

Leader's Digest

This viewer's guide will help capture your ideas as you engage in the webinar content. During this webinar we will focus on the role of the education manager in providing education staff with the resources and guidance necessary to foster skills in the Head Start Early Learning Outcomes Framework Approaches to Learning domain.

Head Start Early Learning Outcomes Framework (ELOF)

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

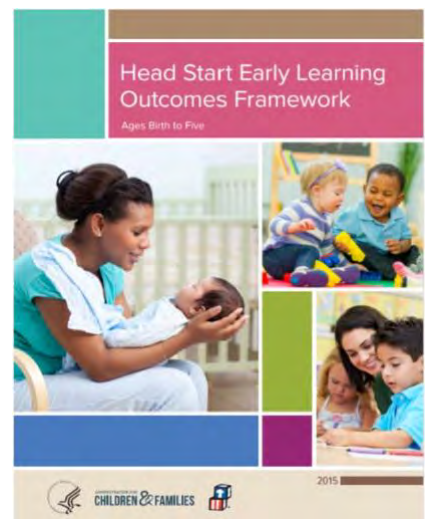
Throughout the webinar series, we'll be referring to the Approaches to Learning domain on the ELOF. Follow the link above to find the Interactive ELOF.

As an education manager, you use the ELOF to:

- Inform curriculum, teaching, home visiting, and assessment practices
- Identify staff training and development needs
- Identify program priorities
- Communicate about program planning and implementation

The HSPPS require your program to use the ELOF to inform program and teaching practices. Specifically, the HSPPS require that:

- School readiness goals are aligned with the ELOF §1302.102(a)(3)
- Curricula are aligned with the ELOF §1302.32(a)(1)(ii) and §1302.35(d)(1)(ii)
- Assessment evaluates the child's developmental level and progress in outcomes aligned to goals described in the ELOF §1302.33(b)(1)
- Professional development is focused on knowledge of the content in the ELOF §1302.92(b)(5)
- Teaching practices focus on promoting growth in the developmental progressions described in the ELOF §1302.31(b)(1)(ii)



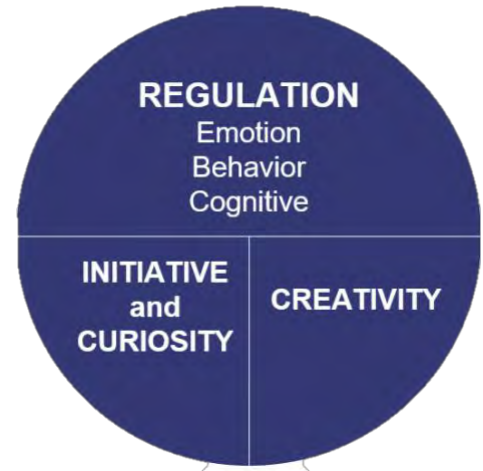
National Center on

Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

Approaches to Learning Domain

- Focuses on how children learn.
- Refers to the skills and behaviors children use to engage in learning.
- Incorporates emotional, behavioral, and cognitive self-regulation as well as initiative, curiosity, and creativity.
- Cognitive self-regulation skills are also referred to as executive functioning.



Reflection Activity

Why are emotional and behavioral regulation skills important?









Activity

Write down strategies you'd like to try that will help staff manage stressful moments.

Strategies to Improve Teaching Practice

BASICS represent a collection of strategies that can be used in any setting interacting with young children. They were introduced during the October (preschool) and November (infant/toddler) 2021 Teacher Time webinars. <https://gateway.on24.com/wcc/eh/2926734/dtl-push-play-on-demand>

Teacher Time BASICS

-  **B** Behavioral expectations in advance
-  **A** Attend to and encourage appropriate behavior
-  **S** Scaffold with cues and prompts
-  **I** Increase engagement
-  **C** Create or add challenge
-  **S** Specific feedback

Activity

Write down ideas for helping education staff use BASICS practices.

Focus on Equity

Five Questions with Dr. Walter Gilliam – Implicit Bias (total time: 8.5 minutes)

- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/five-questions-child-development-experts>

Video Reflections

Open space to capture your thoughts while watching the video

Reflection: Focus on Equity

As an early learning leader, what can you do to address the implicit bias?


Using the 5Rs in Planning to Support Children's Self-Regulation Skills

The 5Rs can be a catalyst for using the *Using the ELOF to Inform Professional Development* implementation guide. These leadership practices help education managers to:

- Build a relationship-based foundation and develop a thriving culture of learning and connectedness.
- Inspire education staff around the mission of supporting children's development.
- Use human and financial resources intentionally to support education staff's instructional growth in service of positive outcomes for children.
- Embed reflective dialogues in a variety of formal and information interactions throughout the workday;
- Realize the importance of recognition of efforts and growth of individual staff and teams striving for excellence in their work.
- A quiet, intimate space with soft and comforting materials (blankets, soft dolls, and cloth books).


PROMOTING CONTINUOUS QUALITY IMPROVEMENT: Instructions: Using the ELOF Implementation Guide Assess, Plan, Act approach and the 5Rs Overview handouts, what actions can you take to support staff in improving their teaching and caregiving practices?



 5Rs Practice	Example Questions	Actions I can take:
Responsive Relationships Center the perspective of the child and family	How can I help staff learn from families about their child’s emotional and behavioral self-regulation skills?	
Reason Encourage staff to ask critical questions to better understand practices	Why are we doing this, and does it meet our vision?	
Resources Translate theory into doable components	How can we connect the research/theory to our practice?	
Reflective Dialogues Collaborate to make meaning of data	What can I/we learn from the data we gathered during home visits, child observations, initial child assessment, classroom/family child care observations, reflective supervision meetings?	
Recognition Make sure each person is seen, heard, valued, and respected	How can we help each staff member to share their experience and expertise? Who is in the room when we plan? Who is not? Why?	
Notes:		

Step 2 Plan

Analyze, brainstorm,
develop action plans,
and provide supports

 5Rs Practice	Example Questions	Actions I can take:
Responsive Relationships Honor and respect staff needs	How can I individualize training for staff to align with their strengths and areas of needed growth?	
Reason Ensuring that social and emotional and trauma care needs inform the work	How can I support wellness for staff, children, and families?	
Resources Provide peer learning opportunities	How can we embed opportunities for peer learning as we implement new practices?	
Reflective Dialogues Identify data that can be used to measure progress	How will we know that each staff is making progress toward effectively using new strategies? What will we do if staff need additional or different resources to be successful?	
Recognition Expect the best	How will I set clear expectations for staff and let them know often that you trust them and believe in their abilities?	
Notes:		

Step 3 Act

Implement, observe,
reflect, and adjust

5Rs Practice	Example Questions	Actions I can take:
Responsive Relationships Be available as a trusted resource	How can I be a visible support to staff implementing these new practices?	
Reason Inspire commitment to practice by providing the why	How can I motivate staff by connecting their practice to improved outcomes for children?	
Resources Go the extra mile to be present and available for staff	How will I plan my day to be present in classrooms/family child care homes or to meet with home visitors to support and model best practice?	
Reflective Dialogues Help staff identify when they are effective	How and when will I meet with staff individually and in groups to reflect on progress toward implementing new skills? How will I connect their practice to child outcomes?	
Recognition Celebrate small wins	How will I acknowledge staff effort to implement new strategies? What “wins” can I celebrate with staff individually and as a team?	
Notes:		

Helpful Resources

Head Start Early Learning Outcomes Framework and Related Resources

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

Approaches to Learning Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

ELOF Implementation Toolkits

Help education managers plan use of the ELOF to establish school readiness goals and inform curriculum planning and implementation, assessment, and professional development. Note: the ELOF Implementation Guide for Professional Development includes ready-to-use tools such as an ELOF PD Needs Assessment (Appendix C) and PD Planning form (Appendix H).

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

Understanding the ELOF: Stories from Experts

Got 5 minutes? You have time to hear directly from early learning researchers as they share how the ELOF can support learning for infants, toddlers, and preschoolers.

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/understanding-elof-stories-experts>

ELOF2Go and ELOF@HOME

The ELOF is as portable as your mobile phone with the ELOF2Go and ELOF@HOME mobile applications. This application (app) provides on-the-go access to the ELOF goals for children and effective teaching practices in support of those goals. It is designed for teachers, family child care providers, and home visitors.

ELOF2Go

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF@HOME for home visitors

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>

iPD Effective Practice Guide courses

CEUs available. [Preschool and Infant/Toddler courses available]

<https://eclkc.ohs.acf.hhs.gov/professional-development/individualized-professional-development-ipd-portfolio/individualized-professional-development-ipd-portfolio>

Effective Practice – ELOF Crosswalks

ELOF Effective Practice Guide/CLASS® Pre-K Crosswalk

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/efof-epg-class-pre-k-crosswalk.pdf>

ELOF Effective Practice Guide/Q-CCIIT Crosswalk

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/crosswalk-epg-q-cciit.pdf>

Research Snap Shots: Three Components of Co-Regulation

Self-Regulation Snap Shot #1: A focus on infants and toddlers, 2018, OPRE

https://www.acf.hhs.gov/sites/default/files/documents/opre/infantstoddlersnapshot_accessible_508_compliant_updated.pdf

Self-Regulation Snap Shot #2: A focus on preschool-aged children, 2018, OPRE

https://www.acf.hhs.gov/sites/default/files/documents/opre/preschool_snapshot_accessible_508_complaint_updated.pdf

Resources for Infant/Toddler Learning Environments

<https://eclkc.ohs.acf.hhs.gov/learning-environments/article/resources-infanttoddler-learning-environments>

Online Communities

MyPeers Education Leaders Community

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

DTL PushPlay On-demand webinars for ALL DTL series and the 2021 Education Manager Institute

<https://gateway.on24.com/wcc/eh/2926734/dtl-push-play-on-demand>