Providing ELOs:
Reflecting with Education Staff

Education staff who work on and demonstrate the skills below will improve their ability to successfully provide embedded learning opportunities for young children. Read each statement and identify the extent to which an educator in your program is currently showing this skill, and the extent to which you would like them to show this skill. After determining the current and desired skill level, compare the two columns. Note the skill with the most room for improvement, and work with the educator in their learning environment to develop this skill.

Educator:_____ Classroom:_____ Date:_____

Skill:	The educator does this now...		I want the educator to do this...	
	Not at all → All the time		Not at all → All the time	
What to Teach				
The educator breaks down larger goals to identify the learning objective behavior or skill that they would like the child to achieve in the next few weeks.	1 2 3 4 5		1 2 3 4 5	
The educator considers learning objectives to embed in activities, routines, and transitions that will help a child be more engaged, participative, and independent.	1 2 3 4 5		1 2 3 4 5	
The educator writes a learning objective so the behavior is observable (i.e., what the child will do or say) and includes the:				
a. Natural locations in which the learning objective behavior should occur.	1 2 3 4 5		1 2 3 4 5	
b. Activities in which embedding the learning objective is most logical.	1 2 3 4 5		1 2 3 4 5	
c. Child's preferences and learning needs.	1 2 3 4 5		1 2 3 4 5	
d. Practical aspects of the activity, routine, or transition (e.g., the number of staff available, objectives for other children).	1 2 3 4 5		1 2 3 4 5	
The educator makes informed decisions about how many planned instructional sequences to embed within and across activities, routines, and transitions by considering the:				
a. Child's learning needs.	1 2 3 4 5		1 2 3 4 5	
b. Learning objective behavior.	1 2 3 4 5		1 2 3 4 5	
c. Natural opportunities for practice throughout the day.	1 2 3 4 5		1 2 3 4 5	
d. Practical aspects of the activity, routine, or transition (e.g., number of staff available, objectives for other children).	1 2 3 4 5		1 2 3 4 5	
The educator develops an activity matrix for target children to record when they plan to embed planned instructional sequences.	1 2 3 4 5		1 2 3 4 5	

Skill:	The educator does this now…		I want the educator to do this…	
	Not at all　　　All the time		Not at all　　　All the time	

How to Teach (Planning)

The educator develops a planned instruction form, specifying:

	The educator does this now…	I want the educator to do this…
a. What they will say or do to set the occasion for the learning objective behavior (cue).	1　2　3　4　5	1　2　3　4　5
b. What, if any, help to provide (prompt).	1　2　3　4　5	1　2　3　4　5
c. What the child should say or do (child response).	1　2　3　4　5	1　2　3　4　5
d. How they will tell the child they gave the correct response (feedback).	1　2　3　4　5	1　2　3　4　5
e. How they will tell the child they gave an incorrect response (correction).	1　2　3　4　5	1　2　3　4　5

How to Teach (Implementing)

	The educator does this now…	I want the educator to do this…
The educator implements instructional sequences in the planned activities, routines, and transitions.	1　2　3　4　5	1　2　3　4　5
The educator implements the number of planned instructional sequences for each learning objective throughout the day.	1　2　3　4　5	1　2　3　4　5

The educator implements each component of the planned instructional sequence throughout the day by:

	The educator does this now…	I want the educator to do this…
a. Using a logical cue to set the occasion for the learning objective behavior.	1　2　3　4　5	1　2　3　4　5
b. Using a prompt or providing extra help as needed to increase the likelihood the learning objective behavior will occur.	1　2　3　4　5	1　2　3　4　5
c. Observing whether the learning objective behavior occurs.	1　2　3　4　5	1　2　3　4　5
d. Using a logical correction procedure if the learning objective behavior does not occur or is incorrect.	1　2　3　4　5	1　2　3　4　5
e. Providing a positive consequence when the learning objective behavior occurs.	1　2　3　4　5	1　2　3　4　5
f. Ending the sequence with feedback when appropriate.	1　2　3　4　5	1　2　3　4　5

How to Evaluate (Am I doing it?)

The educator determines how they are doing by:

	The educator does this now…	I want the educator to do this…
a. Evaluating whether instructional sequences are occurring in the activities in which they were planned to occur.	1　2　3　4　5	1　2　3　4　5
b. Evaluating the number of planned instructional sequences in these activities.	1　2　3　4　5	1　2　3　4　5
c. Evaluating whether the components were implemented so that a linked instructional sequence occurs.	1　2　3　4　5	1　2　3　4　5

Skill:	The educator does this now... Not at all All the time	I want the educator to do this... Not at all All the time
How to Evaluate (Is it working?)		
The educator implements strategies to determine if children are making progress on their learning objectives by:		
a. Considering how the learning objective relates to types of data to collect.	1 2 3 4 5	1 2 3 4 5
b. Planning how often, when, where, and who should collect data.	1 2 3 4 5	1 2 3 4 5
c. Collecting data in the ongoing activities, routines, and transitions.	1 2 3 4 5	1 2 3 4 5
d. Displaying, summarizing, and analyzing the data.	1 2 3 4 5	1 2 3 4 5