Introduction to the ELOF Implementation Toolkit

Welcome to the Early Learning Outcomes Framework (ELOF) Implementation Toolkit

This toolkit helps your program review and enhance program and teaching practices to promote children's outcomes described in the ELOF. It includes 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

This Introduction to the ELOF Implementation Toolkit provides an overview of the implementation guides. It offers information and activities to help your program learn about the ELOF.

Contents

Overview of the ELOF Implementation Toolkit

What Is the Purpose of the ELOF Implementation Toolkit?

The Head Start Program Performance Standards (HSPPS) require your program to implement program and teaching practices that are aligned with the ELOF. This toolkit walks your program through the process of aligning these practices with the ELOF. It also helps you strengthen practices to promote children's development in all ELOF domains. After completing the toolkit, your program will be able to plan and implement program and teaching practices that support children's outcomes described in the ELOF.

Making Connections to the HSPPS

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)

Who Is the Audience for the ELOF Implementation Toolkit?

Education managers can use the toolkit with an implementation team made up of program leaders and staff. The team might include directors, teachers, family child care providers, home visitors, disabilities coordinators, family services staff, and any others who work with children and families.

How Is This Introduction to the ELOF Implementation Toolkit Organized?

This Introduction to the ELOF Implementation Toolkit provides your program with the information you need before working through the implementation guides. It includes:

- An overview of the implementation guides

- A description of the reflective approach used in the implementation guides

- Information and activities to help programs learn about the ELOF

All of this information is described in the body of the document. All handouts and supporting resources are located in the Appendices at the end of the document.

What Does Alignment Mean?

Alignment means identifying the elements that correspond between two things. In the implementation guides, it refers to identifying the relationship between program and teaching practices with the ELOF.

Introducing the Implementation Guides

The implementation guides help your program use the ELOF to plan and implement program and teaching practices that support positive outcomes for all children ages birth to 5, including children who are dual language learners (DLLs) and children with disabilities. The implementation guides can be used by all program options, including center-based, family child care, and home-based programs. Read the summaries below to learn more about each guide.

Using the ELOF to Establish School Readiness Goals

This guide helps your program update school readiness goals to align with the ELOF. It also helps your program identify child assessment data to measure progress.

Using the ELOF to Inform Curriculum Planning and Implementation

This guide helps your program align your curriculum and teaching practices with the ELOF.

Using the ELOF to Inform Assessment

This guide supports your program in reviewing how well an assessment instrument assesses children's skills, behaviors, and knowledge in the ELOF domains.

Using the ELOF to Inform Professional Development

This guide provides tools for your program to plan professional development that enables staff to support children's development and learning in the ELOF domains.

Using the Implementation Guides in Home-Based Programs

All program options must use the ELOF to inform program and teaching practices, including center-based, family child care, and home-based programs. The implementation guides focus on strengthening program and teaching practices to support children's development and learning described in the ELOF.

What does this mean for home visitors?

Home visitors help strengthen the family-child relationship. They also support families in providing learning experiences, engaging in responsive interactions, and using the home as the learning environment. Education managers and home-based supervisors can use the implementation guides when working with home visitors, keeping in mind their role in supporting families to provide learning opportunities that facilitate children's development and learning as described in the ELOF.

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Early Childhood Development, Teaching and Learning

Early Childhood National Centers

4

IMPLEMENTATION GUIDE
INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT

A Reflective Approach for Implementation

From implementation science, we know that implementation is a process that takes time. Effective implementation requires a team approach and different types of program supports (e.g., training, access to materials).

Building from implementation science, the guides provide a step-by-step process and tools to help align program and teaching practices with the ELOF. The guides are organized around the following 3-step process:
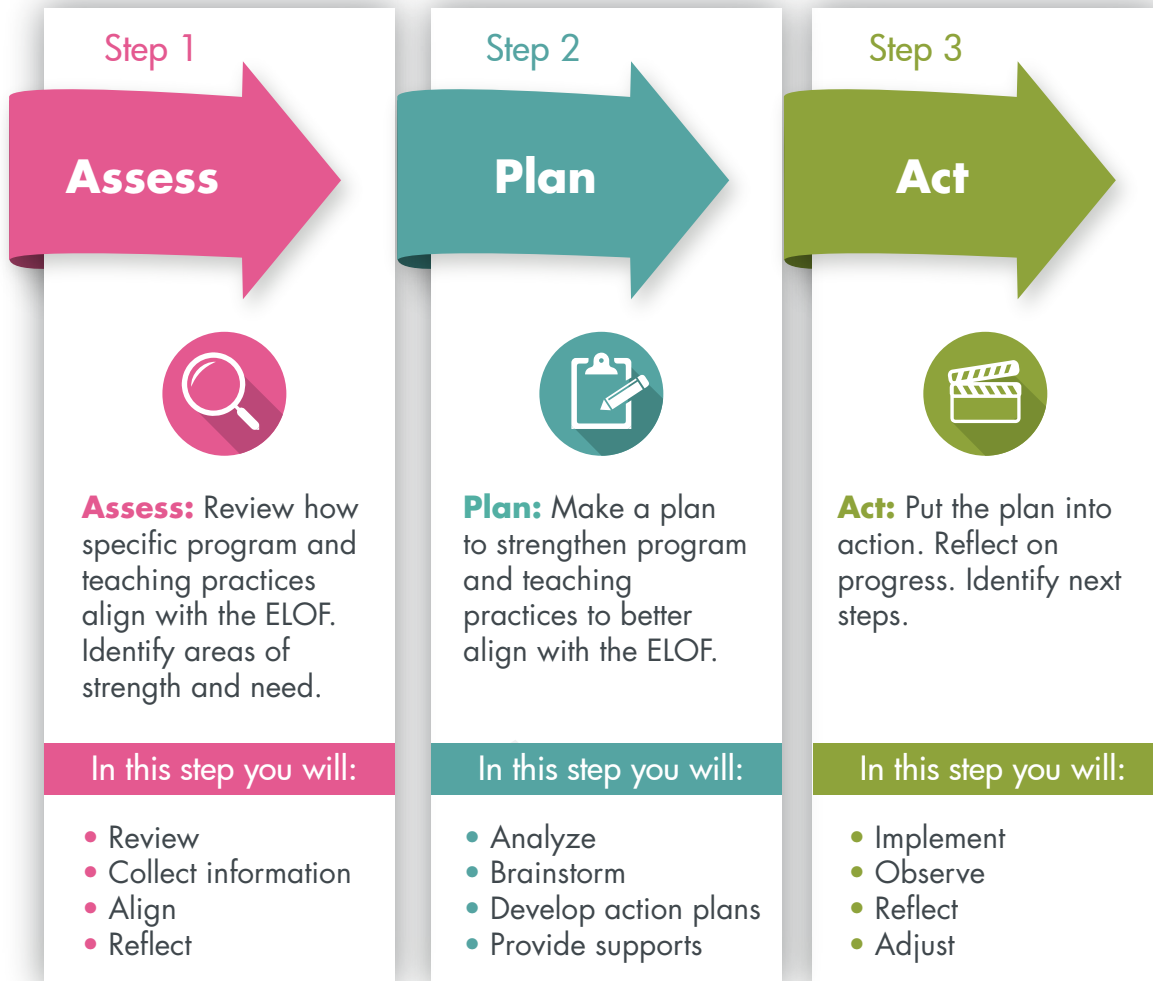
Step 1 ASSESS: The implementation process begins with gathering information and assessing needs.

Step 2 PLAN: Based on this needs assessment, plans and preparations can be put in place.

Step 3 ACT: Finally, program leaders and staff can implement enhanced program and teaching practices based on the data collected and established plans.

Reflection is built into each one of these steps.

Roadmap: The Assess-Plan-Act Process

Step 1
Assess

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

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

Act: Put the plan into action. Reflect on progress. Identify next steps.

In this step you will:
- Implement
- Observe
- Reflect
- Adjust

Making Connections to the Four Data Activities

The Assess-Plan-Act approach may remind you of the Four Data Activities (Prepare, Collect, Analyze & Aggregate, Share & Use; http://eclkc.ohs. acf.hhs.gov/hslc/tta-system/operations/learning/docs/The-Four-Data-Activities.pdf). Both provide your program with a process and tools to gather information and use data to guide planning and implementation of program practices.

Learning about the ELOF

Before aligning program and teaching practices with the ELOF, your program needs to understand the ELOF (https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf). The rest of this Introduction to the ELOF Implementation Toolkit provides information and activities to learn more about the ELOF.

What Is the ELOF?

The ELOF:

- Reflects research on what young children should know and be able to do in the following domains:

    - Approaches to Learning

    - Social and Emotional Development

    - Language and Literacy

    - Cognition

    - Perceptual, Motor, and Physical Development

- Applies to all Head Start program settings serving children ages birth to 5, including center-based, family child care, and home-based programs

- Applies to all children, including children who are DLLs as well as children with disabilities

- Provides rich descriptions of children's developmental progressions, which can help program staff implement intentional teaching practices to support children at various ages

- Informs many aspects of program practices, such as:

    - Establishing school readiness goals

    - Selecting and implementing a curriculum

    - Selecting assessment instruments

    - Planning professional development

To learn more about the ELOF, please review the resources in Appendix A.

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
Prepare	Before you begin, gather the following materials: • The ELOF • Pens and markers • Paper			
Select	Select one ELOF domain to explore.			
Explore	With the large group, use the following questions to guide your exploration. 1. What are the sub-domains for this domain for both infant/toddler and preschool? 2. Are the sub-domains for infant/toddler and preschool the same or different? How? 3. What are the goals within each sub-domain for both infant/toddler and preschool? 4. How are the goals for infants and toddlers related to the goals for preschoolers?			
Create	In small groups, collaborate to create a visual representation of the infant/toddler and preschool ELOF elements. Include the following: • Selected domain • Sub-domains • Developmental progressions • Goals • Indicators			
Share	Share your ideas with the large group.			

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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
Prepare	Before you begin, gather the following materials: • The ELOF • Handout: "ELOF: Language and Literacy Birth-to-Five Continuum" (see Appendix B) • Handout: "ELOF Birth-to-Five Continuum Template" (see Appendix C) • Pens			
Explore	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: • What sub-domains are in this domain? • What goals are in the sub-domain of Communicating and Speaking? • In your own words, describe the developmental progression of Expressive Language from birth to 5.			
Practice	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: 1. 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. 2. 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. 3. 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). 4. Write down the skills, behaviors, and concepts that children demonstrate as they progress toward a given goal within the appropriate age periods.			
Reflect	Reflect on the children in your care: • Where are the children in the birth-to-5 continuum? • How can you use the birth-to-5 continuum to individualize teaching for all children, including children who are DLLs? For children with disabilities? • How can you use the birth-to-5 continuum to plan small group experiences?			

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
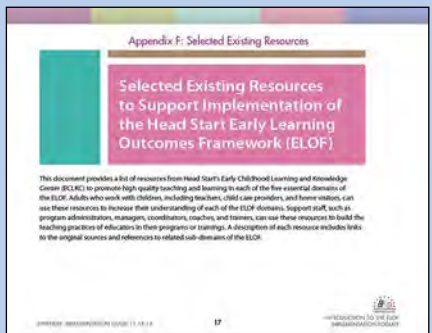
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
Prepare	Before you begin, gather the following materials: • The ELOF • Sample photographs (see Appendix D for a toddler example or Appendix E for a preschooler example) • Anecdotal notes (if doing modified version of activity)			
Observe	Observe the children in the sample photographs.* *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.			
Identify	Identify which ELOF domains you see in action in these photographs and anecdotes.			
Reflect	Reflect on the following questions: 1. What are some examples of children's skills, behaviors, and knowledge from the ELOF sub-domains that you see in these sample photographs? 2. How might the staff in this learning setting intentionally support children's skills, behaviors, and knowledge in these ELOF sub-domains?			
Share	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

Prepare	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).
Select	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.
Explore	Explore the relevant resources for your age group from the document in Appendix F.
Discuss	Discuss how you can use the strategies in the resources to support children's development described in the ELOF sub-domain.
Share	Share your ideas with the large group.
Practice	Identify a specific teaching practice from this discussion to try out in your learning setting over the next week.

Appendix A: Resources to Learn about the ELOF

These resources provide useful information about the ELOF. Use them to learn about how to use the ELOF to inform program and teaching practices.

Getting Started with the Head Start Early Learning Outcomes Framework: Ages Birth to Five

http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf

Read this resource for a description of the ELOF and how to use it as a tool to inform your program and teaching practices.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

http://eclkc.vzaar.me/4425683

Review this webinar to learn about the ELOF and how to use it to inform your planning and practice.
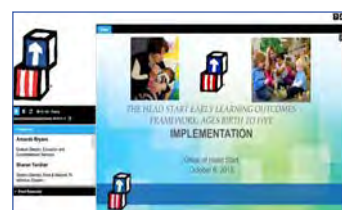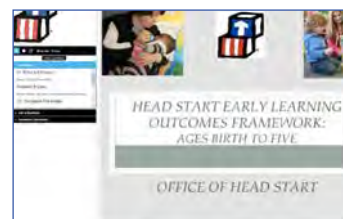
Head Start Early Learning Outcomes Framework: Ages Birth to Five Implementation

http://eclkc.vzaar.me/5464954

Use this webinar to learn how the ELOF supports the implementation of curriculum, learning experiences, and assessment. This webinar offers examples of children's development described in the ELOF and strategies to support their development.

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Early Childhood Development, Teaching and Learning

Early Childhood National Centers

11

APPENDIX: IMPLEMENTATION GUIDE
**INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT**

Appendix B: ELOF: Language and Literacy Birth-to-Five Continuum

Central Domain: Language and Literacy	
INFANT/TODDLER	**PRESCHOOL**
Domain: Language and Communication	Domain: Language and Communication
Sub-Domains: Attending and Understanding Communicating and Speaking Vocabulary Emergent Literacy	**Sub-Domains:** Attending and Understanding Communicating and Speaking Vocabulary
	Domain: Literacy
	Sub-Domains: Phonological Awareness Print and Alphabet Knowledge Comprehension and Text Structure Writing

Sub-Domain: Communicating and Speaking	
INFANT/TODDLER	**PRESCHOOL**
Goals: IT-LC 3. Child communicates needs and wants non-verbally and by using language. IT-LC 4. Child uses non-verbal communication and language to engage others in interaction. IT-LC 5. Child uses increasingly complex language in conversation with others. IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	**Goals:** P-LC 3. Child varies the amount of information provided to meet the demands of the situation. P-LC 4. Child understands, follows, and uses appropriate social and conversational rules. P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.

Central Domain: Language and Literacy
    Domain: Language and Communication
        Sub-Domain: Communication and Speaking

DEVELOPMENTAL PROGRESSION: EXPRESSIVE LANGUAGE

Goal: IT-LC 5. Child uses increasingly complex language in conversation with others.			**Goal: P-LC 5.** Child expresses self in increasingly long, detailed, and sophisticated ways.	
Birth to 9 Months	8 to 18 Months	16 to 36 Months	36 to 48 Months	48 to 60 Months
Explores sounds common in many languages, such as "ma-ma" or "ba-ba."	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses 3-5 word phrases/sentences when communicating. With some prompting, can offer multiple (2-3) pieces of information on a single topic.	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as, "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.

Appendix C: ELOF: Birth-to-Five Continuum Template

Central Domain:	
INFANT/TODDLER	PRESCHOOL
Domain:	Domain:
Sub-Domains:	Sub-Domains:
	Domain:
	Sub-Domains:

Sub-Domain:	
INFANT/TODDLER	PRESCHOOL
Goals:	Goals:

Central Domain:
  Domain:
    Sub-Domain:	

DEVELOPMENTAL PROGRESSION:	
Goal:	Goal:

Birth to 9 Months	8 to 18 Months	16 to 36 Months	36 to 48 Months	48 to 60 Months

Appendix D: Exploring Sand with Toddlers

Rafael points to his sand structure and says, "Es mi casa." His teacher asks who lives in his house. Miguel observes and listens.

Sofia exclaims, "It's falling!" as her teacher pours sand from her hand, while Andrea scoops sand nearby.

Mariana, Rafael, and Hayley scoop sand in their shovels and pour it into their pails.

Daniel explores the texture of the sand with his hand, while Mateo pats the sand with his shovel.

Appendix E: Playing Restaurant in Preschool

The children in Teacher Mei and Teacher Ju's Head Start classroom have transformed their dramatic play area into a restaurant.

José and Isabella pretend to be mama and papa eating pizza at a restaurant on their way home from work.

Cheng pretends to be a waiter. He counts the cups as he pours tea for his customers in the restaurant. When he gives them the tea, he tells them, "Be careful. It's very hot."

Desiree, the chef, comes out of the kitchen to offer Lorenita, the customer, her choice of cookies. Desiree excitedly shares that she has baked "star cookies" today. Lorenita chooses the star cookie on the red plate.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Early Childhood National Centers

15

APPENDIX: IMPLEMENTATION GUIDE
**INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT**

Selected Existing Resources to Support Implementation of the Head Start Early Learning Outcomes Framework (ELOF)

This document provides a list of resources from Head Start's Early Childhood Learning and Knowledge Center (ECLKC) to promote high quality teaching and learning in each of the five essential domains of the ELOF. Adults who work with children, including teachers, child care providers, and home visitors, can use these resources to increase their understanding of each of the ELOF domains. Support staff, such as program administrators, managers, coordinators, coaches, and trainers, can use these resources to build the teaching practices of educators in their programs or trainings. A description of each resource includes links to the original sources and references to related sub-domains of the ELOF.

Approaches to Learning   *Infant/Toddler*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
News You Can Use *Foundations of School Readiness: Approaches Toward Learning, Part 1* What is self-regulation? How does it relate to learning and school readiness? This document introduces "Approaches Toward Learning" and self-regulation in infants and toddlers and provides ideas on how to support self-regulation. **http://1.usa.gov/1ORcTqM**	➢ Emotional and Behavioral Self-Regulation	➢ Adults working with children: Read through the self-regulation strategies and use them to strengthen children's Emotional and Behavioral Self-Regulation. ➢ Support staff: Share this document at a staff meeting or training. Use the Think/Reflect/Discuss questions to deepen staff's engagement with the topic.
News You Can Use *Foundations of School Readiness: Approaches Toward Learning, Part 2* How can teachers/providers/home visitors support attention, curiosity, and information gathering in the youngest learners? This document describes the importance of supporting different learning approaches for infants and toddlers. **http://1.usa.gov/1NiLLfK**	➢ Cognitive Self-Regulation ➢ Initiative and Curiosity	➢ Adults working with children: Read through and try out the strategies for fostering children's attention and curiosity. ➢ Support staff: Use this resource to start a discussion with staff on supporting attention and curiosity. *Study Guide,* at the end of the article, provides you with discussion questions and ideas for next steps.
Early Essentials *Webisode #4: The First Three Years* Why is self-regulation important and how can teachers/providers/home visitors support its development in the first three years? This video discusses several aspects of development in the first three years, including self-regulation, stress, and social/emotional development. **http://1.usa.gov/1OiqfHV**	➢ Emotional and Behavioral Self-Regulation ➢ Cognitive Self-Regulation	➢ Adults working with children: Watch the video and then reflect on the questions in *Quick Start Guide*. ➢ Support staff: Use the video and *Quick Start Guide* in a staff meeting or training to discuss the importance of relationships and self-regulation during the first three years.

Approaches to Learning — *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
15-minute In-service Suite *Schedules and Routines* Why are routines important? How do routines benefit children's learning? This video and accompanying materials explore the importance of schedules and routines in supporting young children's learning. The materials also provide examples on how to support routines in the classroom. **http://1.usa.gov/1M6ecfc**	➢ Emotional and Behavioral Self-Regulation ➢ Cognitive Self-Regulation	➢ Adults working with children: Watch the video and then read *Tips for Teachers*. Use the strategies listed to support children's sense of security, autonomy, and engagement. ➢ Support staff: Introduce the video during a staff meeting. Discuss *Learning Activities* from *Materials for Trainers* with teachers/providers/home visitors.
15-minute In-service Suite *Following Children's Lead* What does following a child's lead mean in a planned activity? How does following a child's lead support children's initiative and creativity? This video and accompanying materials explore how teachers/providers/home visitors can encourage children's creativity and learning through following their lead. **http://1.usa.gov/1RHAR8K**	➢ Initiative and Curiosity ➢ Creativity	➢ Adults working with children: Watch the video and check out the example conversations in *Tips for Teachers* to reflect on how to follow the child's lead. ➢ Support staff: Use *Supplemental Videos* in *Materials for Trainers* to start discussions with staff about how to support children's learning by following the child's lead.
Article *Why Children's Dispositions Should Matter to All Teachers* How do children's dispositions impact learning? What are some practices to support children's dispositions? This article defines dispositions, discusses the importance of dispositions and learning, and describes ways to support "desirable dispositions." **http://1.usa.gov/1TSKdNs**	➢ Cognitive Self-Regulation ➢ Initiative and Curiosity ➢ Creativity	➢ Adults working with children: Read through the strategies and use them to strengthen children's initiative, creativity, and self-regulation. ➢ Support staff: Share the article at a staff meeting or training. Discuss the classroom examples to deepen staff's engagement with the topic.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning
Early Childhood National Centers

18

APPENDIX: IMPLEMENTATION GUIDE
INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT

Social and Emotional Development   *Infant/Toddler*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Early Essentials *Webisode #8: Responsive Interactions* What is a responsive interaction? How do responsive interactions support early social and emotional development? This video explores the importance of following the child's lead and offers strategies for communicating with children and families to build relationships. **http://1.usa.gov/1ORSkZt**	➢ **Relationships with Adults** ➢ **Sense of Identity and Belonging**	➢ Adults working with children: Watch the video and use *Quick Start Guide* to reflect on practices that promote consistent, positive interactions. ➢ Support staff: Introduce the companion video, *Early Essentials Webisode #8 Practice Moment: Responsive Interactions* (**http://1.usa.gov/1ZguJq7**), at a staff meeting. Use the Practice Moment's *Quick Start Guide* to discuss particular scenarios and practice identifying components of responsive communication.
News You Can Use *Foundations of School Readiness: Social and Emotional Development* How does early social and emotional development relate to school readiness? How can caregivers nurture early relationships? This document provides examples and strategies to support self-regulation, relationships, and other core components of school readiness for infants and toddlers. **http://1.usa.gov/1QtCCpb**	➢ **Relationships with Adults** ➢ **Emotional Functioning**	➢ Adults working with children: Use this *News You Can Use* to learn more about why early social and emotional development is critical to school readiness. ➢ Support staff: Use the questions from *Study Guide* to start a discussion with staff about ways to support children's social and emotional development.
Caring Connections *Podcast 5: Let's Talk About Following the Baby* What does it mean to follow a child's lead? How does this practice support exploration and self-regulation? This podcast details key components of using this practice to learn more about children and support their social and emotional development. **http://1.usa.gov/1YWFAp0**	➢ **Relationships with Adults** ➢ **Emotional Functioning** ➢ **Sense of Identity and Belonging**	➢ Adults working with children: Watch and listen to the ways caregivers/teachers follow a baby's lead. Reflect on how you can incorporate these strategies into your practice. ➢ Support staff: Use the podcast in an orientation on the importance of relationships.

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Social and Emotional Development   *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
15-minute In-Service Suite *Fostering Connections* How do teachers/providers/home visitors build relationships with children? How do relationships support early social and emotional development? This video and accompanying materials explore the importance of recognizing each child's strengths, how relationships support other areas of development, and tips for fostering connections with children. **http://1.usa.gov/1Ogdc9T**	➢ **Relationships with Adults** ➢ **Sense of Identity and Belonging**	➢ Adults working with children: Watch the video and read through the strategies in *Tips for Teachers*. Try out strategies to support positive relationships with children. ➢ Support staff: Use *Learning Activities* in *Materials for Trainers* to start a discussion with staff about caregiving and teaching practices that foster relationships.
15-minute In-Service Suite *Creating a Caring Community* How can teachers/providers promote trusting relationships between children? How do peer relationships support social and emotional development and later success? This video and accompanying materials highlight the importance of a positive classroom environment and provide examples for creating a caring classroom community. **http://1.usa.gov/1M1fZ5d**	➢ **Relationships with Other Children** ➢ **Emotional Functioning** ➢ **Sense of Identity and Belonging**	➢ Adults working with children: Watch the video and reflect on the practices to support a caring classroom community in *Tips for Teachers*. Try out the D.R.O.P strategies. ➢ Support staff: Use the PowerPoint presentation from *Materials for Trainers* to guide staff in thinking about how and why to create a caring and trusting environment.
Teacher Time *Getting to Cooperation: Using Practice-Based Coaching to Support Social Problem Solving* What can teachers/providers do when conflicts arise in the classroom? How can teachers/providers support social problem-solving? This video and accompanying materials offer steps to support children in handling conflicts and provides tips for teachers to promote positive peer interactions in the classroom. **http://eclkc.vzaar.me/5156846**	➢ **Relationships with Other Children** ➢ **Emotional Functioning**	➢ Adults working with children: Watch the video and use *Follow-Up* (**http://1.usa.gov/1OvUT4O**) to reflect on strategies to support children's social and emotional development. ➢ Support staff: Share the video at a training or staff meeting. Discuss scenarios from the video with the group to extend the conversation.

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Early Childhood Development, Teaching and Learning

APPENDIX: IMPLEMENTATION GUIDE
INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT

Language and Communication   *Infant/Toddler*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Early Essentials *Webisode #9: Language Development* Early language development provides the foundation for relationship building, communication, and learning about the world. How can teachers/providers/home visitors promote language development during daily interactions? This video provides tips and strategies to support and expand young children's language development. **http://1.usa.gov/1ORSkZt**	➢ **Attending and Understanding** ➢ **Communicating and Speaking** ➢ **Vocabulary** ➢ **Emergent Literacy**	➢ Adults working with children: Watch the video and use *Quick Start Guide* to reflect on practices that promote early language development. ➢ Support staff: Introduce the companion video, *Early Essentials Webisode #9 Practice Moment: Language Development* (**http://1.usa.gov/1ZguJq7**), at a staff meeting. Use the Practice Moment's *Quick Start Guide* to discuss particular scenarios with staff and reflect on strategies for language development.
News You Can Use *Foundations of School Readiness: Language and Literacy* How does language development relate to school readiness for infants and toddlers? How can teachers/providers/home visitors support home language development? This document explores the elements of language development in the youngest learners and how to support them. **http://1.usa.gov/1YWLjLD**	➢ **Attending and Understanding** ➢ **Communicating and Speaking** ➢ **Vocabulary** ➢ **Emergent Literacy**	➢ Adults working with children: Read through the early language and literacy strategies and use them to strengthen children's early language skills. ➢ Support staff: Share this *News You Can Use* at a staff meeting or training. Use the Think/Reflect/Discuss questions to deepen staff's engagement with the topic.
Planned Language Approach: Tip Sheet *Language Modeling with Dual Language Learning Infants* *Language Modeling with Dual Language Learning Toddlers* How can teachers/providers/home visitors support language development for dual language learners (DLLs)? What if a teacher/provider does not speak the child's home language? These tip sheets explore strategies to support dual language learning with infants and toddlers. **http://1.usa.gov/1NMyfQT** **http://1.usa.gov/1IEWUee**	➢ **Attending and Understanding** ➢ **Communicating and Speaking** ➢ **Vocabulary**	➢ Adults working with children: Read through the tip sheets and use the strategies listed to support early language development. ➢ Support staff: Use the tip sheets to start a discussion with staff about why it is important to support home language(s) and how to implement some of the strategies.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

APPENDIX: IMPLEMENTATION GUIDE
**INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT**

Language and Communication   *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
15-minute In-Service Suite *Engaging Children in Conversations* How can teachers/providers/home visitors initiate and expand conversations with children? How do conversations support language development? This video and accompanying materials explore strategies for how to converse with children. **http://1.usa.gov/1lsfA6P**	➢ **Attending and Understanding** ➢ **Communicating and Speaking**	➢ Adults working with children: Watch the video and read through the strategies in *Tips for Teachers*. Reflect on and try out the strategies to support rich conversations with children. ➢ Support staff: Use *Learning Activities* in *Materials for Trainers* as starting points for discussion on initiating and extending conversations with children.
15-minute In-Service Suite *Novel Words* Why should teachers/providers/home visitors focus on vocabulary? What are some ways that teachers/providers/home visitors can introduce new words? This video and accompanying materials explore how to build children's vocabulary. **http://1.usa.gov/1RCMuxP**	➢ **Communicating and Speaking** ➢ **Vocabulary**	➢ Adults working with children: Watch the video and reflect on the strategies described. Use the practices from the video to introduce new words to children. ➢ Support staff: As part of ongoing consultation with teachers/providers/home visitors, ask staff to try out strategies from the video. Discuss the strategies at a staff meeting.
The Big Five: Strategies *How Caregivers and Teachers Support Oral Language and Vocabulary* How can caregivers support vocabulary development, speaking, and understanding from infancy to preschool? This document provides strategies, examples, and resources for teachers/providers to support early oral language development. **http://1.usa.gov/1HV4vVY**	➢ **Attending and Understanding** ➢ **Communicating and Speaking** ➢ **Vocabulary**	➢ Adults working with children: Read pp. 6–7 to learn about ways that staff can support oral language development in preschool. ➢ Support staff: Use this resource to discuss with staff the continuum of language development from birth-to-5 and ways to promote early communication.

Literacy — *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Nature-based Learning and Development *Language and Literacy* What kind of language and literacy activities can happen outdoors? What is the benefit of connecting literacy to outdoor activities? This video explores a variety of outdoor activity ideas for teachers/providers/home visitors to use to support early language and literacy. **http://eclkc.vzaar.me/5149066**	➢ Phonological Awareness ➢ Print and Alphabet Knowledge ➢ Comprehension and Text Structure ➢ Writing	➢ Adults working with children: Watch the video to explore strategies for incorporating language and literacy into outdoor activities. Try out the activities. ➢ Support staff: Use the video to guide a discussion about integrating language and literacy into a variety of outdoor activities.
NCCLR Quick Guide for Teachers *How to Use Bilingual Books* Why are bilingual books important for dual language learners? How can teachers/providers/home visitors use bilingual books in the classroom? This guide explores key strategies for integrating bilingual books into the classroom. **http://1.usa.gov/1RVnhi0**	➢ Print and Alphabet Knowledge	➢ Adults working with children: Use the strategies from the guide to support early literacy. ➢ Support staff: Share the guide at a staff meeting and discuss with teachers/providers/home visitors how they might incorporate bilingual books into their literacy activities.
The Big Five: Strategies *How Caregivers and Teachers Support Book Knowledge and Print Concepts* What is book and print knowledge? This document explores the idea of book and print knowledge from birth-to-5. It also provides strategies, examples, and resources for teachers/providers/home visitors to support early book knowledge. **http://1.usa.gov/1QhTlx1**	➢ Print and Alphabet Knowledge	➢ Adults working with children: Read pp. 6–7 to learn strategies that support and promote print and alphabet knowledge in preschool. ➢ Support staff: Use this resource to start a discussion with teachers/providers/home visitors on the continuum of literacy development from birth-to-5.

Cognition   *Infant/Toddler*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
News You Can Use *Supporting Early Math Learning for Infants and Toddlers* What is early math for infants and toddlers? How can teachers/providers/home visitors incorporate early math into everyday interactions? This document provides strategies and examples of weaving math into the day. **http://1.usa.gov/1Q052sl**	➢ **Emergent Mathematical Thinking**	➢ Adults working with children: Read through the strategies to support early math learning and incorporate the practices into daily routines. ➢ Support staff: Share this *News You Can Use* at a staff meeting or training. Use the Think/Reflect/Discuss questions to deepen staff's engagement with the topic.
News You Can Use *Outside Spaces* How can teachers/providers/home visitors support exploration and pretend play? How can intentional planning during outdoor time encourage cognitive development for infants and toddlers? This document explores the ways that teachers/providers/home visitors can plan time outside that encourages active exploration. **http://1.usa.gov/1P9N8A8**	➢ **Exploration and Discovery** ➢ **Imitation and Symbolic Representation and Play**	➢ Adults working with children: Read through the strategies and plan how you will promote exploration, discovery, and pretend play during outdoor time. ➢ Support staff: Share this *News You Can Use* at a staff meeting or training. Discuss the strategies to support exploration and pretend play.
News You Can Use *Early Science Learning for Infants and Toddlers* What is science learning in an infant/toddler setting? What are some tools that teachers/providers/home visitors can use to encourage science learning? This document explores the meaning of science and provides ways to support scientific thinking in infants and toddlers. **http://1.usa.gov/1Oiqti9**	➢ **Exploration and Discovery** ➢ **Reasoning and Problem-Solving**	➢ Adults working with children: Read through the strategies and consider how you will incorporate science into everyday activities. ➢ Support staff: Share this *News You Can Use* at a staff meeting or training. Use the Think/Reflect/Discuss questions to deepen staff's engagement with the topic.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning
Early Childhood National Centers

24

APPENDIX: IMPLEMENTATION GUIDE
**INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT**

Mathematics Development · *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Nature-based Learning and Development *Math Ideas for Teachers* What activities can teachers/providers/home visitors plan to engage mathematical thinking in nature? This video explores the rich possibilities of outdoor math learning and provides examples of activities. **http://eclkc.vzaar.me/4772941**	➢ **Counting and Cardinality** ➢ **Operations and Algebraic Thinking** ➢ **Measurement** ➢ **Geometry and Spatial Sense**	➢ Adults working with children: Use the activities described in the video to support early math learning. ➢ Support staff: Watch the video in a community of practice and discuss how outdoor learning can support early math concept development.
Teacher Time *Preschool Math Ideas: Hiding in Plain Sight* What is mathematizing? How can teachers/providers/home visitors support math learning throughout different activities? This video explores the idea of introducing math through a variety of activities. **http://eclkc.vzaar.me/5155646**	➢ **Counting and Cardinality** ➢ **Operations and Algebraic Thinking** ➢ **Measurement** ➢ **Geometry and Spatial Sense**	➢ Adults working with children: Watch the video and reflect on a few strategies you can use in your daily practice to incorporate math throughout different activities. ➢ Support staff: Use the video in a training on early math learning and discuss the strategies with teachers/providers/home visitors.
Teaching Guide *Finding the Math in Books: Ideas for Teaching Staff* How can teachers/providers/home visitors weave math into book reading and literacy? This document provides strategies for "mathematizing" children's book-reading experiences and highlighting math learning through reading. Included is a sample of children's books rich in mathematical content, a short summary of each book, and examples of the mathematical concepts and ideas found in each book. **http://1.usa.gov/1mdJDzq**	➢ **Counting and Cardinality** ➢ **Operations and Algebraic Thinking** ➢ **Measurement** ➢ **Geometry and Spatial Sense**	➢ Adults working with children: Read through the ideas for incorporating math into literacy activities and try it out with a book of your own. ➢ Support staff: Use this resource to guide a discussion in a community of practice to deepen understanding of practices that weave math concepts into reading aloud and literacy activities.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

APPENDIX: IMPLEMENTATION GUIDE
**INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT**

Mathematics Development   *Preschool (cont'd)*

Existing Resources

ELOF Sub-Domains

How Can I Use This Resource?

Teaching Guide
High Five Mathematize

How can teachers/providers/home visitors support math concept development through routines, interactions, and the learning environment? This guide provides activities, strategies, and information to promote math throughout the day.
https://tinyurl.com/hse6lyw

➢ **Counting and Cardinality**
➢ **Operations and Algebraic Thinking**
➢ **Measurement**
➢ **Geometry and Spatial Sense**

➢ Adults working with children: Learn how to incorporate important math concepts into everyday activities. Support the home-school connection related to early math by sharing strategies with families.
➢ Support staff: Use the professional development tools and resources in the guide to deepen staff engagement with early math learning.

Scientific Reasoning   *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Teacher Time *Beyond Sink and Float: Science for Preschool Children* What are some ways that teachers can extend and deepen children's scientific thinking throughout the day? This video explores how science is a frame for looking at the world and how to integrate exploration and scientific questions into activities. **http://vzaar.com/videos/4501656**	➢ Scientific Inquiry ➢ Reasoning and Problem-Solving	➢ Adults working with children: Watch the video and use the strategies discussed to support children's scientific thinking and reasoning. ➢ Support staff: Share the video at a staff meeting or training to guide a discussion about how to approach science in the preschool classroom.
Nature-based Learning and Development *Science Ideas for Teachers* How can teachers/providers/home visitors integrate science into outdoor play? What are some ideas for planning science activities outdoors? This video discusses how teachers/providers/home visitors can intentionally plan science lessons outside with a theme that follows children's interests. **http://eclkc.vzaar.me/5149068**	➢ Scientific Inquiry ➢ Reasoning and Problem-Solving	➢ Adults working with children: Watch the video and use the strategies to support early science learning. ➢ Support staff: Share the video at a staff meeting and brainstorm ways to integrate the ideas into the program.
15-minute In-service Suite *Using the Scientific Method* What is the scientific method? What are the steps and how can teachers encourage scientific reasoning through the scientific method? This video and accompanying materials identify and describe the steps of the scientific method and discuss how to incorporate these steps into interactions with children. **http://1.usa.gov/1RapyXh**	➢ Scientific Inquiry ➢ Reasoning and Problem-Solving	➢ Adults working with children: Use the strategies in the video to support children's scientific inquiry and problem-solving. ➢ Support staff: Discuss the video and *Learning Activities* from *Materials for Trainers* with staff and reflect as a group on the strategies.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

APPENDIX: IMPLEMENTATION GUIDE
**INTRODUCTION TO THE
ELOF IMPLEMENTATION TOOLKIT**

Perceptual, Motor, and Physical Development   *Infant/Toddler*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Caring Connections *Podcast 6: Let's Talk About Movement* What are the benefits of physical activity for infants and toddlers? How can teachers/providers/home visitors support movement for infants and toddlers? This podcast explores the ways in which movement supports development in many developmental areas including brain and physical development. **http://1.usa.gov/1YWFAp0**	➤ **Perception** ➤ **Gross Motor** ➤ **Fine Motor**	➤ Adults working with children: Watch and listen to the strategies to support movement. Use them to promote children's physical development. ➤ Support staff: Share the podcast at a training and discuss ways to support infant and toddler movement.
Health Guide *Growing Healthy: A Guide for Head Start Health Managers and Families about Healthy Active Living for Young Children* Why are healthy choices in food, staying active, and screen time important for young children? This guide discusses strategies for nutrition, screen time, and physical activity to support active, healthy children throughout the continuum of birth-to-5. **http://1.usa.gov/1EyTUJ8**	➤ **Gross Motor** ➤ **Health, Safety, and Nutrition**	➤ Adults working with children: Use the guide to make decisions about supporting children to make healthy choices related to screen time, physical activity, and nutrition. ➤ Support staff: Use the guide to start a discussion on supporting the continuum of motor and health development from birth-to-5.
News You Can Use *Foundations of School Readiness: Physical Development and Health* What is physical development? What are some strategies to support muscle control and healthy habits? This document explores the foundations of physical development in infants and toddlers and offers strategies to support physical development. **http://1.usa.gov/1SOwZkw**	➤ **Gross Motor** ➤ **Fine Motor** ➤ **Health, Safety, and Nutrition**	➤ Adults working with children: Read through the strategies and use them to support motor development and safe habits. ➤ Support staff: Share this *News You Can Use* at a staff meeting or training. Use the Think/Reflect/Discuss questions to deepen staff's engagement with the topic.

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Perceptual, Motor, and Physical Development   *Preschool*

Existing Resources	ELOF Sub-Domains	How Can I Use This Resource?
Tip Sheet *Early Learning and School Readiness: Physical Development Tip Sheet* How might physical activity look different across different cultures? What are some cultural considerations when thinking about gross and fine motor activities for young children? This document explores ways to think and talk about physical development as it relates to culture. **http://1.usa.gov/1jRW56a**	➢ **Gross Motor** ➢ **Fine Motor**	➢ Adults working with children: Read through the considerations and reflect on how you might use them to support children's motor development. ➢ Support staff: Share the tip sheet at a staff meeting and discuss the cultural considerations for physical development.
Health Guide *Feeding Your Toddler* *Feeding Your Preschooler* What are some nutrition considerations for toddlers and preschoolers? These quick guides discuss nutrition information, common challenges, and tips to support nutritious meals. **http://1.usa.gov/1mqL6Cp** **http://1.usa.gov/1RkiM1a**	➢ **Health, Safety, and Nutrition**	➢ Adults working with children: Use the guides to promote healthy choices for toddlers and preschoolers. ➢ Support staff: Introduce the health guides at a staff meeting and discuss the recommendations.
Front Porch Series *Why Young Children Need Structured Motor Play* How is motor development related to other areas of development? How can teachers/providers/home visitors support motor skill development? This webinar discusses the developmental progression of motor skills and ways to promote these skills. **http://eclkc.vzaar.me/5149096**	➢ **Gross Motor** ➢ **Fine Motor**	➢ Adults working with children: Listen to the webinar and use the strategies discussed to support children's motor development. ➢ Support staff: Share the webinar at a training or staff meeting to discuss the importance of supporting motor skills and how to promote these skills in preschool.

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