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

June 13, 2018

Presenters:

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Welcome & Introductions

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Heidi Mendenhall

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
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
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
Every child has diverse strengths rooted in their family’s culture, background, language, and beliefs (ELOF p. 3)
Connecting ELOF Goals to Cultural Lifeways

Making It Work
Introduction and Steps to Put Making It Work Into Practice For Children Ages Birth to Five

A Guide for Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings
• 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?
ELOF Implementation Toolkit: An Overview
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
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
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 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

Step 1: Assess
Assess: Determine ELOF-related professional development needs of staff.

Step 2: Plan
Plan: Develop an ELOF-related professional development plan.

Step 3: Act
Act: Prepare staff for professional development. Implement and evaluate ELOF-related professional development.

What Tools Are Provided?
- ELOF PD Needs Survey
- ELOF-Related PD Planning Form

Use the survey to assess ELOF-related professional development (PD) needs. Use the planning form to help you plan and implement ELOF-related PD.
ASSESS

• Review
• Collect Information
• Align
• Reflect
• Analyze
• Brainstorm
• Develop Action Plans
• Provide Supports
ACT—The Implementation Journey
Tools to Support Planning and Implementation

Roadmap for Aligning Curriculum with the ELOF

**Step 1: Assess**
- Assess: Align your curriculum with the ELOF. Identify specific ELOF sub-domains to strengthen teaching practices.

**Step 2: Plan**
- Plan: Staff plan how to strengthen teaching practices. Program leaders plan program supports.

**Step 3: Act**
- Act: Implement your plans. Reflect on progress. Identify next steps.

*What Tools Are Provided?*
- Alignment Tool
- Planning Web
- Action Plan

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?
### GUIDING MY WORK

<table>
<thead>
<tr>
<th>School Readiness Goals</th>
<th>Curriculum</th>
<th>Assessment</th>
<th>Professional Development</th>
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<tbody>
<tr>
<td><strong>How are we currently using the ELOF to inform program practices?</strong></td>
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<tr>
<td><strong>What do I need to know to support my program in using the ELOF to inform program practices?</strong></td>
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**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
Implementation Guides: A Jigsaw Puzzle
Let’s Explore the Three-Step Process for Each Guide

**Step 1: Assess**
- Review
- Collect information
- Align
- Reflect

**Assess:** Review how specific program and teaching practices align with the ELOF. Identify areas of strength and need.

**In this step you will:**
- Review
- Collect information
- Align
- Reflect

**Step 2: Plan**
- Analyze
- Brainstorm
- Develop action plans
- Provide supports

**Plan:** Make a plan to strengthen program and teaching practices to better align with the ELOF.

**In this step you will:**
- Analyze
- Brainstorm
- Develop action plans
- Provide supports

**Step 3: Act**
- Implement
- Observe
- Reflect
- Adjust

**Act:** Put the plan into action. Reflect on progress. Identify next steps.
A Tool to Help Your Recorder
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?
## Appendix D: School Readiness Goals Template

### Approaches to Learning

#### Infant/Toddler

**Levels of Evidence (LOE) Goals**

<table>
<thead>
<tr>
<th>Approaches to Learning</th>
<th>Assess</th>
<th>Plan</th>
<th>Act</th>
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<tbody>
<tr>
<td>Current School Readiness Goal(s)</td>
<td>Analysis and Brainstorm</td>
<td>New/Revised School Readiness Goal(s)</td>
<td>Child Assessment Data</td>
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</tbody>
</table>

**Sub-domain: Emotional and Behavioral Self-regulation**

<table>
<thead>
<tr>
<th>Goal IT-ATL 1</th>
<th>Goal IT-ATL 2</th>
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<tbody>
<tr>
<td>Child manages feelings and emotions with support of familiar adults.</td>
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<tr>
<td>Child manages actions and behavior with support of familiar adults.</td>
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**Notes:**

- Ensure that goals are measurable and achievable.
- Regularly review progress and adjust as necessary.
- Encourage collaboration between educators and families.

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**References:**

- National Association for the Education of Young Children (NAEYC).
- Zero to Three (ZT3).
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
### Appendix E (cont’d)

#### Program Supports: Action Plan

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<tr>
<td>Action Step 1</td>
<td>How will you take action?</td>
<td>What needs to be involved?</td>
<td>What resources do you need?</td>
<td>What is your target deadline?</td>
<td>How will you know your action step worked?</td>
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<td>Action Step 2</td>
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<td>Action Step 4</td>
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**Assessment—Program Supports Action Plan**
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 ELs and children with disabilities, in the 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
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</table>
### Appendix H: ELOF-Related Professional Development Planning Form

<table>
<thead>
<tr>
<th>Participants by Role</th>
<th>Professional Development Need</th>
<th>Topic and Learning Goals</th>
<th>Type, Frequency, Length, Date(s)</th>
<th>Professional Development Provider</th>
</tr>
</thead>
<tbody>
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</table>
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 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?
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

- A Journey Toward Strong Programs and Thriving Families: The Story of Three Tribal Home Visiting Grantees  [https://www.acf.hhs.gov/sites/default/files/ecd/2745_thv_issue_brief_programs_families_v5_508.pdf](https://www.acf.hhs.gov/sites/default/files/ecd/2745_thv_issue_brief_programs_families_v5_508.pdf)
Thank You!

Please take the time to complete your session evaluation.

For more information, contact: 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:

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Getting Ready to Use the Implementation Toolkit: What Are My Next Steps?
# ROLES AND RESPONSIBILITIES

## COORDINATOR

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A coordinator makes sure all things fit together and work properly.

### The role of the Coordinator is to:

- Keep the group on task
- Make sure everyone gets a fair turn
- Get everyone to come to a decision
- Contact other groups, if needed
- Get involved - Talk, Do, Listen.

## TIME KEEPER

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A time keeper uses a watch or timer to make sure things are finished when they should be.

### The role of the Time Keeper is to:

- Make sure the group is using time well
- Tell the group when it is time to get going or move on
- Tell the group when to finish and to pack up
- Get involved - Talk, Do, Listen.

## REPORTER

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<th>Name:</th>
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A reporter shares information with other people.

### The role of the Reporter is to:

- Make sure you understand what the Recorder has written.
- Present what the group has done to the larger group
- Be prepared to answer questions
- Get involved - Talk, Do, Listen.

## RECORDER

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A recorder keeps a record of what has happened.

### The role of the Recorder is to:

- Write down groups findings, decisions
- Make sure the Reporter can read and understand the notes
- Get involved - Talk, Do, Listen.
### IMPLEMENTATION GUIDE

**Step 1: Assess**
What is being assessed? Who should be involved? What processes and tools are used? On what pages are the process and tools located?

**Step 2: Plan**
What processes, tools, and resources are provided for planning? On what pages are the process, tools and resources located?

**Step 3: Act**
What processes, tools, and resources are provided for the ACT step? On what pages are the process, tools and resources located?

**Reflect**
What do you think are the most important features of this guide? Why?

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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.

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!