



## Introduction to the ELOF Implementation Toolkit

# Using the Early Learning Outcomes Framework (ELOF) to Guide Effective Practice: Implementation Toolkit

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NATIONAL CENTER ON  
Early Childhood Development, Teaching and Learning

# Welcome & Introductions



Faith Polk



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National Center on Early Childhood  
Development, Teaching, and 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
- Make connections between the ELOF Implementation Toolkit and *Making It Work*
- Identify next steps in using the Toolkit to review and enhance key program practices

# Session Agenda

Here's what we're doing  
today:

1. Welcome and Introductions
2. The ELOF: A Tool to Inform Practice
3. ELOF Implementation Toolkit: An Overview
4. Using the ELOF to Inform Program Practices: Where Are You Now?  
Connecting traditional cultural skills, values, and language to ELOF goals
5. Implementation Guides: Taking a Closer Look
6. Using the Implementation Toolkit to Inform Program Practices: Reflecting and Planning

# At your table, introduce yourselves

Share the following:

- Name, role, and program
- Something you know about the ELOF
- One way your program connects your cultural skills, beliefs, values, and/or lifeways to outcomes for children?





# To help facilitate our work together choose a role:

- **Coordinator:** Keeps the group focused
- **Time Keeper:** Monitors time
- **Recorder:** Documents the group's work
- **Reporter:** Presents the group's work

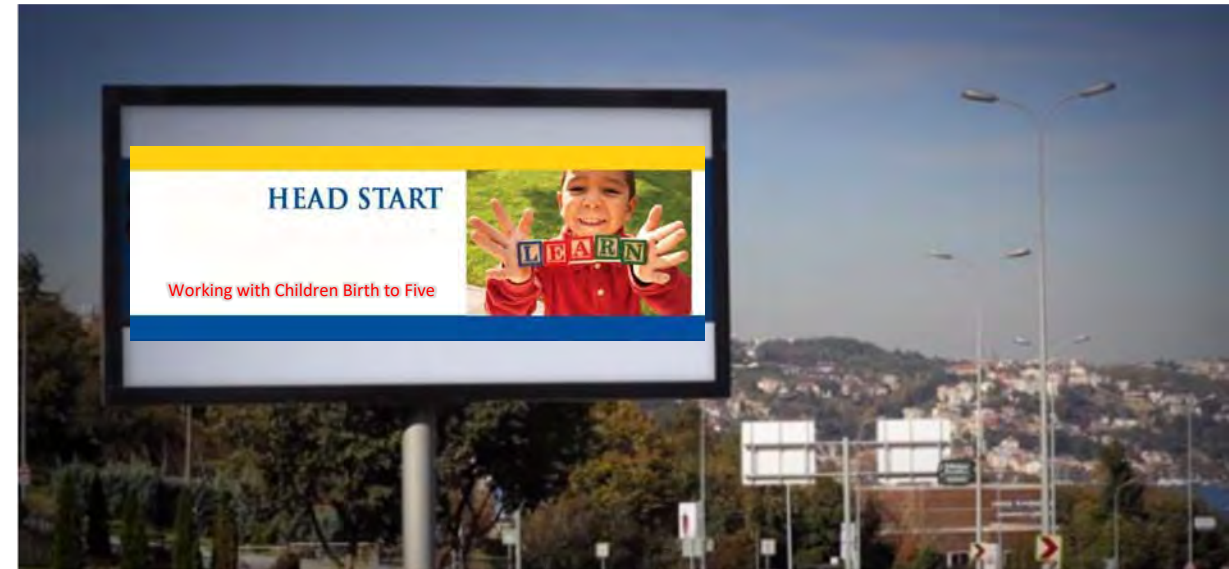


# In your table group:

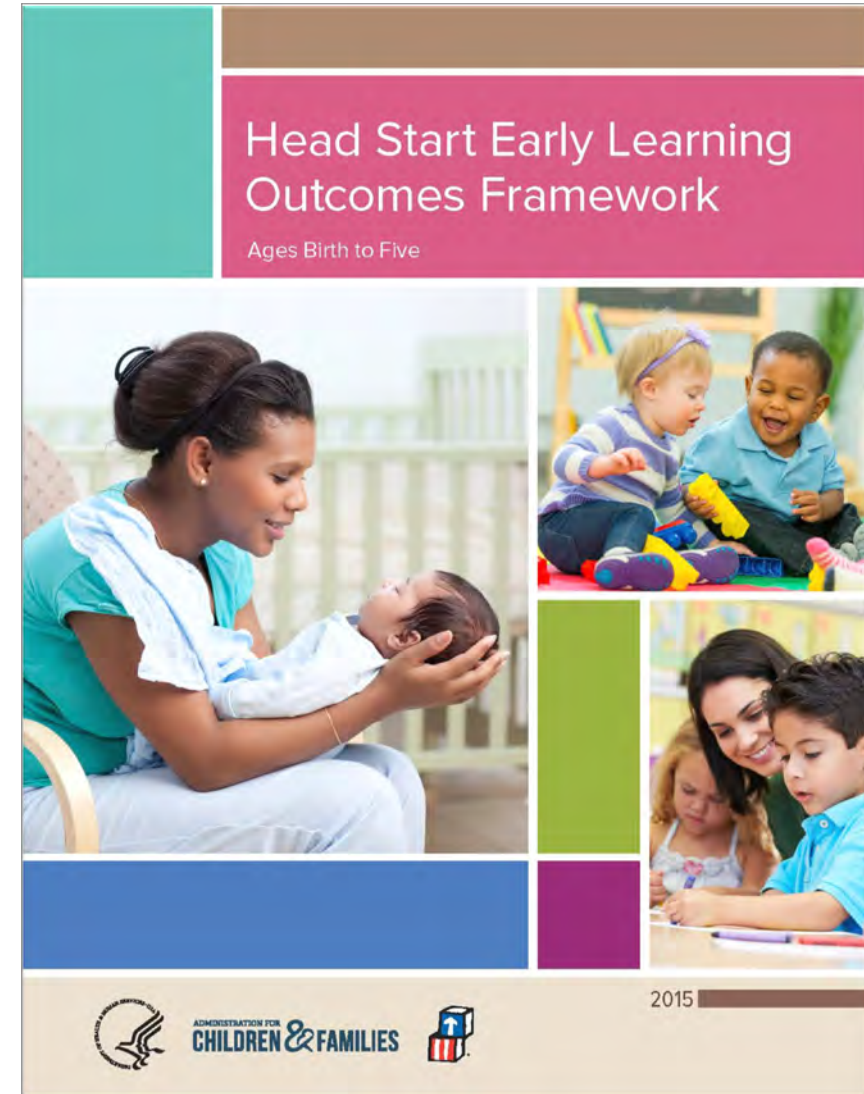
## 1. Consider:

- What do you know about the purpose of the ELOF?
- What is most important for AIAN programs to know?

## 2. Create a small billboard.



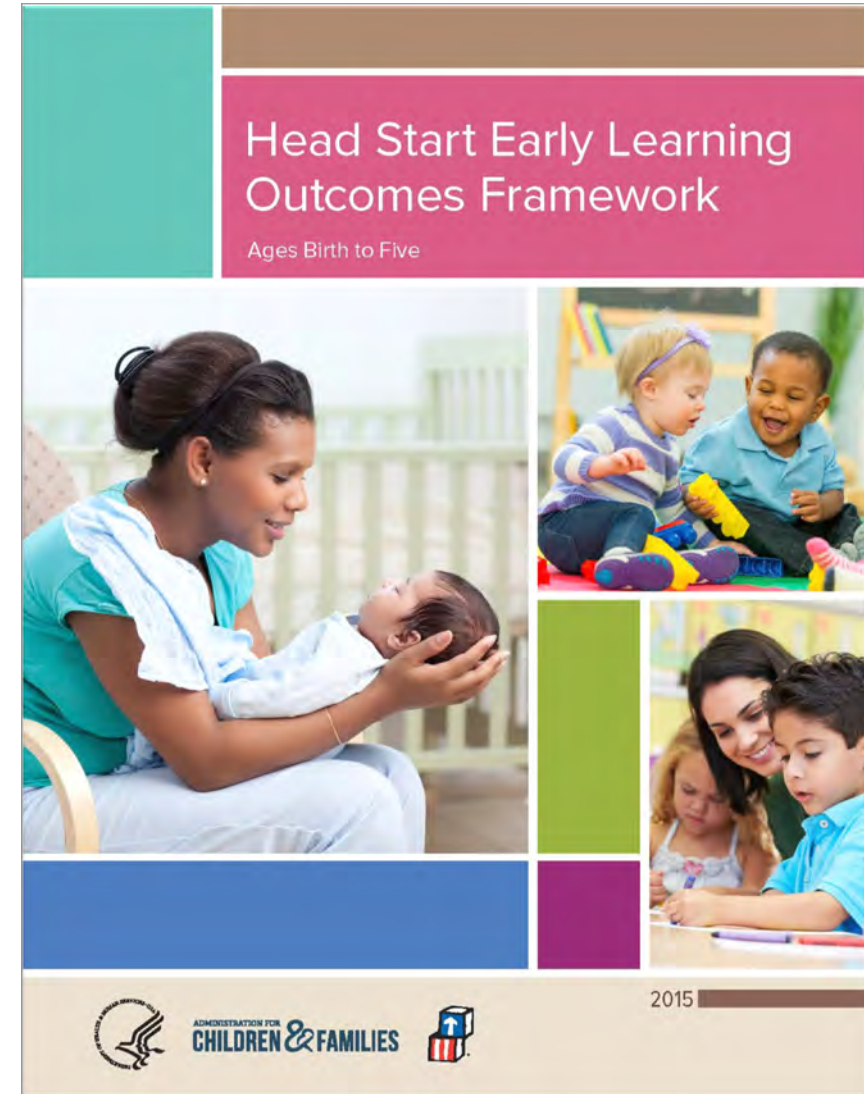
# The Early Learning Outcomes Framework (ELOF): A Tool to Inform Practice





## 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

FIGURE 2: DOMAIN ORGANIZATION

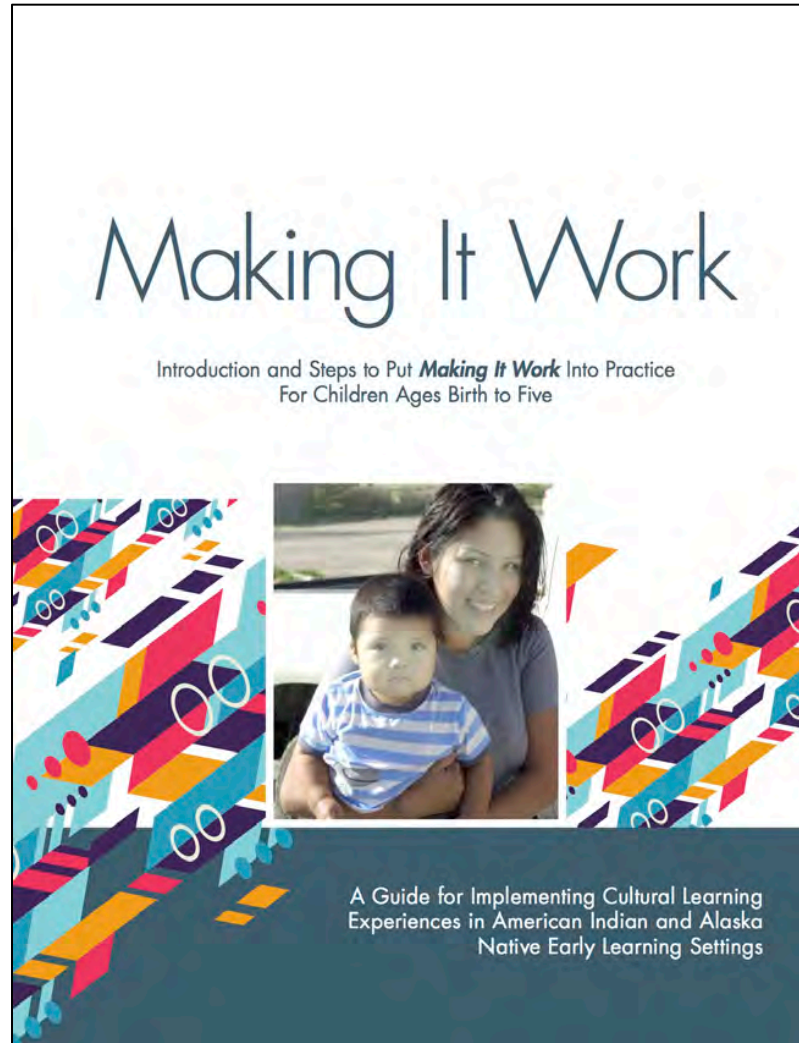
	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical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

# ELOF Guiding Principles

Every child has diverse strengths rooted in their family's culture, background, language, and beliefs (ELOF p. 3)



# Connecting ELOF Goals to Cultural Lifeways





# The ELOF and Language Development

- Developing and maintaining the home language supports children's learning.
- Children's progress in learning language vary based on experiences.
- Meeting the needs of children learning more than one language requires intentional planning at the program and classroom levels.





# Using the ELOF to Inform Practices

“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.”

(ELOF, p. 8)

## 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
  - Supporting parents to promote their child's development and learning

# Making a Connection with the HSPPS

- **Teaching practices** focus on promoting growth in the developmental progressions described in the ELOF (1302.31)
- **School readiness goals** are aligned with the ELOF (1302.102)
- **Curricula** are aligned with the ELOF (1302.32)
- **Assessment** evaluates the child's developmental level and progress in outcomes aligned to goals described in the ELOF (1302.33)
- **Professional development** is focused on effective curricula implementation and knowledge of the content in the ELOF (1302.92)



# 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?
- How can you use *Making It Work!* to align traditional cultural skills and lifeways to the ELOF?
- What challenges do you think might arise?



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

- A process for using the ELOF to inform practice
- Who should be involved
- How to engage stakeholders in the process
- How and why to connect the ELOF with cultural and language practices
- 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)






# Pause and Reflect—The ELOF: A Tool to Inform Practice

- What does this remind you of?
- How might you use this information?
- What questions do you have?

**NCECDTL**

**PAUSE AND REFLECT**

As we discuss each topic, take time to make personal meaning. Consider these questions:

	What does this remind you of? (For example, Making It Work)	How might I use this?	What questions do I have?
 The ELOF: A Tool to Inform Practice			
 The Implementation Toolkit: An Overview			
 Using the ELOF to Inform Practice			

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# 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:





# 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



# 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
<b>Prepare</b>	Before you begin, gather the following materials: <ul style="list-style-type: none"> <li>The ELOF</li> <li>Pens and markers</li> <li>Paper</li> </ul>			
<b>Select</b>	Select one ELOF domain to explore.			
<b>Explore</b>	With the large group, use the following questions to guide your exploration: <ol style="list-style-type: none"> <li>What are the sub-domains for this domain for both infant/toddler and preschool?</li> <li>Are the sub-domains for infant/toddler and preschool the same or different? How?</li> <li>What are the goals within each sub-domain for both infant/toddler and preschool?</li> <li>How are the goals for infants and toddlers related to the goals for preschoolers?</li> </ol>			
<b>Create</b>	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"> <li>Selected domain</li> <li>Sub-domains</li> <li>Developmental progressions</li> <li>Goals</li> <li>Indicators</li> </ul>			
<b>Share</b>	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
<b>Prepare</b>	Before you begin, gather the following materials: <ul style="list-style-type: none"> <li>The ELOF</li> <li>Handout: "ELOF: Language and Literacy Birth-to-Five Continuum" (see Appendix B)</li> <li>Handout: "ELOF Birth-to-Five Continuum Template" (see Appendix C)</li> <li>Pens</li> </ul>			
<b>Explore</b>	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"> <li>What sub-domains are in this domain?</li> <li>What goals are in the sub-domain of Communicating and Speaking?</li> <li>In your own words, describe the developmental progression of Expressive language from birth to 5.</li> </ul>			
<b>Practice</b>	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"> <li>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.</li> <li>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.</li> <li>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).</li> <li>Write down the skills, behaviors, and concepts that children demonstrate as they progress toward a given goal within the appropriate age periods.</li> </ol>			
<b>Reflect</b>	Reflect on the children in your care: <ul style="list-style-type: none"> <li>Where are the children in the birth-to-5 continuum?</li> <li>How can you use the birth-to-5 continuum to individualize teaching for all children, including children who are D/HD for children with disabilities?</li> <li>How can you use the birth-to-5 continuum to plan small group experiences?</li> </ul>			

## 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
<b>Prepare</b>	Before you begin, gather the following materials: <ul style="list-style-type: none"> <li>The ELOF</li> <li>Sample photographs (see Appendix D for a toddler example or Appendix E for a preschooler example)</li> <li>Anecdotal notes (if doing modified version of activity)</li> </ul>			
<b>Observe</b>	Observe the children in the sample photographs.* <p>*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.</p> 			
<b>Identify</b>	Identify which ELOF domains you see in action in these photographs and anecdotes.			
<b>Reflect</b>	Reflect on the following questions: <ol style="list-style-type: none"> <li>What are some examples of children's skills, behaviors, and knowledge from the ELOF sub-domains that you see in these sample photographs?</li> <li>How might the staff in this learning setting intentionally support children's skills, behaviors, and knowledge in these ELOF sub-domains?</li> </ol>			
<b>Share</b>	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
<b>Prepare</b>	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).			
<b>Select</b>	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.			
<b>Explore</b>	Explore the relevant resources for your age group from the document in Appendix F.			
<b>Discuss</b>	Discuss how you can use the strategies in the resources to support children's development described in the ELOF sub-domain.			
<b>Share</b>	Share your ideas with the large group.			
<b>Practice</b>	Identify a specific teaching practice from this discussion to try out in your learning setting over the next week.			



# 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



The cover features a photograph of a teacher interacting with young children in a classroom. To the right of the photo is the logo for the Department of Education, Office of the Assistant Secretary for Children & Families, and the Head Start logo. Below the photo is a blue banner with the title 'Getting Started with the Head Start Early Learning Outcomes Framework' and '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

# 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

- Building an Effective Implementation Team
- 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?

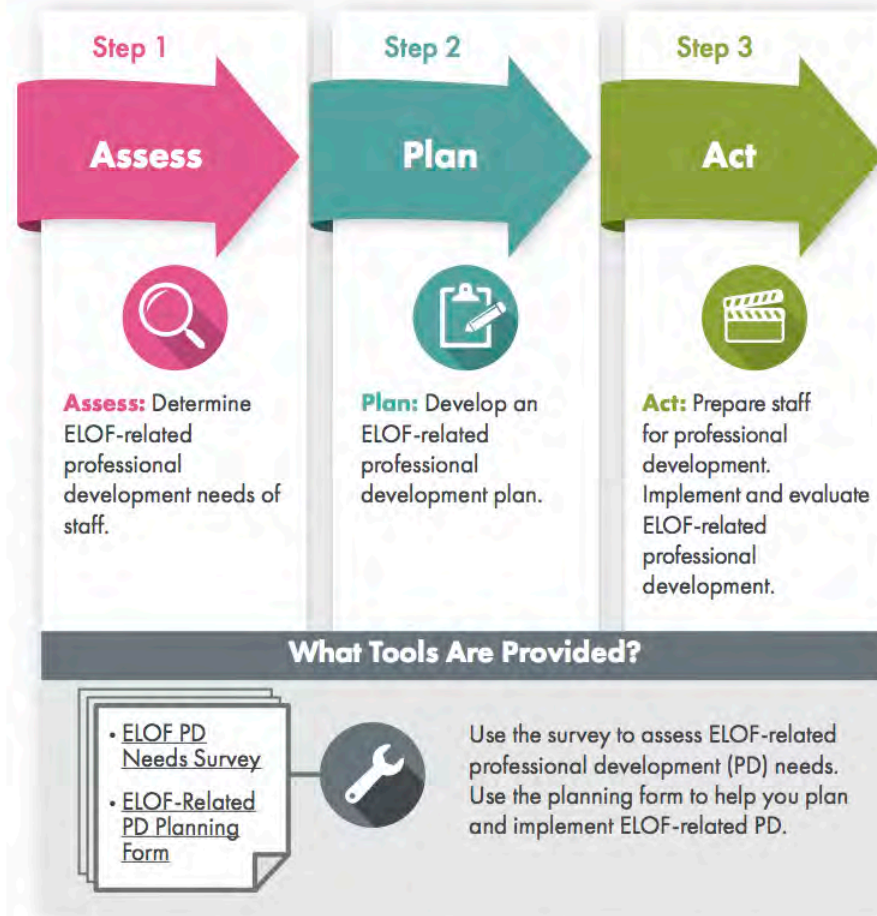
How will the team work together?

- 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?

# A Roadmap for Planning and Implementation

## Roadmap for Planning ELOF-Related Professional Development



# ASSESS



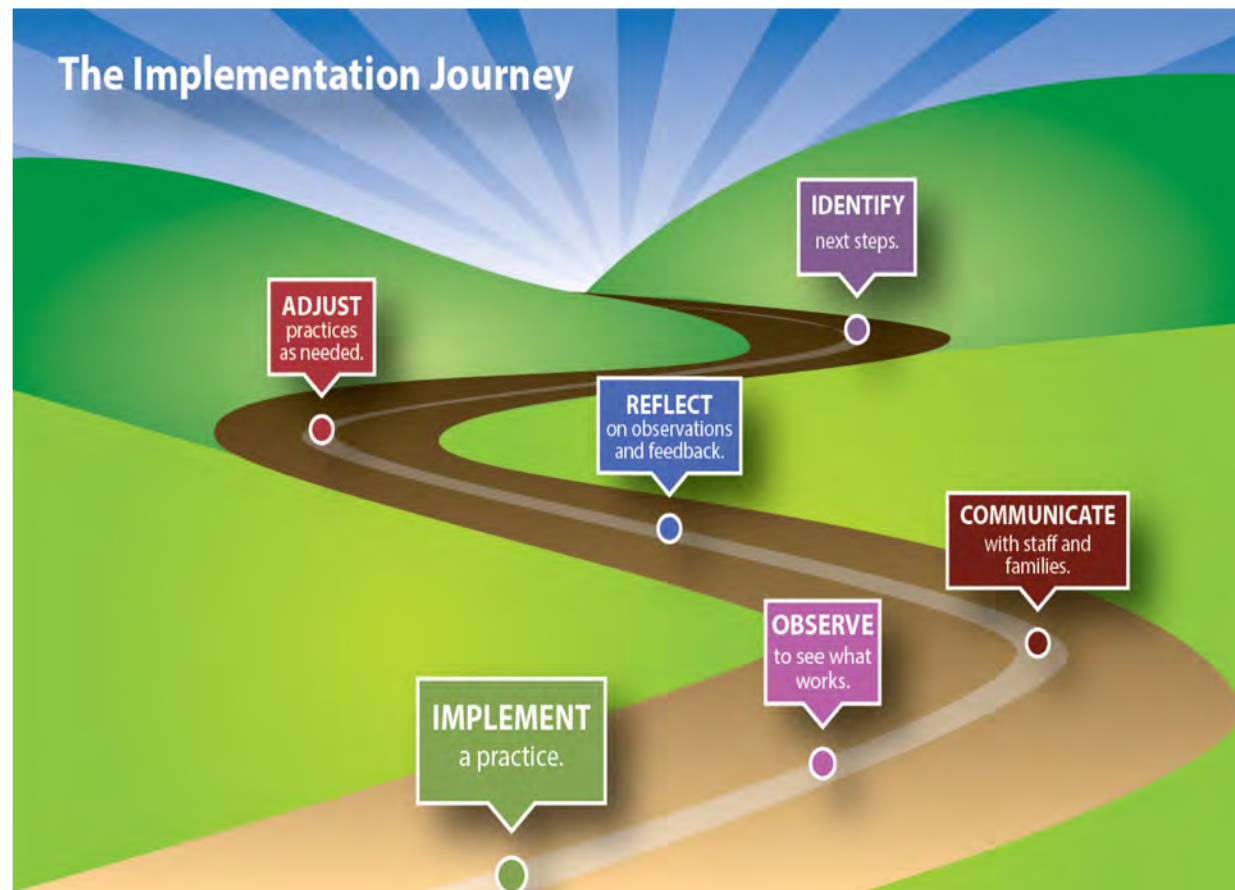
- Review
- Collect Information
- Align
- Reflect

# PLAN



- Analyze
- Brainstorm
- Develop Action Plans
- Provide Supports

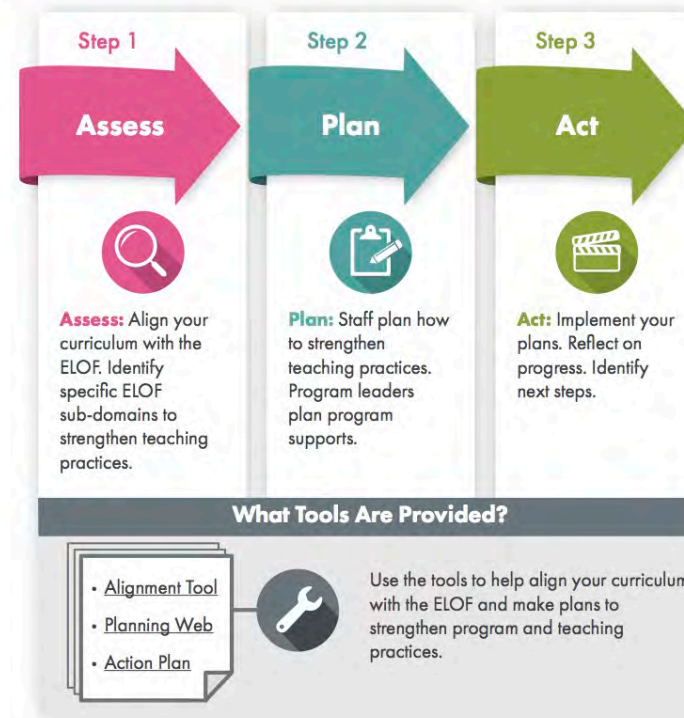
# ACT—The Implementation Journey





# Tools to Support Planning and Implementation

## Roadmap for Aligning Curriculum with the ELOF



This guide is organized into three sections according to the Assess, Plan, and Act steps. The activities and tools in each step are described in the body of the guide. The handouts and supporting resources are located in the Appendices at the end of the guide.

# Vignettes

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



# Let's Visit Harriet Tubman Early Head Start

In pairs:

- Review the vignette.
- Consider the process and tools we introduced.
- Discuss how you would use these materials in your program.



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



# ELOF Implementation: Where Are We Now?

## NCECDTL

### 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?				



# Looking Forward to Seeing You Soon—30 Minute Break



Using the ELOF to  
Guide Practice: Where  
Are We Now?



# Table Discussion: Where are we now?

- What are we doing to implement practices aligned with the ELOF?
- How does *Making It Work* help us connect cultural practices (e.g., fishing) 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: Taking a Closer Look

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

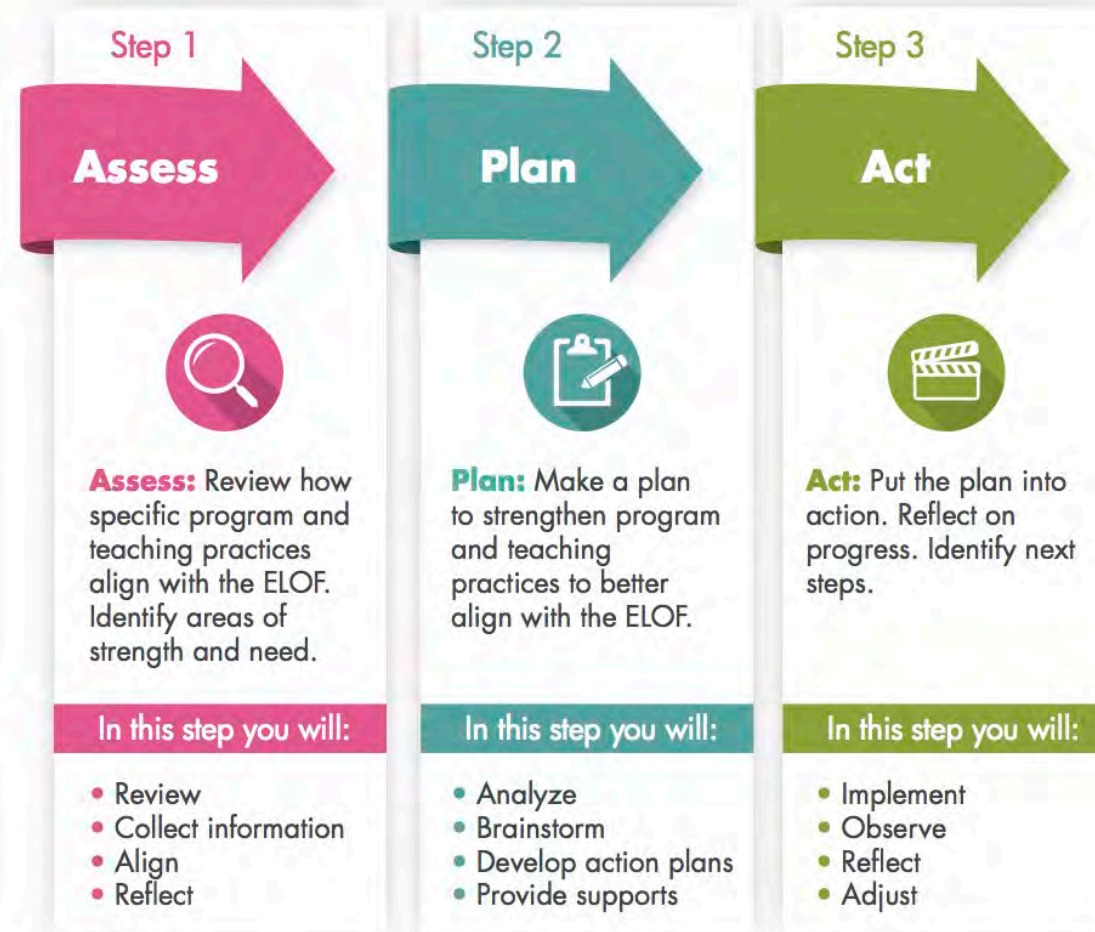


# Implementation Guides: A Jigsaw Puzzle







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



# A Tool to Help Your Recorder

NCECDTL	
IMPLEMENTATION GUIDE	
<p>Step 1</p> <p><b>Assess</b></p> 	<p>What is being assessed? Who should be involved? What processes and tools are used? On what pages are the process and tools located?</p>
<p>Step 2</p> <p><b>Plan</b></p> 	<p>What processes, tools, and resources are provided for planning? On what pages are the process, tools and resources located?</p>
<p>Step 3</p> <p><b>Act</b></p> 	<p>What processes, tools, and resources are provided for the ACT step? On what pages are the process, tools and resources located?</p>
<p><b>REFLECT</b></p>	<p>What do you think are the most important features of this guide? Why?</p>

# Explore the ASSESS Step

What is being assessed?

Who should be involved?

What tools are provided?

On what pages are the tools located?

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



# Explore the PLAN Step



What processes are described?

What tools and resources are included?

On what pages are the tools and resources located?

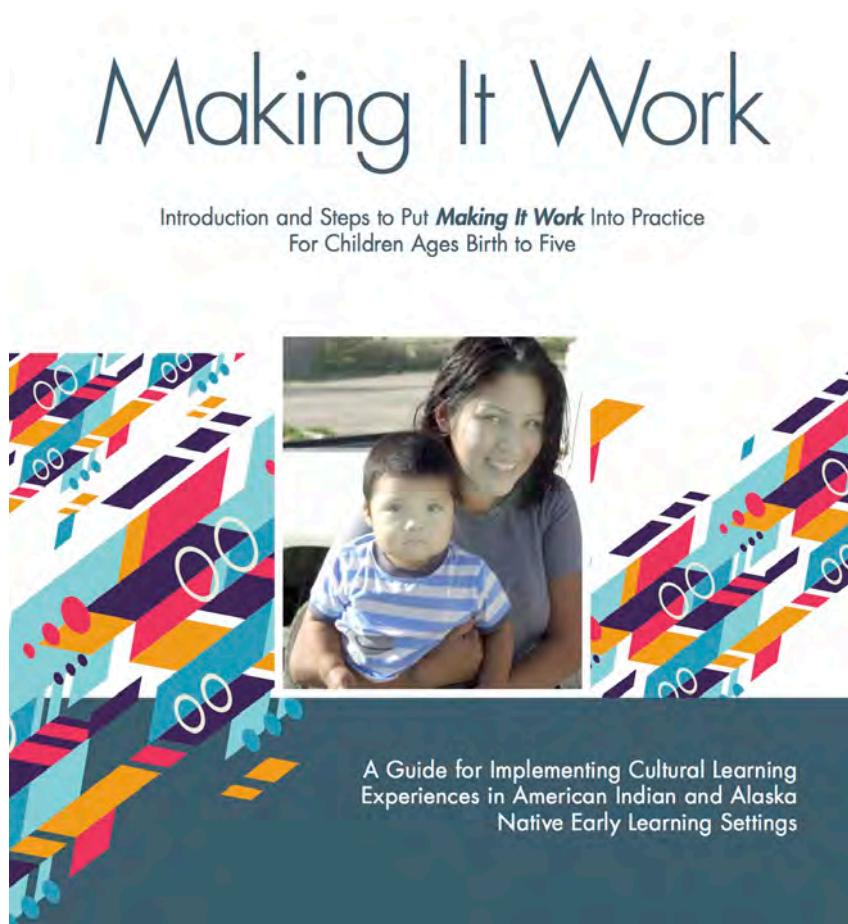
How will you use the tools and resources?

# 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.				

# Culturally Responsive School Readiness Goals



- Connect cultural lifeways to the ELOF and your school readiness goals
- Determine cultural skills that support your school readiness goals

# Assessment—Program Supports Action Plan

**Appendix E (cont'd)**

Plan

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?
<b>Action Step 1</b>					
<b>Action Step 2</b>					
<b>Action Step 3</b>					
<b>Action Step 4</b>					

38

APPENDIX: IMPLEMENTATION GUIDE  
USING THE ELOF TO INFORM  
ASSESSMENT



# Curriculum—Teaching Practices Planning Web

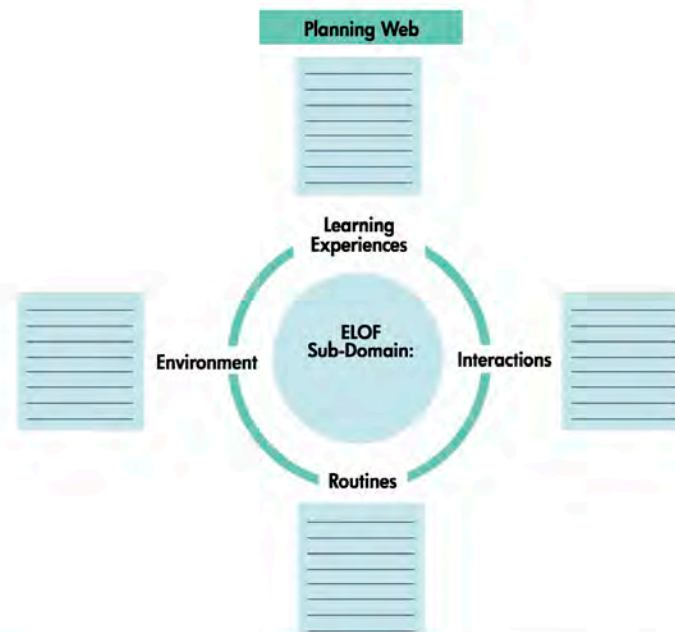
## Appendix D (cont'd)



### 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.



# Activities Taken from Cultural Lifeways and Traditions

- Use *Making It Work* to plan activities that teach the lifeways, skills, and goals of your community.
- Choose activities to engage families and community members

## Making It Happen

FISHING	
	<p><b>APPROACHES TO LEARNING—BIRTH TO THREE</b></p> <ul style="list-style-type: none"> <li>•<b>Emotional &amp; Behavioral Self-Regulation</b> Engage in fishing activity with support of familiar adults</li> <li>•<b>Cognitive Self-Regulation (Executive Function)</b> Maintain focus and attention to fishing activity with support; show increasing ability to stay engaged and focused on fishing activity</li> <li>•<b>Initiative &amp; Curiosity</b> Approach other children and adults during fishing activity; show interest in the fishing activity; seek out and play with fish, sand, water, etc.</li> <li>•<b>Creativity</b> Move body like a fish; sing fishing songs; engage in make-believe play by fishing</li> </ul>
ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0-18 MONTHS	ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18-36 MONTHS
<ul style="list-style-type: none"> <li>• Sit with children during fishing stories and activities. Gradually have children sit alone on the floor with adult moving further away.</li> <li>• Model and encourage children to sit by other adults/children that they are not familiar with. Encourage other children and adults to approach and sit with children.</li> <li>• Set up space for sand and water play. Encourage children to touch and play with the sand and water.</li> <li>• Create and sing chants and songs about fishing to the children.</li> <li>• Model and encourage children to move their bodies to the fishing chants and songs.</li> <li>• Play "peek-a-boo" with cardboard fish. Make the fish to look like the kind caught and used for subsistence.</li> <li>• Bury fish in sand and have children find them.</li> <li>• Cut out pictures of fish (two each) and have children match them.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time to explore the sand, water, net, pole, and fish.</li> <li>• Give children the opportunity to "fish." Use sand and water table.</li> <li>• Schedule a field trip to a local lake, pond, or ocean.</li> <li>• Have children participate in fishing activities for longer periods of time to increase their attention span.</li> <li>• Teach children to sing the songs. Note their memory of these songs.</li> <li>• Have children create their own fishing songs.</li> <li>• Have children creatively move like fish swimming in a river. Provide verbal cues for movement (i.e., fast, slow, upstream, downstream).</li> <li>• Encourage children to imitate other children's movements while dancing to fishing songs.</li> <li>• Have children act out fishing.</li> <li>• Have children tell a fishing story.</li> <li>• Play memory game with pictures of fish on cards.</li> <li>• Have rope available for children to feel. Show them how fishing knots are tied.</li> <li>• Throughout the day, model asking questions. Encourage older children to ask questions about fishing.</li> </ul>

# Curriculum—Program Supports Action Plan

**Appendix F (cont'd)**

Plan

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?
<b>Action Step 1</b>					
<b>Action Step 2</b>					
<b>Action Step 3</b>					
<b>Action Step 4</b>					


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44

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

# ELOF-Related Professional Development Plan

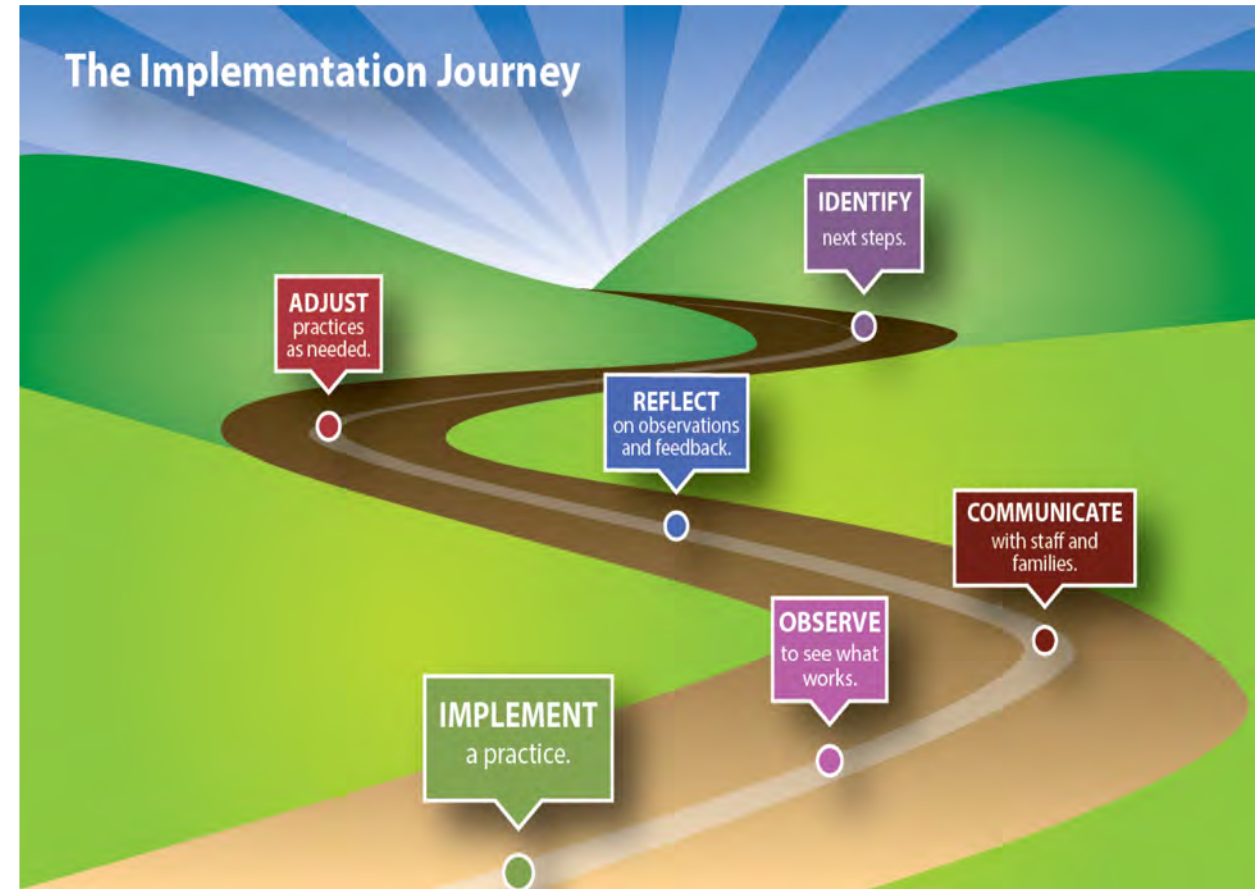
Appendix H: ELOF-Related Professional Development Planning Form

Plan

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



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.



- How are we progressing on our 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
- Identifies connections with *Making It Work*
- Describe the benefits of using the Implementation Guide
- Be 2-3 minutes in length












# Pause and Reflect—Using the ELOF to Inform Practice


- What does this remind you of?
- How can you use this in your work?
- What questions do you have?

**NCECDTL**

**PAUSE AND REFLECT**

As we discuss each topic, take time to make personal meaning. Consider these questions:

	What does this remind you of? (For example, <i>Making It Work</i> )	How might I use this?	What questions do I have?
 The ELOF: A Tool to Inform Practice			
 The Implementation Toolkit: An Overview			
 Using the ELOF to Inform Practice			

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**1**

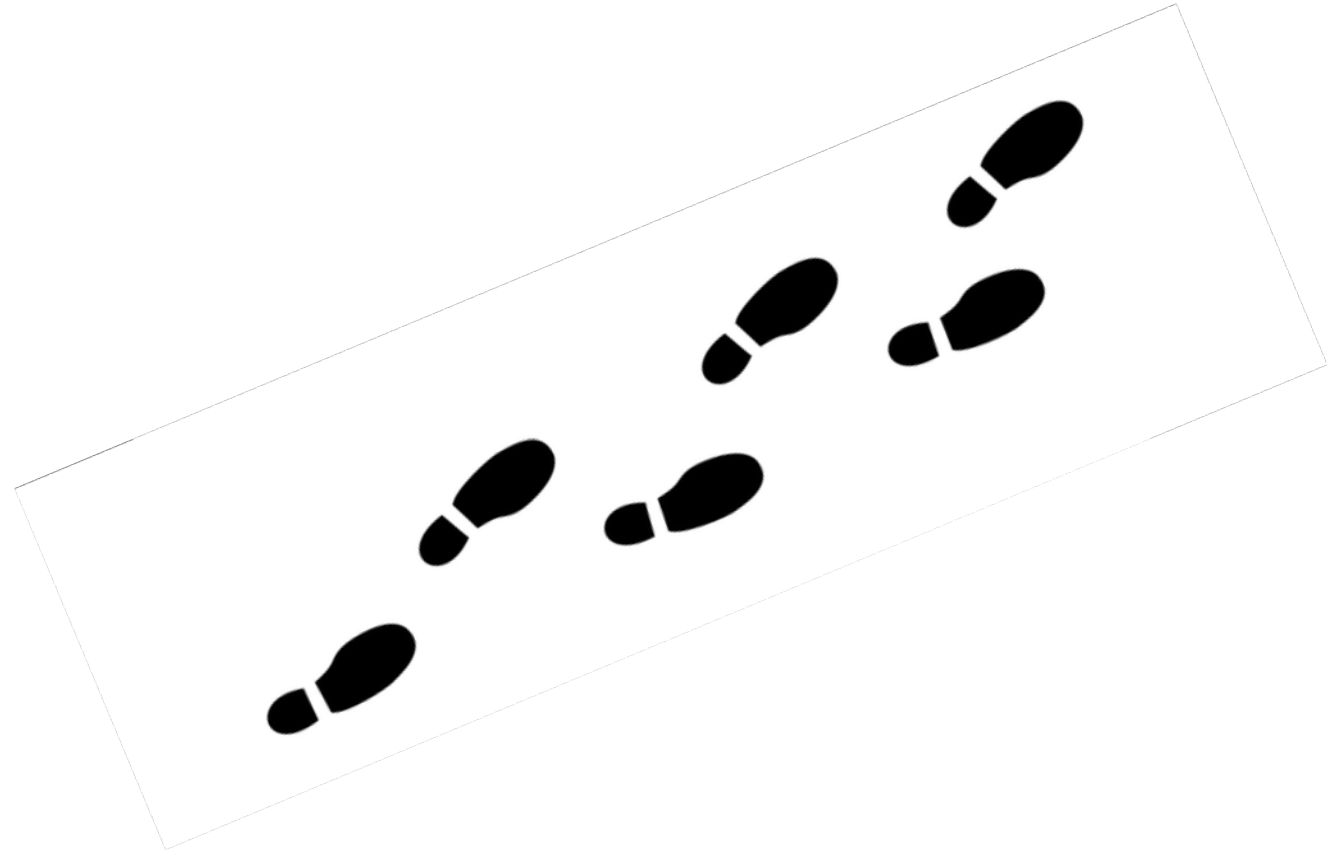
# Small Group Discussion: Sharing, Planning, and Reflecting

Discuss ideas for using the Implementation Guides in your programs:

- How does your use of *Making It Work* create a foundation for using the Toolkit?
- 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?



# Reflecting on the Day



Getting Ready to Use the Implementation Toolkit: My next steps...

# Selected Additional Resources

- Making It Work <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/making-it-work-2017.pdf>
- Head Start Cultural and Linguistic Responsiveness Resource Catalogue (Volume 2): Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition) <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/resource-catalogue-main-book-4.pdf>
- Tribal Language Revitalization Report <https://eclkc.ohs.acf.hhs.gov/hslc/states/aian/tlr/lang-revitalize.html>
- A Journey Toward Strong Programs and Thriving Families: The Story of Three Tribal Home Visiting Grantees [https://www.acf.hhs.gov/sites/default/files/ecl/2745\\_thv\\_issue\\_brief\\_programs\\_families\\_v5\\_508.pdf](https://www.acf.hhs.gov/sites/default/files/ecl/2745_thv_issue_brief_programs_families_v5_508.pdf)
- Since Time Immemorial Early Learning Curriculum from Washington State <https://www.del.wa.gov/government/tribal-nations/since-time-immemorial-early-learning-curriculum>








# Thank You!

Please take the time to complete your session evaluation.

For more information, contact:  
[ecdtl@ecetta.info](mailto:ecdtl@ecetta.info)  
or call (toll-free) 1-844-261-3752





## PAUSE AND REFLECT

As we discuss each topic, take time to make personal meaning. Consider these questions:

	What does this remind you of? (For example, <i>Making It Work</i> )	How might I use this?	What questions do I have?
 <p>The ELOF: A Tool to Inform Practice</p>			
 <p>The Implementation Toolkit: An Overview</p>			
 <p>Using the ELOF to Inform Practice</p>			




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?				

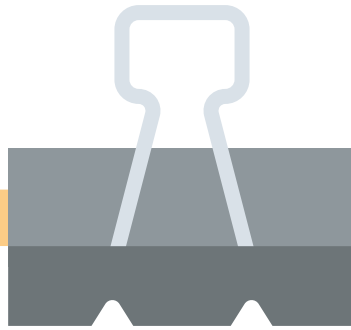
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What do I need to know to support my program in using the ELOF to inform program practices?				
Getting Ready to Use the Implementation Toolkit: What Are My Next Steps?				

ROLES AND RESPONSIBILITIES	
COORDINATOR	TIME KEEPER
Name:	Name:
A coordinator makes sure all things fit together and work properly.	A time keeper uses a watch or timer to make sure things are finished when they should be.
 <p>The role of the Coordinator is to:</p> <ul style="list-style-type: none"> <li>▪ Keep the group on task</li> <li>▪ Make sure everyone gets a fair turn</li> <li>▪ Get everyone to come to a decision</li> <li>▪ Contact other groups, if needed</li> <li>▪ Get involved - Talk, Do, Listen.</li> </ul>	 <p>The role of the Time Keeper is to:</p> <ul style="list-style-type: none"> <li>▪ Make sure the group is using time well</li> <li>▪ Tell the group when it is time to get going or move on</li> <li>▪ Tell the group when to finish and to pack up</li> <li>▪ Get involved - Talk, Do, Listen.</li> </ul>
REPORTER	RECORDER
Name:	Name:
A reporter shares information with other people.	A recorder keeps a record of what has happened.
 <p>The role of the Reporter is to:</p> <ul style="list-style-type: none"> <li>▪ Make sure you understand what the Recorder has written.</li> <li>▪ Present what the group has done to the larger group</li> <li>▪ Be prepared to answer questions</li> <li>▪ Get involved - Talk, Do, Listen.</li> </ul>	 <p>The role of the Recorder is to:</p> <ul style="list-style-type: none"> <li>▪ Write down groups findings, decisions</li> <li>▪ Make sure the Reporter can read and understand the notes</li> <li>▪ Get involved - Talk, Do, Listen.</li> </ul>



# IMPLEMENTATION GUIDE

<div> <div>Step 1</div> <div>Assess</div> <div>  </div> </div>	<p>What is being assessed? Who should be involved? What processes and tools are used? On what pages are the process and tools located?</p>
<div> <div>Step 2</div> <div>Plan</div> <div>  </div> </div>	<p>What processes, tools, and resources are provided for planning? On what pages are the process, tools and resources located?</p>
<div> <div>Step 3</div> <div>Act</div> <div>  </div> </div>	<p>What processes, tools, and resources are provided for the ACT step? On what pages are the process, tools and resources located?</p>
<div> <div>REFLECT</div> </div>	<p>What do you think are the most important features of this guide? Why?</p>



## ACT: CREATING AN INFOMERCIAL

Create a 2-3 minute infomercial to market the Implementation Guide. Think about what's most important to know about the Guide and how you might "sell" it to other programs.

Use this checklist to be sure your group's infomercial is effective in advertising the Implementation Guide.

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### OUR INFOMERCIAL INCLUDES:

- ☐ who should use the Implementation Guide
- ☐ key features of the Implementation Guide
- ☐ a brief explanation of how to use the Implementation Guide
- ☐ concrete benefits of using the Implementation Guide

Remember to invite each group member to be part of your infomercial!