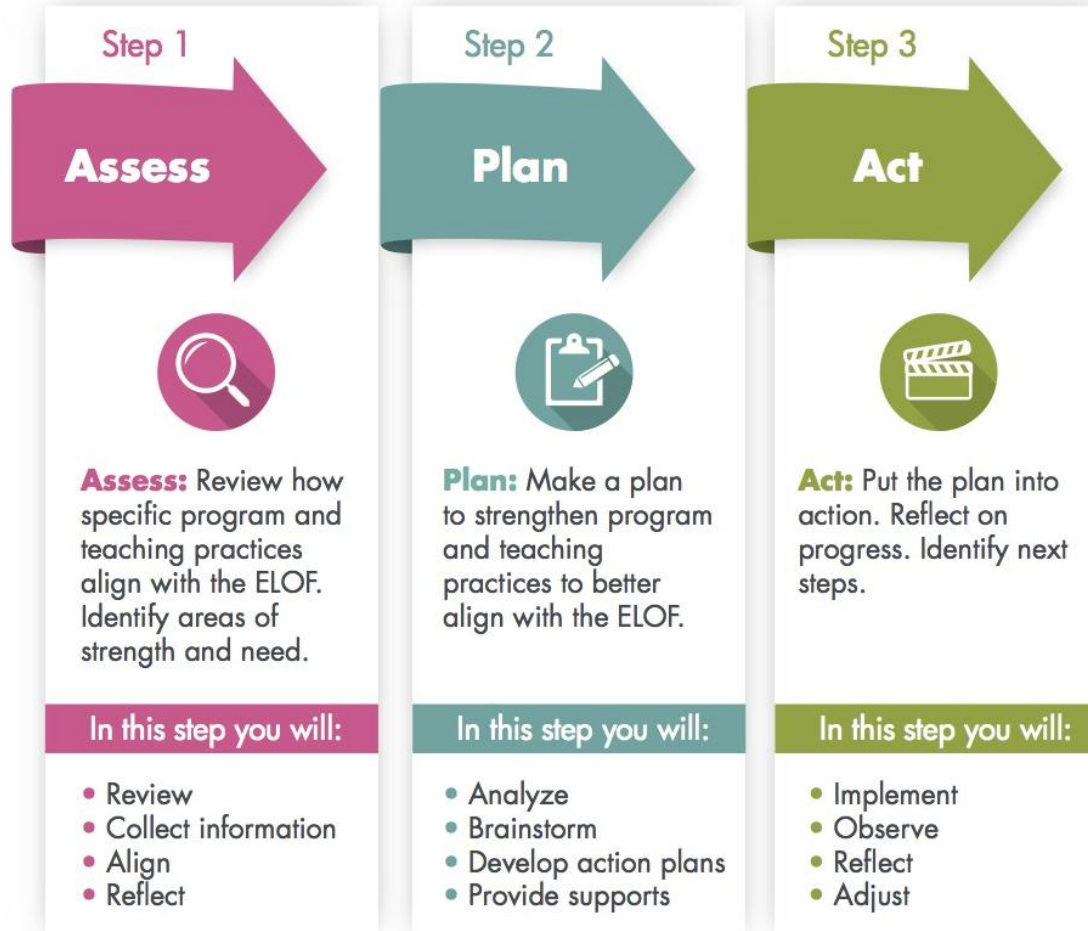
This Toolkit includes the following Implementation Guides:



Implementation Guides: A Jigsaw Puzzle



Let's Explore the Three-Step Process for Each Guide



Explore the ASSESS Step

- What is being assessed?
- Who should be involved?
- How will you use the tools provided?



ASSESS: The Highlights

WHAT

- Alignment of School Readiness Goals with the ELOF
- ELOF-Related Professional Development Needs
- Alignment of Assessment to ELOF
- Alignment of Curriculum to ELOF

TOOLS

- School Readiness Goals Template
- Professional Development Needs Survey and Reflection Questions
- Alignment Tool for Assessment and the ELOF
- Alignment Tool for Curriculum and the ELOF



Alignment Tool for Assessment and the ELOF

Appendix D (cont'd)




APPROACHES TO LEARNING		
▲ INFANT/TODDLER		
▲ Approaches to Learning		
Approaches to Learning focuses on the skills and behaviors that children use to engage in learning.		
Sub-Domains	What are some examples of how the assessment measures the skills, behaviors, and concepts described in the goals of the sub-domain?	What skills, behaviors, and concepts described in the goals of the sub-domain are not measured by the assessment?
Emotional and Behavioral Self-Regulation		
Cognitive Self-Regulation (Executive Functioning)		
Initiative and Curiosity		
Creativity		
Do the assessment items measure the developmental progressions of children's skills, behaviors, and concepts in this domain?		

Alignment Tool for Curriculum and the ELOF

Appendix C (cont'd)

Assess

APPROACHES TO LEARNING		
▲ INFANT/TODDLER		
▲ Approaches to Learning		
Approaches to Learning focuses on the skills and behaviors that children use to engage in learning.		
Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Emotional and Behavioral Self-Regulation		
Cognitive Self-Regulation (Executive Functioning)		
Initiative and Curiosity		
Creativity		
<p>1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.</p> <p>2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?</p> <p>3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)</p>		

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APPENDIX: IMPLEMENTATION GUIDE
USING THE ELOF TO INFORM
CURRICULUM PLANNING AND IMPLEMENTATION



Explore the PLAN Step



- What processes are described?
- What tools and resources are included?
- How will programs use the tools and resources?



School Readiness Goals Template

Appendix D: School Readiness Goals Template

APPROACHES TO LEARNING				
▲ INFANT/TODDLER				
▲ Approaches to Learning				
ASSESS		PLAN	ACT	
ELOF GOALS	CURRENT SCHOOL READINESS GOAL(S)	ANALYSIS AND BRAINSTORM	NEW/REVISED SCHOOL READINESS GOAL(S)	CHILD ASSESSMENT DATA
SUB-DOMAIN: EMOTIONAL AND BEHAVIORAL SELF-REGULATION				
Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.				
Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.				

Assessment—Program Supports Action Plan



Appendix E (cont'd)



Program Supports: Action Plan					
Action Step	How?	Who?	What?	When?	Action Step Complete?
	How will you take action?	Who needs to be involved?	What resources do you need?	When is your target deadline?	How will you know your action step worked?
Action Step 1					
Action Step 2					
Action Step 3					
Action Step 4					



Curriculum—Teaching Practices Planning Web

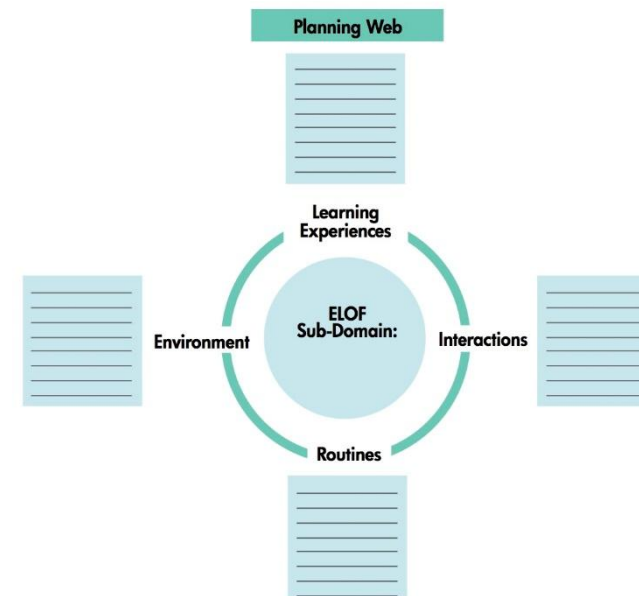
Appendix D (cont'd)



Planning Web Instructions

Use this planning web to help you plan which specific teaching practices you will enhance.

1. Write down which ELOF sub-domain you are focusing on in the middle of the web.
2. Think about how you already support children, including children who are DLLs and children with disabilities, in this ELOF sub-domain. Build on your current teaching practices.
3. Brainstorm examples of specific teaching practices you would like to enhance. Write your ideas in the web. Use the vignettes in this implementation guide to spark your thinking.
4. Consider how you can encourage families to support children's development and learning in the ELOF sub-domain at home.



Curriculum—Program Supports Action Plan

Appendix F (cont'd)



Program Supports: Action Plan					
Action Step	How?	Who?	What?	When?	Action Step Complete?
	How will you take action?	Who needs to be involved?	What resources do you need?	When is your target deadline?	How will you know your action step worked?
Action Step 1					
Action Step 2					
Action Step 3					
Action Step 4					

ELOF-Related Professional Development Plan



Appendix H: ELOF-Related Professional Development Planning Form

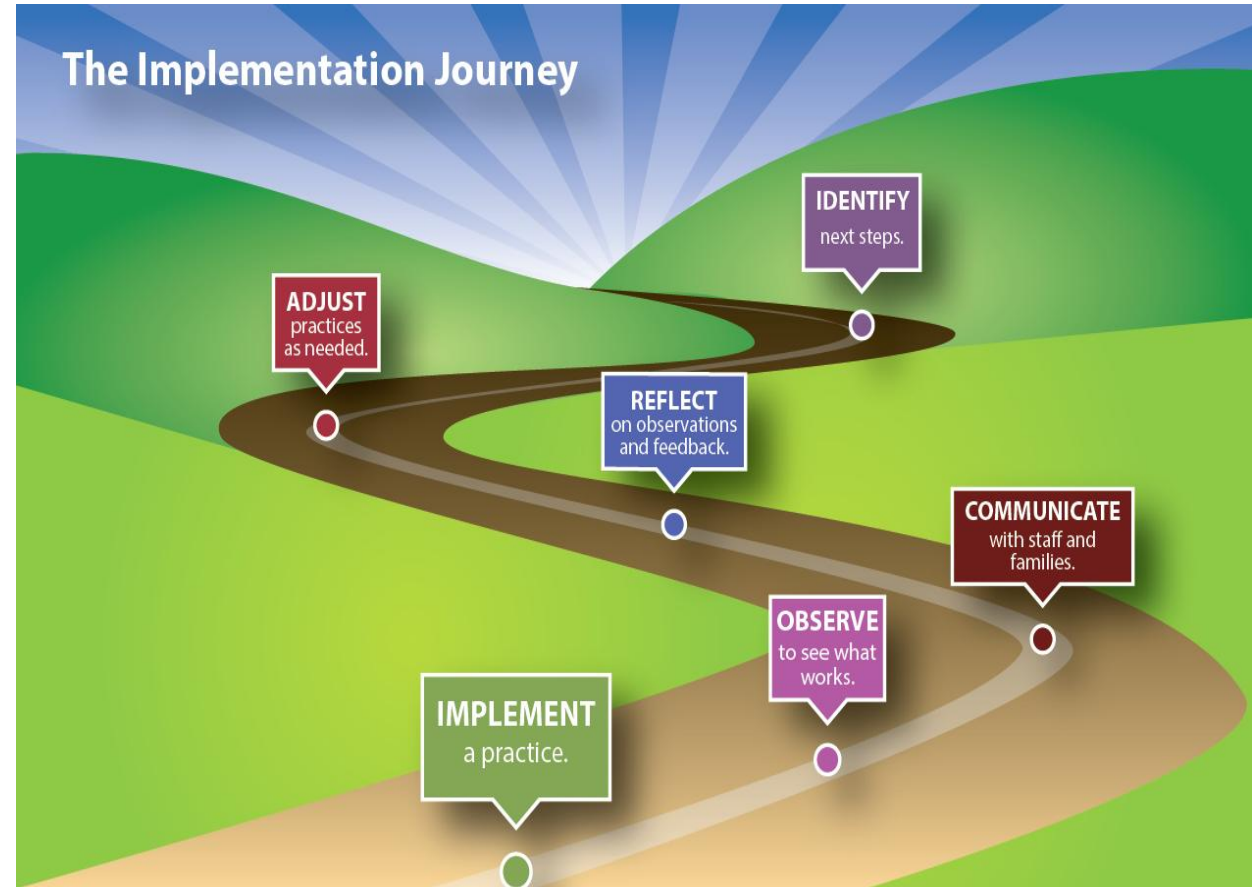


Participants by Role	Professional Development Need	Topic and Learning Goals	Type, Frequency, Length, Date(s)	Professional Development Provider



ACT

1. Implement a practice.
2. Observe to see what works.
3. Communicate with staff and families.
4. Reflect on observations and feedback.
5. Adjust practices as needed.
6. Identify next steps.



ACT

- How are we progressing on my action steps?
- What seems to be working? Why?
- What doesn't seem to be working? In what ways do we need to adjust?
- What additional action steps might we need to take?



ACT: Create an Infomercial for the Implementation Guide

Each infomercial will:

- Advertise the key features
- Describe the benefits of using the Implementation Guide
- Be 2-3 minutes in length



ACT!



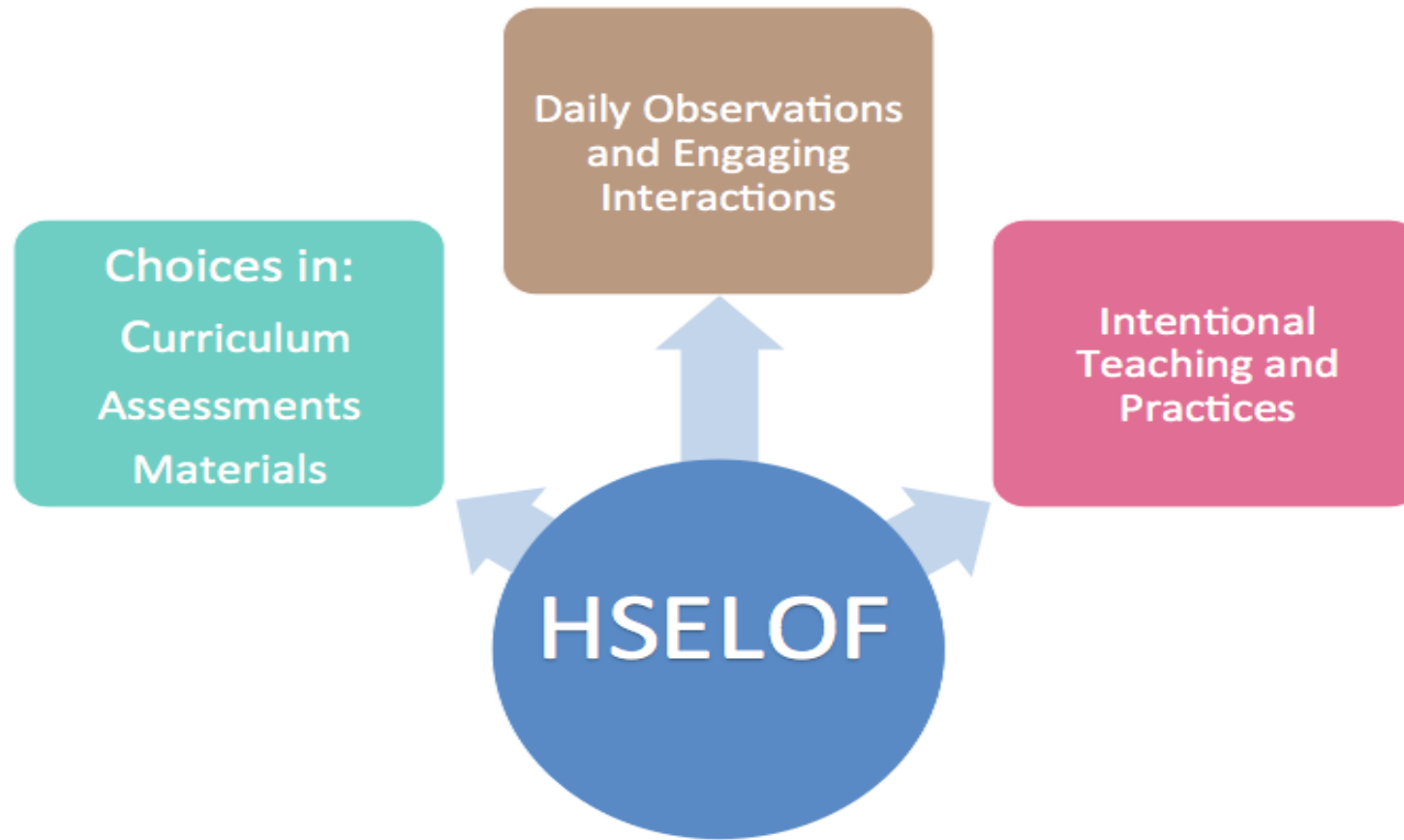
Using the HSELOF to Guide Observations



What Can We Observe About Children?



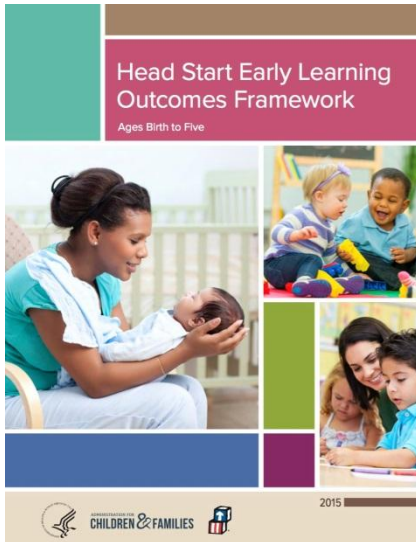
Using the HSELOF to Guide Practice



How Do We Use the HSELOF to Guide Planning and Implementation of Supportive Learning Experiences?

Planning learning
experiences

Daily observations and
interactions with children



Implementation of
effective teaching
practices

Setting up supportive
learning environments

Communication with
families



The HSELOF as a Tool to Guide Observations



The HSELOF as a Tool to Guide Observations

What skills and behaviors did you observe?



What Did You Notice?

What HSELOF domains did you observe in the video?

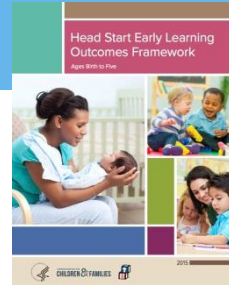
1. Approaches to Learning
2. Perceptual, Motor and Physical Development
3. Social and Emotional Development
4. Cognition
5. Language and Literacy



What Is Going On?

LANGUAGE AND LITERACY

Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.



APPROACHES TO LEARNING

Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.

SOCIAL AND EMOTIONAL DEVELOPMENT

Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adult.

COGNITION

Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.



The HSELOF as a Tool to Guide Observations



BLOCK PATTERN

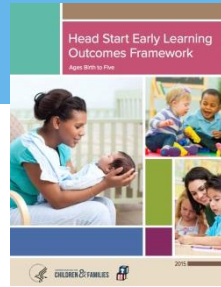


The HSELOF as a Tool to Guide Observations

What skills and behaviors did you observe?



What Is Going On?



LANGUAGE AND LITERACY

P-LC 1. Child attends to communication and language from others.

APPROACHES TO LEARNING

P-ATL 10. Child demonstrates initiative and independence.

COGNITION

IT-C 6. Child learns to use a variety of strategies in solving problems.
P-MATH 7. Child understands simple patterns.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

P-PMP 1. Child demonstrates control, strength, and coordination of large muscles

SOCIAL AND EMOTIONAL DEVELOPMENT

P-SE 1. Child engages in and maintains positive relationships and interactions with adults.



The HSELOF and Supporting Children

To support children responsively as they develop, our teaching practices must be:

Appropriate
Intentional
Focused



Share Your Ideas!

The HSELOF as a Tool to Guide Effective Practice

How do the HSELOF goals and indicators help guide the planning process?



Let's Practice!

Present a vignette for the group.

1. Read the vignette
2. Choose one domain of focus
3. Using the HSELOF, explore the domain and highlight one goal that relates to this child
4. On the developmental progression and indicators, identify where the child is functioning with success
5. Plan some next steps for the child – (consider learning experiences, interactions, routines, materials, environment, family communication)



Guiding Questions as You Plan

Consider the following guiding questions as you plan:

Learning Experiences

What learning experiences can I plan to meet goals?

Interactions and Routines

How can I use responsive interactions and routines to support these goals?

Environment/materials

What changes to the environment and/or materials might I incorporate or consider to support these goals?



The HSELOF as a Tool to Guide Individualization

The Framework, in combination with early childhood professionals' knowledge and understanding of each child's cultural and linguistic background, developmental strengths, and individual interests, ensures that each child's learning is clearly understood and effectively supported.



Considerations as You Plan

- ☐ Gather observational notes and documentation
- ☐ Map observations to domains/subdomains/goals in the HSELOF – start with one!
- ☐ Write down some instructional goals for the child: skills, materials
- ☐ Think about other children who may have similar needs (small group or individual need)
- ☐ Identify activities/learning experiences in your curriculum that will support these goals
- ☐ OR create additional opportunities in your curriculum to build in some activities/learning experiences to address these goals



Use the Framework in partnership with families to promote child outcomes.

Discuss with families:

- Knowledge and skills their children are developing
- School readiness goals for their children and how they can support their children's progress toward those goals
- Strategies to support and reinforce their children's learning



Next Steps

What are your top 2 priorities for next steps?

1. Gather information around specific needs related to the HSELOF
2. Use tools and materials provided as I work with grantees/staff
3. Provide one-on-one consultation to target staff
4. Conduct session(s) on using the HSELOF to inform planning with program staff
5. Other





Small Group Discussion: Sharing, Planning, and Reflecting

Discuss ideas for using the Implementation Guides in your programs:

- How does the Toolkit help your program meet the HSPPS?
- How would you share the Guides with your program staff and stakeholders?
- What questions do you still have?



Making a Connection with the HSPPS

Teaching practices focus on promoting growth in the developmental progressions described in the ELOF by aligning with and using the Framework and the curricula as described in 1302.32 to direct planning of organized activities, schedules lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning; (1302.31a(b)(1)(ii))

School readiness goals are aligned with the ELOF, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; (1302.102(a)(3))



Making a Connection with the HSPPS

- **Curricula** are aligned with the ELOF: Center based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that: ... (1302.32(a)(1)(i,ii,iii)(2)(b))
- **Assessment** A Program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provided ongoing information to evaluate the child's developmental level and progress in outcomes aligned to goals described in the ELOF (1302.33(b)(1)(2)(3))
- **Professional development** is focused on effective curricula implementation and knowledge of the content in the ELOF (1302.92)



Using the ELOF to Guide Practice: Where Are We?



References:

Head Start Approach to School Readiness – Overview

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach>

*Head Start Early Learning Outcomes Framework: Ages Birth to Five
Webinar Slides (June 2015), and Getting Started with the Head Start
Early Learning Outcomes Framework*

Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>



Thank You!

Add Native American Child Picture

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