



ED MANAGER

PLANNING CALENDAR



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

BROUGHT TO YOU BY:
NATIONAL CENTER ON EARLY
CHILDHOOD DEVELOPMENT,
TEACHING, AND LEARNING



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning



*“Anyone who does anything to help
a child in his life is a hero to me.”*

-Fred Rogers

EDUCATION MANAGER PLANNING CALENDAR

The beginning of the school year is exciting and eventful! Teachers, home visitors, family child care providers, children, and families are awaiting a smooth transition from summer to the new year. As the education manager, you are key in helping everyone know what to expect, meet required trainings, and stay on track.

This requires a high level of organizational leadership and an in-depth understanding of the Head Start Program Performance Standards (HSPPS). A well-organized system will provide everyone in your program a springboard for success!

HOW TO USE THIS CALENDAR

Start small: Review the current month's activities and decide your timeframe. You do not need to take on all the activities at once. Set some reminders for yourself so you don't fall behind!

Consider HSPPS: When creating your calendar, start with requirements outlined in the HSPPS and state licensing requirements.

Set reasonable timelines: Space the activities out—think about outside factors that may influence a due date. For example, plan and schedule your pre-service trainings before children and families are back. If you run a year round program, feel free to move items to the months that make sense for your program.

Expand your range of activities as needed: This is a guide for the activities you are responsible for—it may not be comprehensive of all your responsibilities. If there are activities that are not on the list, be sure to add and schedule accordingly. Depending on your program operations (year round, seasonal, etc.) you may want to condense or extend the activities to meet your needs.

Consider staff and child changes: Although this calendar focuses on starting with a fully staffed and enrolled program, be sure to consider new staff and children transitioning into the program throughout the year.

SUGGESTED ACTIVITIES

Each month there are suggested activities that fall under administrative or professional development activities.

ADMINISTRATIVE

The administrative activities provide a thoughtful and organized approach to the managerial duties you have as an education leader in your program.

PROFESSIONAL DEVELOPMENT

As an education leader in your program, you provide professional development activities that support the achievement of school readiness goals. The professional development activities are suggestions to help meet the HSPPS and provide optimal training and coaching experiences for your education staff to ensure every child is ready for school.

Remember that professional development planning includes your own learning and development too! What are you curious about? How will you grow your leadership skills? When planning for your own professional development, work with your program director to reflect on your interests and identify the funds, time, and logistics of learning opportunities that will help you meet your goals.

PURPOSE

The Education Manager Planning Calendar provides suggested monthly activities to help you get organized, lead, manage, and monitor progress in your Head Start and Early Head Start program.

Each month includes two types of activities—administrative activities and professional development activities. We've included resources to support these activities.

ADMINISTRATIVE ACTIVITIES

These activities keep the program operating smoothly and help you work within the Five Practices of Exemplary Leadership (Kouzes & Posner, 2017). You will see a focus on communicating and sharing a vision, encouraging collaboration by enabling others to act, and taking time to encourage the heart of your staff. You'll do this by focusing on administrative tasks that help education staff understand their role, and how it impacts the program. Through supervision and observation, everyone has an opportunity to challenge the process.

Kouzes, James M., and Barry Z. Posner. 2017. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Hoboken, New Jersey: John Wiley & Sons, Inc.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Head Start Program Performance Standard 1302.92 Training and Professional Development states that programs must establish and implement a systematic approach to training and professional development for education staff to acquire or increase the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their work. The professional development activity suggestions help meet these requirements. The training and professional development system provides an opportunity for education staff to think about the program outside of their setting, but also understand how their teaching practices contribute to the larger system. Additionally, when providing professional development to all staff, leadership fosters personal mastery, enabling others to act, and team learning. Finally, use data to inform professional development and provide opportunities for education staff to facilitate training and encourage team learning.

THE FIVE PRACTICES OF EXEMPLARY LEADERSHIP

1. **Model the Way** - Clarify values by finding your voice and affirming shared values. Set the example by aligning actions with shared values.
2. **Inspire a Shared Vision** - Envision the future by imagining exciting and ennobling possibilities. Enlist others in a common vision by appealing to shared aspirations.
3. **Challenge the Process** - Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. Experiment and take risks by constantly generating small wins and learning from experience.
4. **Enable Others to Act** - Foster collaborations by building trust and facilitating relationships. Strengthen others by increasing self-determination and developing competence.
5. **Encourage the Heart** - Recognizing contributions by showing appreciation for individual excellence. Celebrate the values and victories by creating a spirit of community.

Kouzes, James M., and Barry Z. Posner. 2017. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. Hoboken, New Jersey: John Wiley & Sons, Inc.

JULY



JULY

S M T W T F S

ADMINISTRATIVE ACTIVITIES

- Begin planning joint professional development (PD) with receiving elementary schools
- Prepare and update procedures, for example home visits, parent-teacher conferences, group socializations, coaching, health, and safety
- Order screening tools
- Prepare and complete updates to staff and parent handbooks
- Prepare and distribute yearly child assessment data and report to governing boards, policy council, and receiving elementary schools
- Coordinate and facilitate meetings with Lead Education Agency (LEA) to reflect on the past year and plan for the coming year and family service staff to plan for needs of incoming children and families
- Meet with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.) to plan which staff will attend IEP/IFSP team meetings
- Participate in IEP/IFSP team meetings
- Review the self-assessment completed in Jan or Feb with leadership team, contribute to program planning, distribute to community partners
- Select (with leadership team) trainers for pre-service training
- Schedule IEP/IFSP team meetings and, as applicable, begin planning for the transition to kindergarten

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Plan days for Head Start educators to visit the kindergarten classrooms of formerly enrolled children
- Attend national and regional conferences (NAEYC, national, regional, or state Head Start Association)
- Develop training calendar—implementing curriculum with fidelity, Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF), supporting children with disabilities and their families, nurturing adult-child interactions, supporting children who are dual language learners, addressing behaviors that are challenging, preparing for transitions, and using data to individualize learning experiences

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AUGUST



AUGUST

S M T W T F S

ADMINISTRATIVE ACTIVITIES

- Welcome returning and new education staff
- Welcome and prepare for new and returning children and families
- Notify education staff of upcoming pre-service trainings, classroom set-up and list (if applicable), home visitor caseload, children and families contact information, Environmental Rating Scale (ERS®) or other environmental assessments to consider when setting up spaces
- Share professional development calendar with education staff
- Order supplies
- Identify education staff to provide ongoing professional development, peer mentoring, other opportunities to engage with the program
- Develop 45-day screening schedule
- Add children to classrooms, or assign to education staff in the program's chosen assessment tool, inform education staff to enter new children into the assessment tool
- Assign children and families to home visitors
- Collect and monitor the implementation of individualized learning plans and lesson plans
- Meet with the coaching implementation team to begin planning your coaching system for the year (coaches, program director, education manager, disabilities manager, family service manager, home visitors, teachers, etc.)
- Schedule supervision with education staff (i.e., coach, teaching staff, home visitor, etc.)
- Use your chosen assessment tool guidance to check child assessment interrater reliability for all education staff assessing children
- Schedule time with teachers, disabilities manager, home visitors, family child care providers, and coaches to plan for individualization, classroom planning, group socialization planning, coaching, and effective teaching practices
- Schedule monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings and, as applicable, begin planning for the transition to kindergarten
- Ensure that plans are in place (including substitute education staff) for educators to visit children formerly enrolled in Head Start in their new kindergarten classrooms

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Plan joint professional development opportunities about kindergarten transition for Head Start and kindergarten educators
- Prepare pre-service training—universal precautions, child abuse reporting, medication administration, crib safety and Sudden Infant Death Syndrome (SIDS), preventing Shaken Baby Syndrome, family engagement, curriculum and assessment, and coaching

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SEPTEMBER

SEPTEMBER

S M T W T F S

ADMINISTRATIVE ACTIVITIES

- Invite receiving elementary school leaders to discuss and align curricula
- Support education staff (CB/FCC) with teacher home visits
- Share and discuss language survey results with education staff (disseminated at enrollment)
- Monitor interrater reliability—ongoing child assessment tool
- Review and monitor child observations and documentation, follow up with education staff as needed
- Manage developmental screenings—prepare screening tool materials, complete screenings within 45 days of enrollment
- Monitor screening progress
- Collect and prepare screening data and enter information into tracking system
- Analyze and share screening results with education staff and parents (determine next steps as appropriate)
- Create a December and February screen or rescreen list for children starting after October 1 and January 1
- Collect and monitor individualized learning plans and lesson plans
- Support home-based staff to plan and implement group socialization
- Discuss school readiness goals, kindergarten transition policy and practices, and child data sharing expectations with education staff and leadership team
- Coordinate and/or participate in advisory/policy council meeting
- Schedule monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Conduct development screening, observation, and child assessment
- Work with children who are dual language learners
- Review coaching—purpose, approach, what to expect
- Review the Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)
- Conduct ongoing supervision with education staff (teachers, home visitors, coaches, etc.)
- Engage families and support newly enrolled families

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OCTOBER

OCTOBER

S M T W T F S

ADMINISTRATIVE ACTIVITIES

- Ensure 100% child assessment interrater reliability—pair staff with reliable assessors as needed to gain reliability
- Monitor completion of first round of child assessment data
- Review and monitor child observations and documentation, follow up with education staff as needed
- Prepare blank professional development plans for use with staff
- Notify education staff of first round of child assessment data timeline
- Support home-based staff to plan and implement group socialization
- Notify education staff of upcoming parent-teacher conferences dates, roles, and responsibilities
- Share parent-teacher conference schedules with families
- Collect and monitor individualized learning plans and lesson plans
- Coordinate schedule for conducting observations using tools such as CLASS®, HOVRS, ITERS®, that measure adult-child interactions—notify education staff
- Schedule and participate in monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings
- Create a plan with the leadership team and education staff to share kindergarten registration information with families in their home language(s)

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Use child assessment data to inform teaching practices and individualization
- Implement ongoing coaching, planning, monitoring, and evaluation
- Implement ongoing supervision with education staff (teachers, home visitors, coaches, etc.)
- Partner with families to understand assessment

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NOVEMBER

NOVEMBER

S M T W T F S

ADMINISTRATIVE ACTIVITIES

- Collect and analyze child assessment data; share data with families during parent-teacher conferences and on home visits
- Support staff to conduct parent-teacher conferences; identify floating or substitute staff to cover classrooms
- Prepare documentation for team planning meeting (i.e., classroom level data reports)
- Schedule and facilitate team planning meeting with education staff, LEA, support team—share child assessment data findings, discuss classroom trends, identify children needing additional supports, work within teams to identify effective practices to support growth, align individual goals with the ELOF, invite family service team when applicable
- Review and monitor child observations and documentation, follow up with education staff as needed
- Support home-based staff to plan and implement group socialization
- Request that education staff provide families with information and activities to support kindergarten readiness
- Collect and monitor individualized learning plans and lesson plans
- Conduct and monitor teacher/home visitor observations using tools like CLASS®, HOVRS, ERS®
- Schedule monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings
- Request that education staff provide families with information and activities to support kindergarten readiness

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Implement ongoing coaching, planning, monitoring, and evaluation
- Use effective teaching practices for children who are dual language learners
- Implement ongoing supervision with education staff (teachers, home visitors, coaches, etc.)
- Use effective teaching practices for children with suspected delays (interim services)

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DECEMBER

DECEMBER

S M T W T F S

ADMINISTRATIVE ACTIVITIES

- Invite kindergarten teachers and administrators to visit Head Start classrooms receiving elementary school events
- Coordinate developmental screenings
- Assist with self-assessment
- Collect and monitor individualized learning plans and lesson plans
- Support home-based staff to plan and implement group socialization
- Review and monitor child observations and documentation, follow up with education staff as needed
- Schedule and participate in monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings
- Support your kindergarten transition team members to connect with receiving elementary schools to exchange information about planned transition activities and school readiness expectations

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Prepare, collect, analyze, use, and share observation data from tools such as CLASS®, HOVRS, ITERS®, that measure adult-child interactions
- Implement ongoing coaching, planning, monitoring, and evaluation
- Implement ongoing supervision with education staff (teachers, home visitors, coaches, etc.)
- Support staff, children, and families through transitions

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JANUARY

JANUARY

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ADMINISTRATIVE ACTIVITIES

- Prepare for spring kindergarten information events, kindergarten classroom visits, and child data sharing plans
- Prepare Early Head Start to Head Start transition process and paperwork
- Update enrollment forms as needed
- Review and monitor child observations and documentation, follow up with education staff as needed
- Notify education staff of second round of child assessment timeline
- Notify education staff of kindergarten transition event
- Support home-based staff to plan and implement group socialization
- Collect and monitor individualized learning plans and lesson plans
- Schedule and participate in monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings
- Contribute to development of program self-assessment

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Preparing for transitions (including joint professional development opportunities for Head Start educators and kindergarten teachers)
- Implement ongoing coaching, planning, monitoring, and evaluation
- Address behaviors that are challenging in ongoing PD and in-service meetings
- Conduct ongoing supervision with education staff
- Meet with education staff to review CLASS® Pre-K observations and data from observation tools such as CLASS®, ERS®, HOVRS, and other tools that measure adult/child interactions

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FEBRUARY

FEBRUARY

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ADMINISTRATIVE ACTIVITIES

- Monitor completion of second child assessment
- Notify education staff of second child assessment timeline
- Support teaching staff (CB/FCC) to conduct second teacher home visit
- Collect and analyze child assessment data; share data with families and education staff
- Schedule and notify families of upcoming parent-teacher conferences
- Prepare documentation for team planning meeting (i.e., classroom level data reports, individual child planning tools, etc.)
- Support staff to conduct parent-teacher conferences; arrange floating or substitute teaching staff to cover classrooms
- Schedule and facilitate team planning meeting with education staff—share child assessment data findings, discuss classroom trends, identify children needing additional supports, review CLASS® and other teacher observation data, work within teams to identify effective practices to support growth, align individual goals with the ELOF, invite family service team and disabilities manager when applicable
- Review and monitor child observations and documentation, follow up with education staff as needed
- Monitor child assessment completion
- Collaborate with receiving elementary schools to plan joint transition activities for children and families, professional development opportunities for educators, and child data sharing
- Identify and notify education staff of kindergarten transition event
- Support home-based staff to plan and implement group socialization
- Collect and monitor individualized learning plans and lesson plans
- Schedule and participate in monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Talk about using data to individualize at education team meetings
- Implement ongoing planning, monitoring, and evaluation
- Implement ongoing supervision with education staff

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MARCH

MARCH

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ADMINISTRATIVE ACTIVITIES

- Create a Memorandum of Understanding (MOU) with receiving elementary schools
- Complete first draft of education staff work calendar for upcoming year
- Collaborate with family service team, school team, and community partners to plan kindergarten transition event
- Schedule and conduct teacher/home visitor observations using tools such as CLASS®, HOVRS, ITERS®, that measure adult-child interactions
- Schedule time with education staff and leadership team to plan for fall placement
- Support leadership team and education staff to discuss the kindergarten transition with families, and provide information about school and kindergarten classroom visiting opportunities in families' home languages
- Support home-based staff to plan and implement group socialization
- Collect and monitor individualized learning plans and lesson plans
- Review and monitor child observations and documentation, follow up with education staff as needed
- Coordinate and/or participate in advisory council meeting
- Schedule monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Provide training about kindergarten transition practices to both educators and families
- Implement ongoing coaching planning, monitoring, and evaluation
- Train staff on effective teaching practices for all children (incorporate practices from CLASS® Pre-K and other infant toddler teacher and home visitor observation tools)
- Implement ongoing supervision with education staff

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APRIL



APRIL

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ADMINISTRATIVE ACTIVITIES

- Gather information about kindergarten screenings and placement practices from receiving schools
- Review and monitor child observations and documentation, follow up with education staff as needed
- Facilitate fall placement meeting with leadership team and education staff
- Finalize details of kindergarten transition event and host
- Distribute list of children transitioning to kindergarten to education staff
- Support leadership and education teams to review school readiness goals and child assessment results, and make individualized plans for children to meet those goals
- Request information - in families' home language(s) - about the kindergarten setting and enrollment requirements from receiving elementary schools and ensure that the information is shared with families
- Schedule and participate in monthly check-in meeting with kindergarten teachers and parents
- Support home-based staff to plan and implement group socialization
- Identify summer national, regional, and Head Start Association training opportunities for staff
- Meet with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Ask families to complete an informal questionnaire about their child, to be shared with kindergarten teachers
- Conduct ongoing coaching—planning, monitoring, and evaluation
- Conduct ongoing supervision with education staff (teachers, home visitors, coaches, etc.)
- Review CLASS® Pre-K and other teacher or home visitor observation reports with staff

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MAY



MAY

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ADMINISTRATIVE ACTIVITIES

- Send child information agreed upon in the MOU to receiving elementary schools
- Monitor completion of final child assessment data
- Notify education staff of final assessment timeline
- Collect and analyze child assessment data; share data with families and education staff
- Support staff to conduct parent teacher conferences, identify floating or substitute staff for classroom coverage
- Develop upcoming year staff schedules for break coverage, lunch coverage, and building schedules (playground, etc.)
- Prepare documentation for team planning meeting (classroom level data reports, individual child planning tools, etc.)
- Schedule and facilitate team planning meeting with education staff—share child assessment data findings, discuss classroom trends, CLASS® Pre-K and other teacher/home visitor observation data
- Facilitate teams to review existing school readiness goals, facilitate data discussion, progress toward school readiness goals, development of new essential learning goals for upcoming year
- Request that education staff prepare individualized learning plans and child data to share with families and kindergarten teachers (with appropriate parent/guardian consent)
- Review and monitor child observations and documentation, follow up with education staff as needed
- Provide staff with end of year forms (i.e., end of year clean-up, classroom checklist, materials checklist, etc.)
- Meet with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Provide materials and tips for families to prepare their children for the kindergarten transition over the summer
- Plan individual professional development for upcoming year based on data
- Implement ongoing coaching—planning, monitoring, and evaluation
- Conduct ongoing supervision with education staff (teachers, home visitors, coaches, etc.)

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JUNE



ADMINISTRATIVE ACTIVITIES

- Make plans for Head Start educators to consult with kindergarten teachers around student placement and screenings
- Collect training and education forms and certificates
- Complete new child assessment agreement with developer if applicable
- Archive child assessment profiles and data for the transition to kindergarten, and share with elementary schools as applicable
- Finalize and submit the Office of Special Education Program (OSEP) report
- Monthly check-in meeting with leadership team (family service manager, program director, health manager, disabilities manager, mental health consultant, etc.)
- Participate in IEP/IFSP team meetings
- Contribute to PIR report if applicable

PROFESSIONAL DEVELOPMENT ACTIVITIES

- Attend national and regional conferences (NAEYC, national, regional, and state Head Start Association)
- Prepare for fall professional development for education staff—agenda, content, schedule

JUNE

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EDUCATION MANAGER PLANNING CALENDAR RESOURCE PAGE

LEADERSHIP

- <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/management-matters/leadership>
- <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/foundation-ii-leadership-systems-services>

JULY

MYPEERS

- <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>
- <http://www.123formbuilder.com/form-2230355/My-Peers>
- https://mypeers.mangoapps.com/ce/pulse/user/teams/group/profile_view?project_id=1317586

LEADERSHIP

- <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/management-matters/leadership>
- <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/learning-new-leaders-head-start-z>
- <https://eclkc.ohs.acf.hhs.gov/publication/health-safety-screener>
- <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/self-assessment>

AUGUST

PRE-SERVICE TRAINING TOPICS

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/early-childhood-education>
- <https://earlyeducatorcentral.acf.hhs.gov/>

SUPERVISION

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/what-makes-supervision-work-recommendations-home-visiting-field>
- <https://eclkc.ohs.acf.hhs.gov/publication/improving-teacher-child-interactions-using-class-tm-head-start-preschool-programs>

PROFESSIONAL DEVELOPMENT

- <https://eclkc.ohs.acf.hhs.gov/human-resources/article/head-start-staff-qualifications>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/individual-career-development>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/credentialing-degree-programs-databases-head-start-staff-who-work-families>

SEPTEMBER

CHILD DATA, SCREENING, AND ASSESSMENT

- <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/screening-dual-language-learners-early-head-start-head-start-guide-program-leaders>
- <https://eclkc.ohs.acf.hhs.gov/video/aggregating-analyzing-using-sharing-data>
- <https://eclkc.ohs.acf.hhs.gov/publication/what-quality-data-programs-serving-infants-toddlers>
- <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/learning-assessment-lfa-toolkit/welcome-learning-assessment-lfa-toolkit>

- <https://eclkc.ohs.acf.hhs.gov/physical-health/article/screening-first-step-getting-know-child>
- <https://www2.ed.gov/about/inits/list/watch-me-thrive>
- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/screening-compendium-march2014.pdf>
- <https://www.cdc.gov/ncbddd/actearly/index.html>

SCHOOL READINESS

- <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework-implementation-toolkit>
- <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

- <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

SUPERVISION

- <https://eclkc.ohs.acf.hhs.gov/human-resources/article/tips-becoming-reflective-supervisor-reflective-supervisee>
- <https://eclkc.ohs.acf.hhs.gov/audio/reflective-supervision-setting-foundation-reflective-practice-your-program>
- <https://eclkc.ohs.acf.hhs.gov/family-engagement/developing-relationships-families/reflective-supervision>

OCTOBER

CHILD-LEVEL DATA AND ASSESSMENT

- <https://eclkc.ohs.acf.hhs.gov/publication/using-elof-inform-assessment>
- <https://eclkc.ohs.acf.hhs.gov/publication/family-engagement-ongoing-child-assessment-0>
- <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/ongoing-child-assessment>
- <https://eclkc.ohs.acf.hhs.gov/publication/what-quality-data-programs-serving-infants-toddlers>

COACHING

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/coaching-corner-series>

CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules>
- <https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not>
- <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach-pla-big-5-all>
- <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>

NOVEMBER

USING DATA TO INFORM TEACHING

- <https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching>
- <https://eclkc.ohs.acf.hhs.gov/video/children-disabilities>
- <https://eclkc.ohs.acf.hhs.gov/video/using-data-improve-teacher-child-interactions>
- <https://eclkc.ohs.acf.hhs.gov/video/how-use-excel-manage-data-improve-teaching-learning>

COACHING AND PROFESSIONAL DEVELOPMENT

- <https://eclkc.ohs.acf.hhs.gov/video/day-life-coach>
- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/workforce-development-ongoing-professional-learning.pdf>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/foundation-staff-development>

EFFECTIVE TEACHING PRACTICES FOR CHILDREN WHO ARE DUAL LANGUAGE LEARNERS

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/earlyedu-alliance-higher-education-learning-modules>
- <https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not>
- <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach-pla-big-5-all>

DECEMBER

CLASS

- <https://eclkc.ohs.acf.hhs.gov/publication/class-brief-understanding-using-class-program-improvement>
- <https://eclkc.ohs.acf.hhs.gov/publication/improving-teacher-child-interactions-using-class-tm-head-start-preschool-programs>

ADULT AND CHILD INTERACTION

- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/parent-child-relationships.pdf>
- <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>

JANUARY

KINDERGARTEN TRANSITION

- <https://eclkc.ohs.acf.hhs.gov/video/transitions-childrens-perspective>

CHALLENGING BEHAVIORS

- <https://eclkc.ohs.acf.hhs.gov/video/planning-transitions-prevent-challenging-behavior>
- <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/understanding-managing-challenging-behavior>
- <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/teachers-choice-digging-deeper-challenging-behavior-part-1>
- <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/teachers-choice-digging-deeper-challenging-behavior-part-2>

FEBRUARY

DATA

- <https://eclkc.ohs.acf.hhs.gov/video/using-data-inform-teaching>
- <https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/individualizing-care-infants-toddlers>
- <https://eclkc.ohs.acf.hhs.gov/publication/assessment-individualization>
- <https://eclkc.ohs.acf.hhs.gov/video/children-disabilities>

USING AND SHARING DATA

- <https://eclkc.ohs.acf.hhs.gov/child-screening-assessment/article/using-sharing-data>

MARCH

KINDERGARTEN TRANSITION

- <https://eclkc.ohs.acf.hhs.gov/publication/get-ready-kindergarten-activity-calendar-families>
- <https://eclkc.ohs.acf.hhs.gov/publication/get-ready-kindergarten-activity-calendar-teachers>
- <https://eclkc.ohs.acf.hhs.gov/video/transitions-childrens-perspective>

EFFECTIVE TEACHING PRACTICES

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/crosswalk-15-minute-service-suites-class>
- <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>

APRIL

NATIONAL AND REGIONAL CONFERENCES

- <https://eclkc.ohs.acf.hhs.gov/upcoming-events>
- <http://ectacenter.org/events/conferences.asp>

MAY

LEADERSHIP AND SCHOOL READINESS GOALS

- <https://eclkc.ohs.acf.hhs.gov/publication/using-elof-establish-school-readiness-goals>

PROFESSIONAL DEVELOPMENT

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/individual-career-development>
- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/professional-development-go>
- <https://earlyeducatorcentral.acf.hhs.gov/>

JUNE

DISABILITIES AND INCLUSION

- <https://eclkc.ohs.acf.hhs.gov/children-disabilities/newsletter/disabilities-services-newsletters>
- <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-webinars>
- <https://eclkc.ohs.acf.hhs.gov/publication/interim-services-children-disabilities-or-suspected-delays>
- <https://eclkc.ohs.acf.hhs.gov/video/highly-individualized-teaching-learning-overview>
- <https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/specialquest-multimedia-training-library>

LEADERSHIP—DISABILITIES AND INCLUSION

- <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/leadership>
- <https://eclkc.ohs.acf.hhs.gov/organizational-leadership/article/self-assessment>

MYPEERS

- <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>
- <http://www.123formbuilder.com/form-2230355/My-Peers>
- <https://mypeers.mangoapps.com>

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eclkc.ohs.acf.hhs.gov | ecdtl@ecetta.info