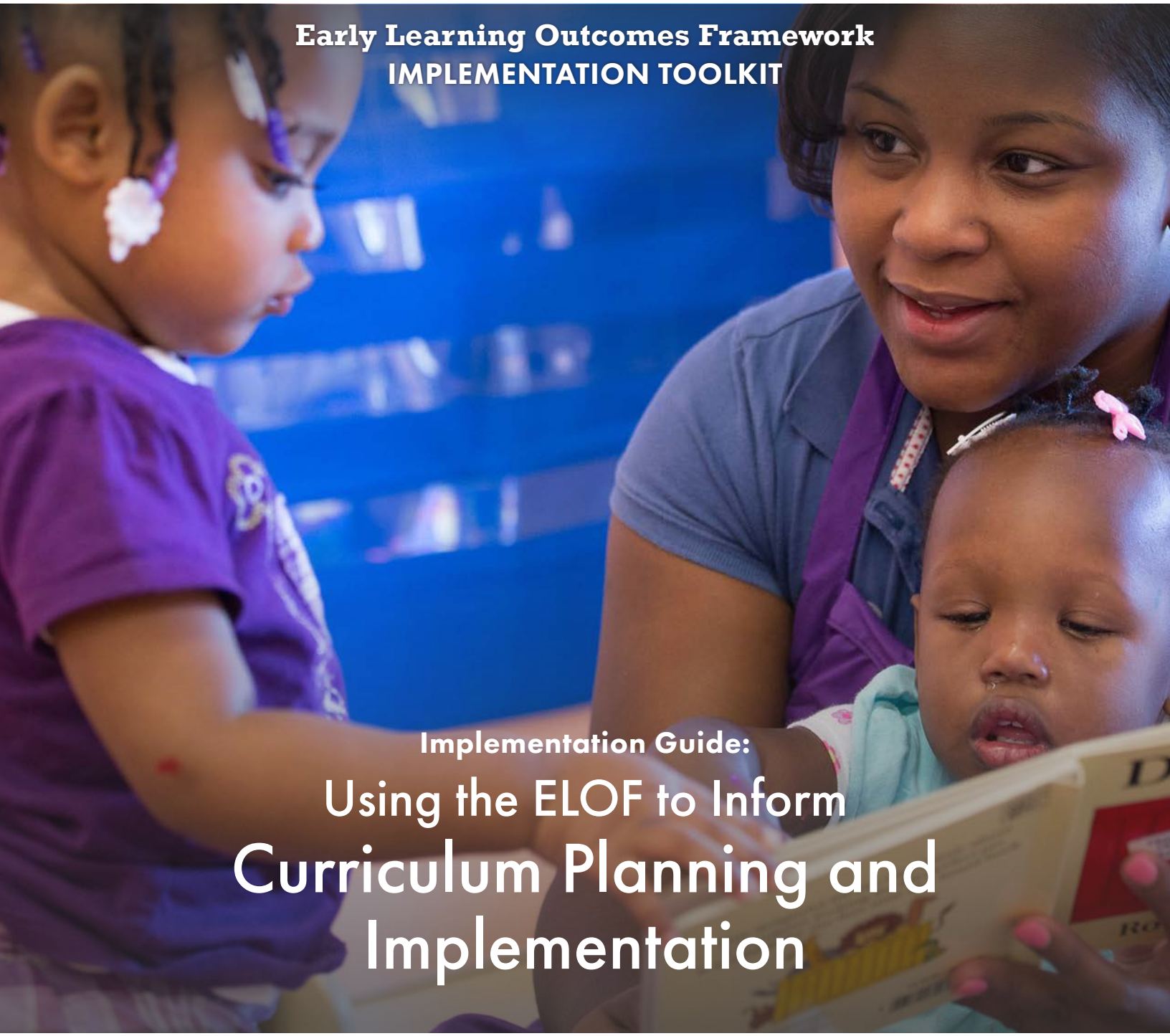

Early Learning Outcomes Framework
IMPLEMENTATION TOOLKIT

Implementation Guide:

Using the ELOF to Inform Curriculum Planning and Implementation

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Introduction

What Is the Purpose of This Implementation Guide?

Early Head Start and Head Start programs must implement a research-based early childhood curriculum that is aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF). A curriculum provides learning goals and activities in key areas of children's development. It provides guidance on what to teach (content) and how to teach (learning experiences and teaching practices). The content is drawn from current child development science, the interests and ideas of the children, and the values of the community.

Aligning your curriculum with the ELOF ensures that your program plans and implements effective teaching practices to promote positive learning outcomes for children in all developmental domains.

This guide helps you to:

- Align your curriculum with the ELOF
- Strengthen intentional teaching practices in ELOF sub-domains identified during the alignment process
- Provide program level supports needed for curriculum planning and implementation

Assessment of children's developmental progress helps you plan and implement individualized curriculum. Refer to the implementation guide, Using the ELOF to Inform Assessment, to review the alignment of your assessment instrument with the ELOF. You might want to conduct these related alignment processes together.

What Do the Head Start Program Performance Standards (HSPPS) Say about the ELOF and Curricula?

The HSPPS require that your program's curriculum:

- Aligns with the ELOF §1302.32(a)(1)(ii) and §1302.35(d)(1)(ii)
- Is sufficiently content rich to promote measurable progress toward development and learning outlined in the ELOF §1302.32(a)(1)(ii) and §1302.35(d)(1)(ii)
- Helps staff provide responsive care, effective teaching practices, and an organized learning environment that promotes children's growth in the developmental progressions described in the ELOF §1302.31(a), §1302.31(b)(1)(ii), §1302.35(c), and §1302.35(e)(2)(i)

According to the HSPPS, programs must ensure that parents have the opportunity to learn about and provide feedback on selected curricula and instructional materials used in the program §1302.34(b)(4).

Who Is the Audience for This Guide?

Education managers can use this implementation guide, with an implementation team, to align a curriculum with the ELOF. Implementation teams are needed to effectively plan and implement enhanced program and teaching practices. Use the "Building Effective Implementation Teams" resource (see Appendix A) to help you decide:

- Who should participate in aligning your curriculum with the ELOF
- Which staff and stakeholders should provide input during this process

Potential team members include:

- Program leaders, such as directors, managers, and supervisors
- Governing body and policy council members
- Families, including those who speak home languages other than English if your program has children who are dual language learners (DLLs)
- Direct service staff, such as teachers, home visitors, and family child care providers
- Representatives of Local Education Agencies (LEAs) and other community partners, including those with a background and expertise in disabilities

Team members need to clearly and consistently communicate with each other to ensure effective implementation. During the process, use the "Implementation Team Meeting Preparation Checklists" (see Appendix B) to help your team communicate and plan effective meetings.

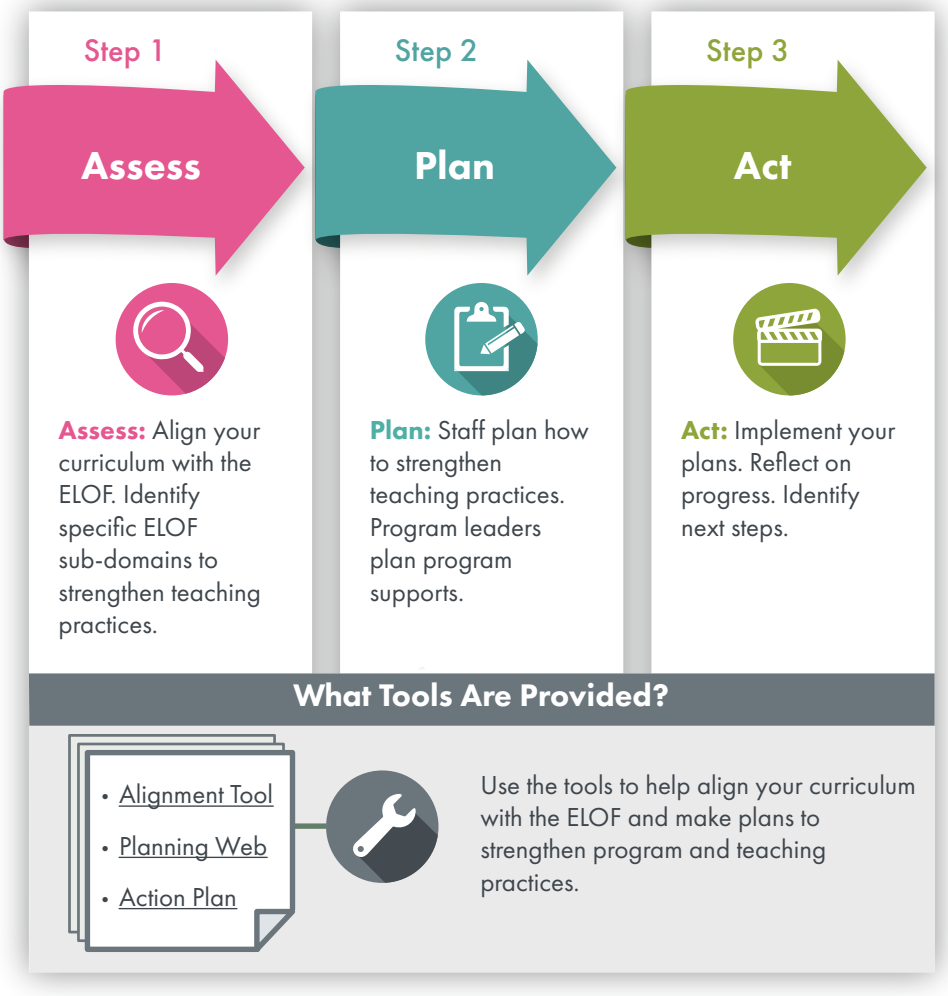
What Are the Steps for Aligning Curricula with the ELOF?

Aligning your program's curriculum with the ELOF will be a process that takes time and teamwork. This guide uses the Assess-Plan-Act reflective approach. There are three steps in this process:

- **Step 1 ASSESS:** Align your curriculum with the ELOF to assess how well your program supports children's development as described in the ELOF.
- **Step 2 PLAN:** Staff plan how to strengthen teaching practices. Program leaders consider what program supports are needed to strengthen curriculum implementation.
- **Step 3 ACT:** Implement your plans to enhance teaching practices and program supports. Reflect on progress, and identify next steps.

There are three main tools you can use to support this process: "Alignment Tool for Curriculum and the ELOF" (see Appendix C), "Planning Web" (see Appendix D), and "Program Supports: Action Plan" (see Appendix F).

Roadmap for Aligning Curriculum with the ELOF



This guide is organized into three sections according to the Assess, Plan, and Act steps. The activities and tools in each step are described in the body of the guide. The handouts and supporting resources are located in the Appendices at the end of the guide.

Step 1

Assess

In this step, align your curriculum with the ELOF. Identify areas where you can strengthen the implementation of curriculum. The alignment process will help you assess whether and how the curriculum supports children's development in all ELOF domains and sub-domains.

Aligning Your Curriculum with the ELOF

1. Align the curriculum with the ELOF domains and sub-domains using the "Alignment Tool for Curriculum and the ELOF" (see Appendix C).
2. Reflect on findings from the alignment with your implementation team.
   - Which ELOF domains does the curriculum cover well?
   - Which ELOF domains are not fully addressed by the curriculum?
3. Identify 2–3 ELOF sub-domains where your program can strengthen the implementation of the curriculum. Focus on these sub-domains for the rest of the guide.
   - ELOF Sub-domain 1:

     _____
   - ELOF Sub-domain 2:

     _____
   - ELOF Sub-domain 3:

     _____

Now that your team has listed some ELOF sub-domains to focus on, share these findings with all direct service staff.

If you need to consider significant adaptations or enhancements to the whole curriculum, the HSPPS require that you use an external early childhood education curriculum or content area expert to develop such significant adaptations §1302.32(b) and §1302.35(d)(3).

What Does Alignment Mean?

Alignment means identifying the elements that correspond between two things. In this guide, alignment refers to lining up elements of your curriculum with the ELOF. This process allows you to see which ELOF domains and sub-domains are reflected in the curriculum.

Step 2

Plan

This step includes the following two activities to enhance curriculum implementation:

- Strengthening Teaching Practices: Staff plan how to strengthen intentional teaching practices in specific ELOF sub-domains identified during the Assess step
- Strengthening Program Supports: Program leaders plan how to support staff as they enhance teaching practices

Strengthening Teaching Practices

Use this activity with staff during a meeting, one-on-one check-ins, or other professional development opportunities.

1. Choose one ELOF sub-domain from the list identified in the Assess step.
2. Encourage staff to reflect on how to enhance teaching practices and provide content-rich learning experiences to support all children, ages birth to 5, in the ELOF sub-domain. Refer to the curriculum's manual and resources for guidance on how to strengthen implementation of the curriculum. Use the "Strengthening Teaching Practices" handout (see Appendix D) to facilitate reflection and discussion.
   - **Learning Experiences:** What additional learning experiences can you plan to support children's learning in the selected ELOF sub-domain?
   - **Interactions:** How can you enhance interactions to help all children make progress in the selected ELOF sub-domain?
   - **Routines:** How can you support children's development in the selected ELOF sub-domain during routines such as mealtime or diapering/toileting?
   - **Learning Environment:** What changes to the learning environment do you need to make to support children's learning in the selected ELOF sub-domain?
3. Use the planning web with staff (see Appendix D) to brainstorm specific teaching practices to enhance. Share the vignette on the following page to spark their thinking.
4. Invite staff to write their ideas in the planning web.
5. Repeat this process for each ELOF sub-domain that was identified during the Assess step.

Using This Implementation Guide in Home-Based Programs

All program options must align their curricula with the ELOF. This guide walks your program through the process of strengthening teaching practices to support children's development described in the ELOF. What does this mean for home visitors? Teaching practices for home visitors refer to the practices to support families in:

- Strengthening the family-child relationship
- Engaging in responsive interactions
- Using the home as the learning environment
- Providing learning experiences

Education managers or home-based supervisors can use the Assess, Plan, and Act steps with home visitors, keeping in mind their role in supporting families.

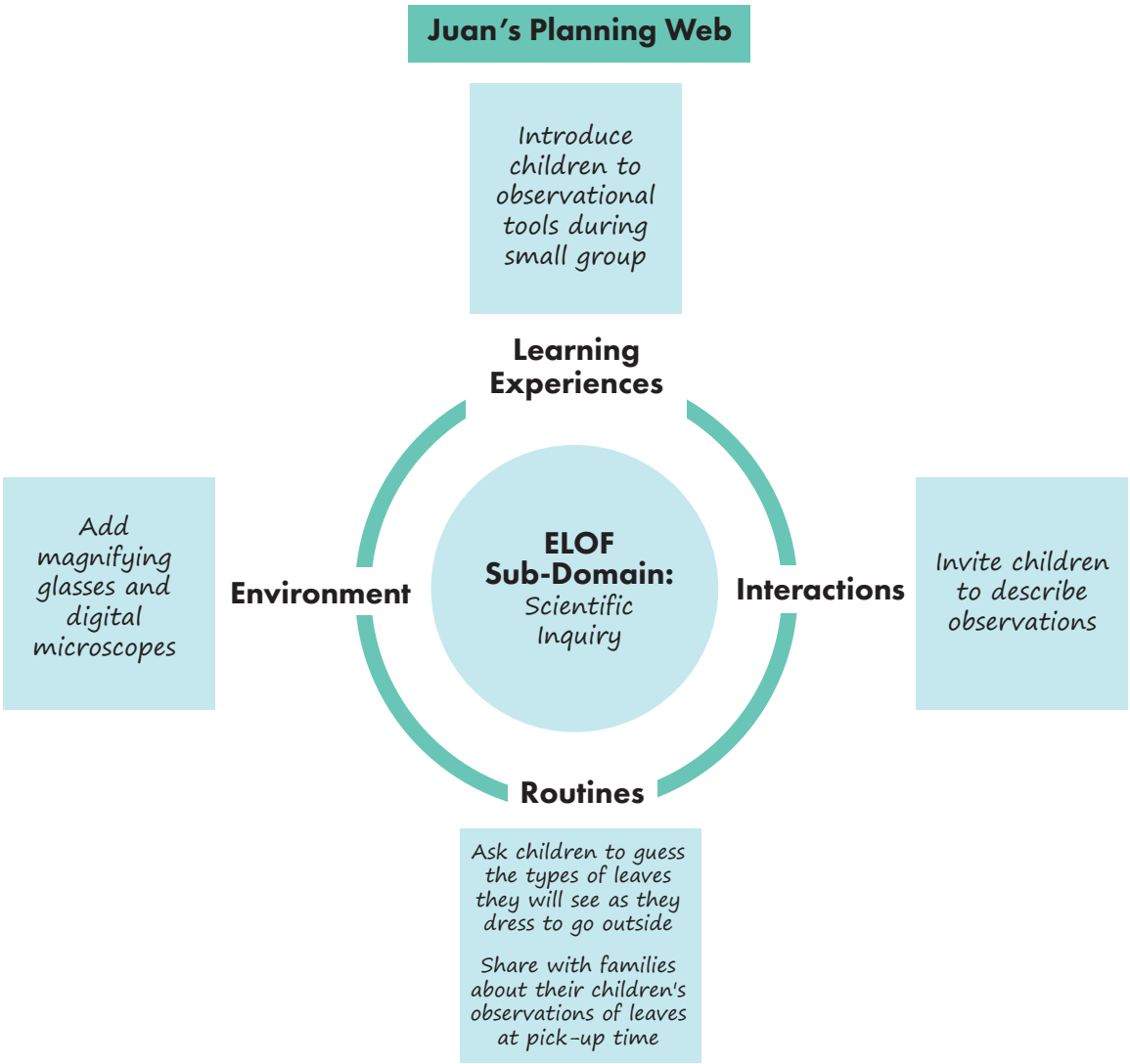
Read about how a home-based program enhanced curriculum in the sub-domain, Emergent Literacy, in the vignette, "Discovering Emergent Literacy in the Home" (see Appendix E).

Spicing Up Scientific Inquiry in Preschool: Teaching Practices

Based on findings from the alignment, Amelia, an education manager, plans a workshop for staff to think about how they can offer content-rich learning experiences to support children's scientific inquiry skills. Juan, a preschool teacher, wants to promote children's skills in observing and describing observable phenomena (ELOF Goal P-SCI 1). As part of their curriculum unit on variation and diversity of living things, the children in Juan's classroom have been investigating different kinds of leaves.

Amelia and Juan discuss ideas to strengthen his teaching practices. Juan plans to invite children to describe their observations in English and their home languages. He will use open-ended prompts such as, "Tell me about the leaf" or "What do you notice when you observe this leaf closely?" He will introduce descriptive vocabulary such as round, pointed, and smooth. He will also encourage families to introduce this new vocabulary in their home languages. Juan will invite children to sort the leaves based on different attributes (e.g., size, color, shape, texture). He will also encourage children to compare and contrast the different groups of leaves. Juan also decides to add observational tools to the learning environment, such as magnifying glasses and children's digital microscopes. He plans a small-group learning experience to introduce the children to these tools.

After this workshop, Amelia invites staff to email their planning web to see how she can support them in enhancing their teaching practices.



Strengthening Program Supports

Now that you have helped staff plan how to enhance their implementation of curriculum in particular sub-domains, consider what program supports they will need to implement these teaching practices. Use the steps below to create an action plan.

1. Review each of the staff's planning webs.
2. Reflect on the program supports needed to enhance curriculum planning and implementation in the selected ELOF sub-domains. Use the "Strengthening Program Supports" (see Appendix F) worksheet to write down some ideas.
   - **Communication:** How can you find out what supports staff need to enhance teaching practices in the ELOF sub-domains?
   - **Professional Development:** What training or coaching in the ELOF sub-domains do you need to provide staff?
   - **Access to Materials and Equipment:** What materials and/or equipment do you need to provide staff to strengthen curriculum in the ELOF sub-domains? What materials and resources do you need to provide staff to use with families?
   - **Time:** How can you ensure staff have the time to plan curriculum that supports children's development in the ELOF sub-domains?
3. Identify specific action steps that you can take to provide the program supports. Write these action steps in the action plan table (see Appendix F).[1] Use the vignette on the following page to spark your thinking.
4. Break each action step into specific tasks that will help you complete the action step. Decide on the key people who need to be involved. Consider if you need any resources to complete the action step.
5. Set a deadline for your program to accomplish each action step.
6. In the final column of the table, describe what data or evidence you might use to know you are making progress on the action step.

[1]The steps in the table mirror steps from the Head Start National Center on Program Management and Fiscal Operations action plan for programs (http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/docs/planning-topic-4.pdf).

Spicing Up Scientific Inquiry in Preschool: Program Supports

In a one-on-one meeting, Amelia follows up with Juan about his plan. He shares that his classroom has magnifying glasses, but he would like to introduce a new scientific tool—a digital microscope. Amelia considers what she could do on the program level to ensure her staff members have access to the equipment they need. She notes "provide a digital microscope for Juan's classroom" as an action step. Amelia will need to review the budget with the program director. She will also have to research microscopes and look for possible donations.

Amelia's Action Plan					
Action Step	How?	Who?	What?	When?	Action Step Complete?
	How will you take action?	Who needs to be involved?	What resources do you need?	When is your target deadline?	How will you know your action step worked?
Action Step 1 *Provide a digital microscope for Juan's classroom*	– *Review program budget* – *Research digital microscopes for children* – *Reach out to local museums and science labs for possible donations*	– *Amelia (education manager)* – *Juan (teacher)* – *Program director*	– *Internet to research digital microscopes* – *Catalogs* – *Phone numbers of museums and labs*	*One month from today*	– *Microscope acquired and used in planned learning experiences* – *Children use microscope and can describe its purpose*
Action Step 2					
Action Step 3					
Action Step 4					

Step 3

Act

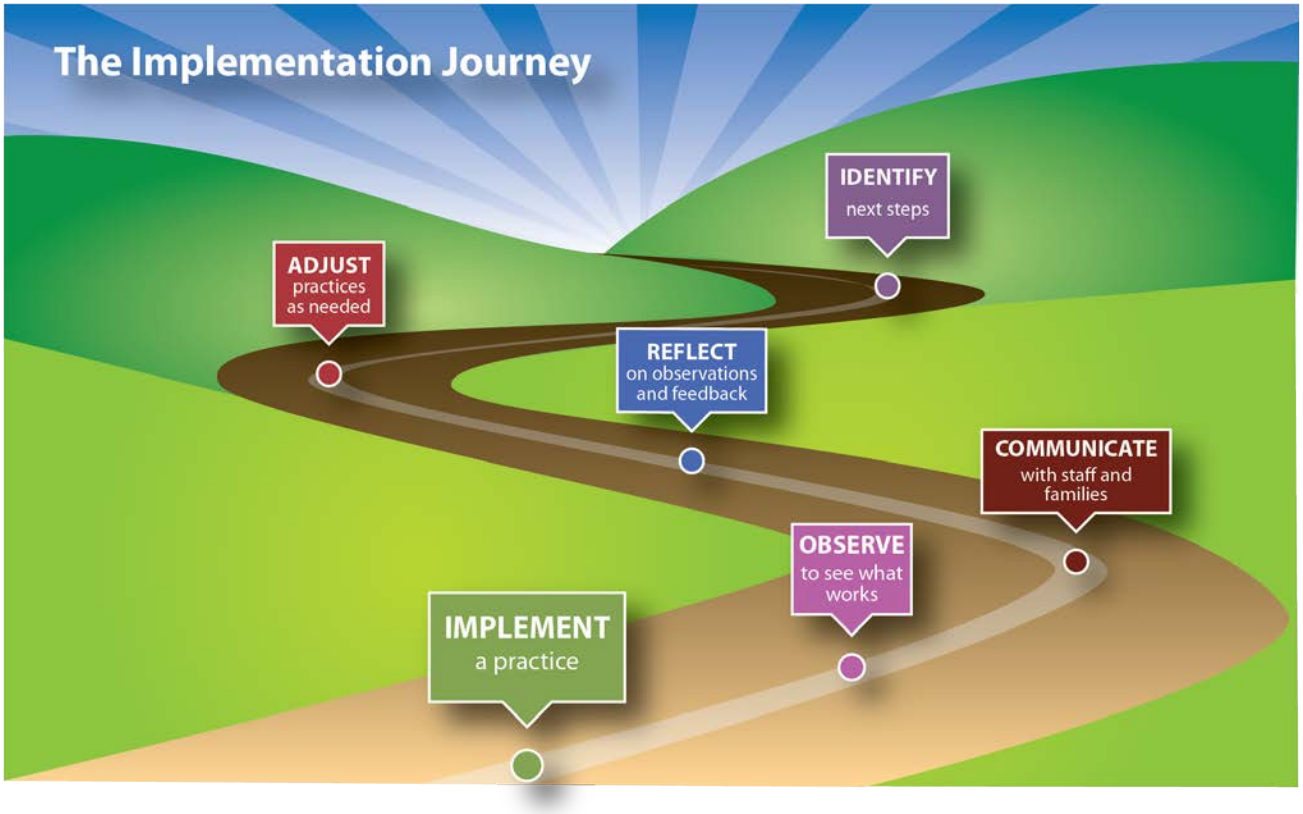
Your program has plans to strengthen curriculum implementation in specific ELOF sub-domains. Now what? It's time to put your plans into action.

The Implementation Journey

Enhancing your teaching practices and program supports will be a process that takes time. The implementation process is a journey with many milestones along the way. Here are some of the actions that take place:

1. **Implement** a program or teaching practice related to your curriculum
2. **Observe** to see what works
3. **Communicate** with staff and families
4. **Reflect** on observations and feedback
5. **Adjust** program or teaching practices as needed
6. **Identify** next steps

Use the "Implementation Journey Worksheet" (see Appendix G) as a tool to jot down notes of your progress.



Reflecting on Implementation

Use the "Reflecting on Implementation" handout (see Appendix H) as a tool to reflect on curriculum implementation, including teaching practices and program supports.

Teaching Practices

In the planning webs, direct service staff identified ways to strengthen implementation of curriculum in specific ELOF sub-domains. Invite staff to implement 1–2 teaching practices from their webs over the next week. Even though it will take time to fully implement new teaching practices, encourage staff to take small steps toward this goal. Share the following reflection questions with staff:

- What did you notice when you tried out the new teaching practice?
- How did this teaching practice support all children's development and learning in the ELOF sub-domain? How could you modify the practice to support children who are DLLs? How could you adapt the practice to include children with disabilities?
- What worked? Why?
- What didn't work? Why?
- What could you try next time?
- What additional teaching practices could support children's development in the ELOF sub-domain?
- How can you encourage parents and families to support children's development in the ELOF sub-domain at home?

Program Supports

As the education manager, you are leading your team through the implementation journey to strengthen curriculum. Carrying out your action plan should provide the necessary supports for your staff to enhance their teaching practices. Consider the following reflection questions:

- How are you progressing on your action steps?
- What seems to be working? Why?
- What doesn't seem to be working? In what way(s) do you need to adjust?
- How are your action steps supporting enhanced curriculum implementation?
- What are you noticing about staff's efforts to implement enhanced teaching practices in the ELOF sub-domains?
- What additional program action steps might you need to take to better support staff?

Spicing Up Scientific Inquiry in Preschool: Implementation

As planned, Juan added magnifying glasses to the learning environment. He modeled how to use them. He also encouraged children to describe their observations of leaves in English and their home languages. Children noticed that the magnifying glasses made the leaves look bigger. They described the shapes, colors, sizes, and textures. Juan encouraged children to compare and contrast the different leaves. He invited children to record their observations. They drew pictures of leaves, and Juan asked them to describe what they had drawn. He wrote down the children's own words.

Amelia reviewed the program budget with the program director. They decided that they could buy one children's digital microscope. Amelia also called local museums and science labs. One organization was willing to donate another digital microscope to her program.

Juan introduced the digital microscopes during a small-group activity. He modeled how to use them. Then, the children took turns looking at a slide showing leaf cells. Juan invited the children to describe and document what they saw. Over the next few days, Juan encouraged children to compare and contrast how the leaves looked with their eyes, the magnifying glass, and the microscope.

After Juan introduced the microscopes, Amelia checked in with him. She asked if he needed any other support. Juan wasn't sure what direction to go next. They brainstormed next steps. They thought about how to engage families in these learning experiences. Juan decided to ask children and families to find small things that they would like to look at with the magnifying glasses or under the digital microscopes. Mia brought a feather she found in the park. Jamal brought a rock from his backyard. The children continued to have rich discussions with each other and Juan about their observations.

What Can You Learn from Amelia and Juan's Vignette?

Using his planning web, Juan strengthened his curriculum implementation in Scientific Inquiry. He provided children with learning experiences of exploring leaves, including opportunities to observe closely, to sort leaves, to describe, and to record their observations. Juan engaged the children in more extended conversations by asking open-ended questions. Rich discussions with children helped increase their vocabulary and understanding of the natural world. Based on his observations, he extended the children's observation skills by adding digital microscopes to the learning environment. Juan shared this plan with Amelia. She took the necessary action steps on the program level to provide Juan's classroom with the new equipment. Juan and Amelia didn't stop there. They kept the lines of communication open and brainstormed future ideas for related learning experiences.

Wrapping Up

Trying out new things can be exciting. Yet, it can also be challenging or frustrating. These feelings are normal throughout the implementation journey. Here are a few things to keep in mind as you strengthen the implementation of your curriculum:

- Reflect on your practices regularly. When you continuously strengthen your practices, you can learn from your mistakes.
- Check in with your colleagues when you feel stuck. Remember, it takes everyone working together.
- Document your work. Referring to records of your actions and reflections will help keep you moving forward.
- Keep trying. Continue to take small steps toward enhancing program supports and teaching practices.
- Celebrate your progress!

Remember, your implementation journey is an ongoing, collaborative process that promotes positive outcomes for all children.

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Appendix A: Building Effective Implementation Teams

Who on your team is part of planning and implementing new or enhanced practices? How well is your team working together to ensure that the planning and implementation of new practices are aligned with the ELOF? This planning tool can help ensure that you have the right people on your team to do this important work.

This planning tool is designed to help you develop active implementation teams and communication strategies. Implementation teams support the planning and implementation of important practices (e.g., related to curriculum, assessment, or school readiness goals). To use this tool, review and answer each question, and then, based on your responses, identify next steps that your team can take. This process will help to ensure that you have an effective team in place to support the planning and implementation of new or enhanced practices.

Guiding Questions for Building Your Team	Responses	Next Steps
1. Who should be part of your team? What roles, such as families, direct service staff, administrators, and disabilities coordinators, should you include on your team? What languages and cultural backgrounds should be represented? How will you ensure that a range of viewpoints is represented?		
2. Who understands the needs of your program and can serve on a team designed to support implementation of your new or enhanced practices? Identify 4–8 people.		
3. Does your team need more information to guide this work? What other help is needed to support implementation of new or enhanced practices?		
4. What existing meetings can be changed to focus on planning and implementing new or enhanced practices? Can implementation team members be included in these meetings?		
5. What are the best day(s) and time(s) for your implementation team to meet in person to discuss and develop action plans?		
6. What supports are needed so that all team members can attend meetings? Consider substitute teachers, schedule changes, and meeting spaces.		
7. What are the best methods of communication among members of the implementation team? How will the team share their progress with others?		
8. How can your team ensure that regular, ongoing communication about new or enhanced practices is a primary purpose of this team?		

Appendix A (cont'd)

Guiding Questions for Building Your Team	Responses	Next Steps
9. What strategies will be used to gather feedback from families, direct service staff, and others on the implementation of new or enhanced practices? How will that feedback be used to guide continuous improvement?		
10. How will this team access ongoing and relevant data to inform next steps to improve the implementation of the new or enhanced practices?		

Appendix B: Implementation Team Meeting Preparation Checklists—What Supports Do You Need?

You're developing a plan to implement a new or enhanced practice? Great! How can you ensure that you are covering all your bases so that the new practices you implement are successful?

Implementation teams can help identify needed supports and ensure that implementation happens as planned. These checklists will help your team communicate and plan collaboratively to successfully implement a new practice or approach (e.g., a new assessment instrument). The checklists will also help the team consider where support is needed from other levels in the early childhood system, such as regional Training and Technical Assistance (T/TA) providers.

Before Each Meeting	
Activity	**Done? (Y/N)**
Determine where and when the meeting will take place.	
Identify a note taker and a facilitator.	
Use the Meeting Priority Table below to determine which pressing issues to discuss during your team meeting.	
Communicate to all team members the meeting details, agenda, and goal(s).	

Meeting Priority Table

Prior to each meeting, review any implementation data and follow-up action items from the previous meeting to determine what topics should be discussed during the meeting. Use the questions in the table to help your implementation team identify priorities to discuss.

Infrastructure Building	**Is this topic a priority for discussion? (Y/N)**	**What are the key points we need to discuss?**	**What do the data tell us about this topic?**
Hiring Staff: How do we need to adjust staffing so that all direct service staff have time to reflect on, plan for, and implement the new practice(s)? Do we need to select (recruit, interview, and/or hire) additional staff?			
Training: Do we need to train staff in the ELOF sub-domain or in how to carry out the new practice(s) for all learners, including children who are DLLs and children with disabilities? If so, how will we train staff?			
Coaching: How will we provide ongoing coaching to staff to carry out the new practice(s)? Who internally will be responsible for this?			
Assessing Practice: How will we ensure that staff carry out the new practice(s) in the way that we intend?			

Appendix B (cont'd)

Infrastructure Building	Is this topic a priority for discussion? (Y/N)	What are the key points we need to discuss?	What do the data tell us about this topic?
Using Data: What data and information will we collect about how the new practice(s) is being implemented? How will the data and information be used to guide continued improvement of the practice(s)?			
Leadership: How can program leaders communicate their support to staff as staff implement a new practice? What policies or procedures do we need to change or adapt?			
Early Childhood Partners: What support do we need from others in our community, including T/TA providers, to make the new practice(s) successful?			
Communication: What information do we need to communicate to other teams/partners? How frequently? In what format?			
Family Engagement: How will we ensure that program leaders and staff seek family input related to the new practice(s) and support the home-school connection in this area?			

Appendix C: Alignment Tool for Curriculum and the ELOF

Background and Purpose

This alignment tool helps your program reflect on how well a curriculum supports children's development in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF) domains. You can use this tool with a curriculum your program currently uses or with one you are considering using.

What Does Alignment Mean?

In this tool, alignment means lining up the elements of a curriculum with the ELOF. This process allows you to see which ELOF domains and sub-domains are reflected in the curriculum.

The curriculum may not be organized exactly the same way as the ELOF. For example, a curriculum might not list Approaches to Learning as a domain. Instead, a curriculum might list the sub-domain Emotional and Behavioral Self-Regulation under Social and Emotional Development.

You might also find that a curriculum addresses areas such as social studies or the arts, which are not found in the ELOF.

Why Is It Important to Align Your Curriculum with the ELOF?

A curriculum guides content and effective teaching practices that support all children's development and learning. Aligning your curriculum with the ELOF ensures that your program implements teaching practices that promote children's development and learning in areas that research shows are important for school success.

Dimensions of the Alignment Tool

Your review will focus on two dimensions:

Breadth: Breadth refers to the extent to which a curriculum addresses each of the ELOF domains and sub-domains.

Depth: Depth refers to the extent to which a curriculum supports the specific skills, behaviors, and concepts in each ELOF domain and sub-domain. Depth includes how a curriculum offers appropriately challenging learning opportunities.

Appendix C (cont'd)

Recommended Steps for Aligning Your Curriculum with the ELOF

1. **Assemble the implementation team.** The team should include staff who regularly implement the curriculum (e.g., teachers, home visitors, family child care providers), program leaders (e.g., directors, managers, supervisors), members of the policy council, and other family leaders. This implementation guide provides more information on selecting an implementation team.
2. **Gather your materials.** These include the ELOF, curriculum manual, and other curriculum materials. Take time to learn about the ELOF. Read through the introduction. Review each of the domain's forewords. If you already use a curriculum, gather a sample of written plans from staff. If you are considering a new curriculum, read through its manual and materials.
3. **Compare the curriculum to each ELOF domain, one at a time.**
   - **Review one of the ELOF domains.** Read through the sub-domains, progressions, and goals. The goals provide examples of the skills, behaviors, and concepts that the curriculum should support.
   - **Review the curriculum in that domain.** Read through the curriculum materials, written plans, and observations of teaching practices.

     If currently using the curriculum, think about staff's written plans and teaching practices along with the manual. Consider how staff support all children, including children who are DLLs and children with disabilities, in each ELOF sub-domain.

     If it is a new curriculum, focus on how the curriculum manual and materials align with the ELOF.
   - **Respond to the questions for each ELOF sub-domain.** Work through the domain tables on the following pages. Reflect on the breadth and depth of the curriculum in relation to each of the ELOF domains and sub-domains.
   - **Repeat this process for each ELOF domain.** You may choose to focus your review on the infant/toddler sub-domains, preschool sub-domains, or both.
4. **Reflect on the alignment across all five domains.** Identify areas of the curriculum that may need to be strengthened. Use the summary questions at the end of the tool to guide your thinking about next steps.
5. **Repeat these steps for each curriculum used in your program.**

Appendix C (cont'd)

Read the vignette below for an example of how one program's implementation team followed the recommended steps.

Maria is an education manager at a center-based Early Head Start program. Maria and the implementation team meet to align their curriculum with the ELOF. Maria makes copies of the ELOF and pulls out the curriculum manual. She asks the team to gather a sample of written plans and staff observations from the last few months.

The team starts the alignment with the ELOF domain, Language and Literacy. They read through the domain description and review the sub-domains.

Then, they turn to the curriculum. Maria asks the team to think of how specific examples in their curriculum support children's language and literacy skills.

An infant teacher, Joana, turns to the curriculum manual's section on strategies to support receptive language. She says that teachers often use a strategy from the manual in which they describe what teachers and children are doing. For example, during routines, teachers might say, "I'm taking off your diaper." During interactions, teachers might say, "You're rolling the blue ball." Joana shares that they use this strategy to help children learn from communication and language experiences, a goal from the Attending and Understanding sub-domain.

A site supervisor, Naya, describes how she observed a small-group learning experience. The teacher encouraged children to use increasingly complex language in conversation, a goal of the Communicating and Speaking sub-domain. The teacher read *The Very Hungry Caterpillar* and asked open-ended questions about the story, another strategy from the curriculum manual. Maria leads the discussion and fills in the tool.

The team discusses whether or not their curriculum supports all of the skills, behaviors, and concepts described in the ELOF. Joana begins by saying that she has noticed the manual does not provide guidance on helping toddlers understand stories. She believes she could better help toddlers in this goal by talking about the pictures and relating stories to children's lives. As they go through this process, Maria reminds the team that the curriculum may not include learning experiences that support every goal in the sub-domains. She also reminds them that some learning experiences may support more than one goal.

Finally, Maria asks the team to reflect on the curriculum across age groups. They will examine how staff support children's language and communication over time. The team will also think about how staff can offer learning experiences that challenge children at different developmental levels. They discuss next steps to take as a team to supplement their curriculum and teaching practices.

The team will repeat this process for the remaining four ELOF domains.

Appendix C (cont'd)

Sample Table

Language and Literacy		
Infant/Toddler		
Language and Communication		
Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).		
Sub-Domains	**What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?**	**What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?**
Attending and Understanding	*The manual has a section on information and strategies to support receptive language. One strategy is to describe what you are doing. We use this strategy during routines (e.g., "I'm taking off your diaper") and during interactions (e.g., "You're rolling the blue ball").*	*N/A*
Communicating and Speaking	*– The manual gives strategies to encourage speaking. One is asking open-ended questions. Staff do this at different times throughout the day. For example, during pretend play teachers might ask, "What are you cooking today?" if a child is in the kitchen play area.* *– During water and sand play, staff invite children to share what they are doing and feeling.* *– The curriculum materials suggest offering more than one way of communicating. For example, we do this during routines when we invite children to use sign language, words, or other nonverbal cues.*	*N/A*
Vocabulary	*– The curriculum materials include some posters that we have put up around the room with positional vocabulary.* *– We use simple one-word sign language for "milk" and "more."*	*The manual doesn't provide much guidance on how to extend children's vocabulary. We don't have many strategies in place to do this.*

Appendix C (cont'd)

Emergent Literacy	– We provide a lot of books, posted signs, and pictures in the environment. Some are from the curriculum materials, and some we made ourselves. – We read aloud during story time every day.	– The curriculum materials don't have a lot of information on how to support comprehension of stories, pictures, songs, or signs. – The curriculum materials give some strategies to support emergent writing, but we don't use any of them.

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

We use strategies from the manual to support children in the Communicating and Speaking sub-domain across different developmental levels. For example, we use facial expressions and sounds during back-and-forth exchanges with younger infants. We encourage older infants to use baby sign language and single-word utterances to communicate their needs.

To support Attending and Understanding, the curriculum materials give suggestions for promoting receptive language for younger and older infants. One strategy we use with infants is to make eye contact with them while we talk about what is happening. We start to point and name objects and encourage older infants to do the same to work on joint attention. With older infants, we encourage their attention for longer periods through different activities. Some activities include reading books or playing simple back-and-forth games.

The curriculum manual also talks about how important it is to support the home language. The manual gives specific strategies to help children who are DLLs engage in our routines and activities. For example, we use some words in the home language, as well as nonverbal communication like gestures and pictures.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

The curriculum materials do offer enough challenge to support children in reaching the next level in Attending and Understanding and Communicating and Speaking. In Vocabulary, the manual does not provide much guidance to challenge children in using a wide variety of words. We could add more challenge by supporting children in using new vocabulary regularly.

With Emergent Literacy, the curriculum manual doesn't provide a lot of information to support comprehending stories. We can support children's active engagement while reading books and listening to stories to offer an appropriate level of challenge.

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

The curriculum materials don't offer much on extending vocabulary. We could be more intentional and identify a weekly list of words related to our area of interest. We could use the words with children during interactions or routines. We could also share them with families.

The curriculum materials offer only a few strategies on emergent writing. We could add large crayons or markers to the learning environment for older infants to explore making marks.

Appendix C (cont'd)

Approaches to Learning

Infant/Toddler

Approaches to Learning

Approaches to Learning focuses on the skills and behaviors that children use to engage in learning.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Emotional and Behavioral Self-Regulation		
Cognitive Self-Regulation (Executive Functioning)		
Initiative and Curiosity		
Creativity		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Approaches to Learning

- **Preschool**
  - **Approaches to Learning**

Approaches to Learning focuses on the skills and behaviors that children use to engage in learning.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Emotional and Behavioral Self-Regulation		
Cognitive Self-Regulation (Executive Functioning)		
Initiative and Curiosity		
Creativity		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Social and Emotional Development

Infant/Toddler

Social and Emotional Development

Social development refers to a child's ability to create and sustain meaningful relationships. Emotional development refers to a child's ability to express, recognize, and manage emotions.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Relationships with Adults		
Relationships with Other Children		
Emotional Functioning		
Sense of Identity and Belonging		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Social and Emotional Development

- **Preschool**
  - **Social and Emotional Development**

Social development refers to a child's ability to create and sustain meaningful relationships. Emotional development refers to a child's ability to express, recognize, and manage emotions.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Relationships with Adults		
Relationships with Other Children		
Emotional Functioning		
Sense of Identity and Belonging		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Language and Literacy

Infant/Toddler

Language and Communication

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Attending and Understanding		
Communicating and Speaking		
Vocabulary		
Emergent Literacy		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Language and Literacy

Preschool

Language and Communication

Language development refers to emerging abilities in listening and understanding (receptive language) and in using language (expressive language).

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Attending and Understanding		
Communicating and Speaking		
Vocabulary		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Language and Literacy

- **Preschool**
  - **Literacy**

Emerging literacy refers to the knowledge and skills needed for reading and writing.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Phonological Awareness		
Print and Alphabet Knowledge		
Comprehension and Text Structure		
Writing		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Assess

Cognition

Infant/Toddler

Cognition

Cognitive development includes reasoning, memory, problem-solving, and thinking skills. These skills are the foundation young children use to understand and organize their world.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Exploration and Discovery		
Memory		
Reasoning and Problem-Solving		
Emergent Mathematical Thinking		
Imitation and Symbolic Representation and Play		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Cognition

Preschool

Mathematics Development

Cognitive development includes reasoning, memory, problem-solving, and thinking skills. These skills are the foundation young children use to understand and organize their world. For preschoolers, this evolves into mathematical thinking and scientific reasoning.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Counting and Cardinality		
Operations and Algebraic Thinking		
Measurement		
Geometry and Spatial Sense		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Cognition

Preschool

Scientific Reasoning

Cognitive development includes reasoning, memory, problem-solving, and thinking skills. These skills are the foundation young children use to understand and organize their world. For preschoolers, this evolves into mathematical thinking and scientific reasoning.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Scientific Inquiry		
Reasoning and Problem-Solving		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Perceptual, Motor, and Physical Development

Infant/Toddler

Perceptual, Motor, and Physical Development

Perception refers to how children use their senses to gather, understand, and respond to information. Motor skills include moving large and small muscles.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Perception		
Gross Motor		
Fine Motor		
Health, Safety, and Nutrition		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Perceptual, Motor, and Physical Development

- **Preschool**
  - **Perceptual, Motor, and Physical Development**

Perception refers to how children use their senses to gather, understand, and respond to information. Motor skills include moving large and small muscles.

Sub-Domains	What are some examples of how the curriculum materials and/or teaching practices support the skills, behaviors, and concepts of the sub-domain?	What skills, behaviors, and concepts of the sub-domain are not supported by the curriculum materials and/or teaching practices?
Gross Motor		
Fine Motor		
Health, Safety, and Nutrition		

1. Give some examples of curriculum materials and/or teaching practices that staff use to support the different developmental levels of children in these sub-domains.

2. Do curriculum materials and/or teaching practices provide an appropriate level of challenge to support all children as they reach the next developmental stage in each of the sub-domains? If so, give some examples. If not, what might you do to adjust the level of challenge?

3. What are some ways you can strengthen the curriculum and/or teaching practices in sub-domains that are not fully addressed? (Keep in mind that you can refer to this implementation guide for more ways to strengthen the curriculum.)

Appendix C (cont'd)

Summary Questions and Next Steps

Think about everything you've written in the tables. Reflect on the curriculum as a whole. Use the following questions to guide your thinking:

1. Which ELOF domains does the curriculum cover well? Which ELOF domains are not fully addressed by the curriculum?

2. If you currently use this curriculum:
   - How can staff strengthen teaching practices in domains that are not fully addressed by the curriculum?

   - What changes can you make at the program level to support staff in enhancing the curriculum?

3. Based on what you learned, what are 2–3 ELOF sub-domains where your program can strengthen the implementation of the curriculum?

Use the rest of this implementation guide to plan how to strengthen your curriculum.

Appendix C (cont'd)

Sample Responses

Summary Questions and Next Steps

1. Which of the ELOF domains does the curriculum cover well? Which domains are not fully addressed by the curriculum?

   Domains covered well:

   - *Social and Emotional Development*
   - *Approaches to Learning*
   - *Perceptual, Motor, and Physical Development*

   Domains not fully addressed:

   - *Cognition*
   - *Language and Communication*

2a. If you currently use this curriculum, how can staff strengthen teaching practices in ELOF domains that are not fully addressed by the curriculum?

   Our teaching team made a plan to embed early math into everyday routines. The plan includes emphasizing math language and questions during mealtimes and other routines.

   For early literacy and vocabulary, we want to introduce children to more vocabulary words. We repeat what children say, but could try to use different vocabulary. We could also encourage children to use a wider variety of words. Our teaching team will post more vocabulary word signs around the center. One poster will be a new list each week from different stories and books.

   Connecting vocabulary and meaning from books is a goal we hope to promote with open-ended questions during conversations about stories.

   For emergent writing, we plan to add large crayons to the learning environment for older infants to explore making marks.

2b. If you currently use this curriculum, what changes can you make at the program level to support staff in enhancing the curriculum?

   The curriculum materials provide little guidance on extending vocabulary and promoting comprehension in early literacy. We need to provide more opportunities for connecting vocabulary, pictures, and books. We could create lists of new vocabulary words as part of our curriculum planning. We could also connect more with families to promote vocabulary and stories.

   For early math, there is little guidance in our curriculum materials on how to support the concepts from the ELOF. Our staff needs more training in how to bring math into everyday routines. We will look into existing resources. We also plan to discuss supplementing with an additional curriculum at our next staff meeting.

3. Based on what you learned, what are 2–3 ELOF sub-domains where your program can strengthen the implementation of the curriculum?

   - *Emergent Literacy*
   - *Vocabulary*
   - *Emergent Mathematical Thinking*

Appendix D: Strengthening Teaching Practices

Teaching Practices: Guiding Questions

Begin the planning process by reflecting on how you might enhance your teaching practices to support children's learning in the ELOF sub-domains identified during the alignment process. Refer to the curriculum's manual and resources for guidance on how to strengthen implementation of the curriculum. Spend some time reflecting on the following questions and jotting down some of your ideas.

Learning Experiences: What additional learning experiences can you plan in the selected ELOF sub-domains?

Interactions: How can you enhance interactions to help all children make progress in the selected ELOF sub-domains?

Routines: How can you support children's development in the selected ELOF sub-domains during routines such as mealtime or diapering/toileting?

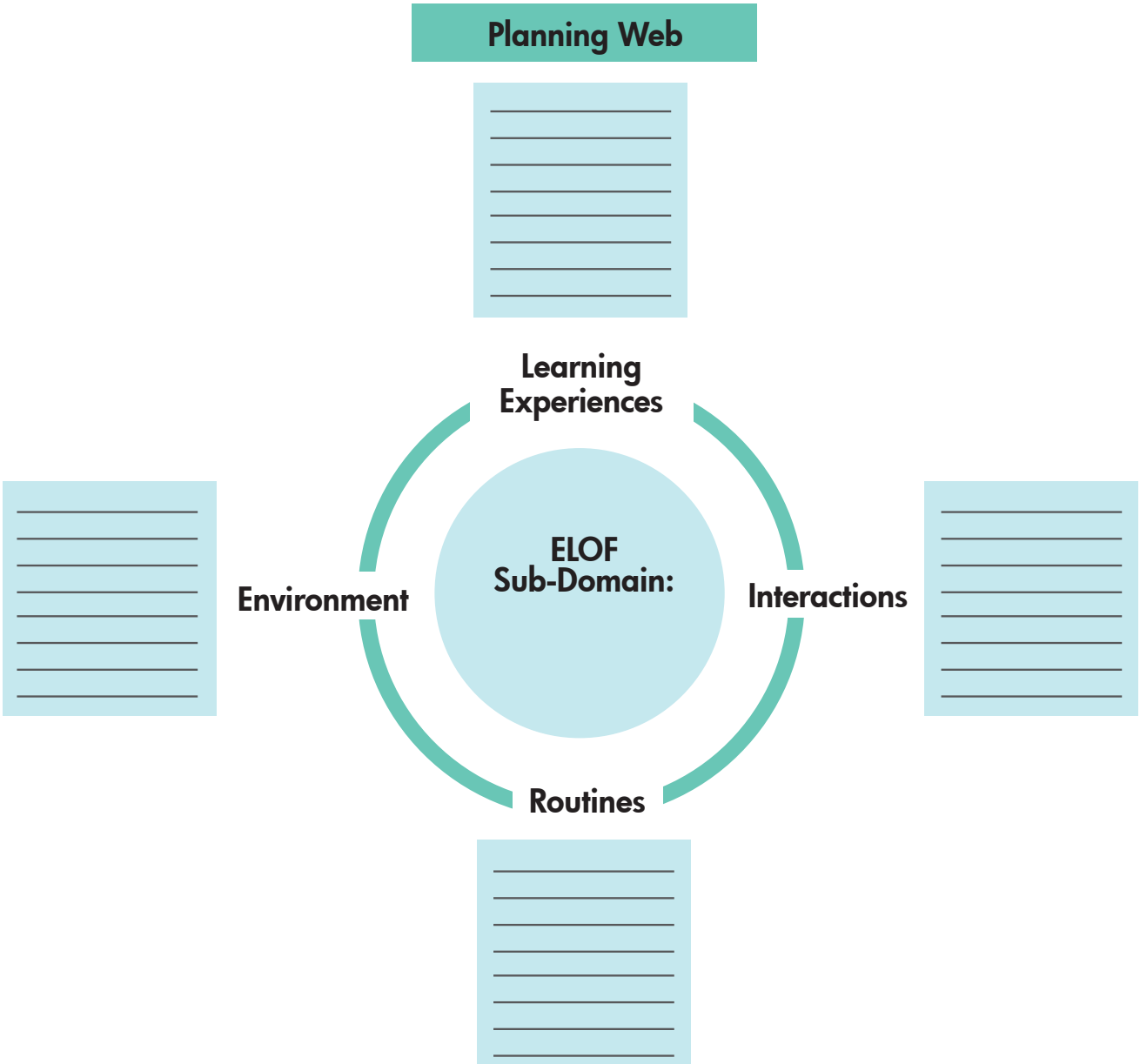
Learning Environment: What changes to the learning environment do you need to make to support all children's learning in the selected ELOF sub-domains?

Appendix D (cont'd)

Planning Web Instructions

Use this planning web to help you plan which specific teaching practices you will enhance.

1. Write down which ELOF sub-domain you are focusing on in the middle of the web.
2. Think about how you already support children, including children who are DLLs and children with disabilities, in this ELOF sub-domain. Build on your current teaching practices.
3. Brainstorm examples of specific teaching practices you would like to enhance. Write your ideas in the web. Use the vignettes in this implementation guide to spark your thinking.
4. Consider how you can encourage families to support children's development and learning in the ELOF sub-domain at home.



Appendix E: Discovering Emergent Literacy in the Home

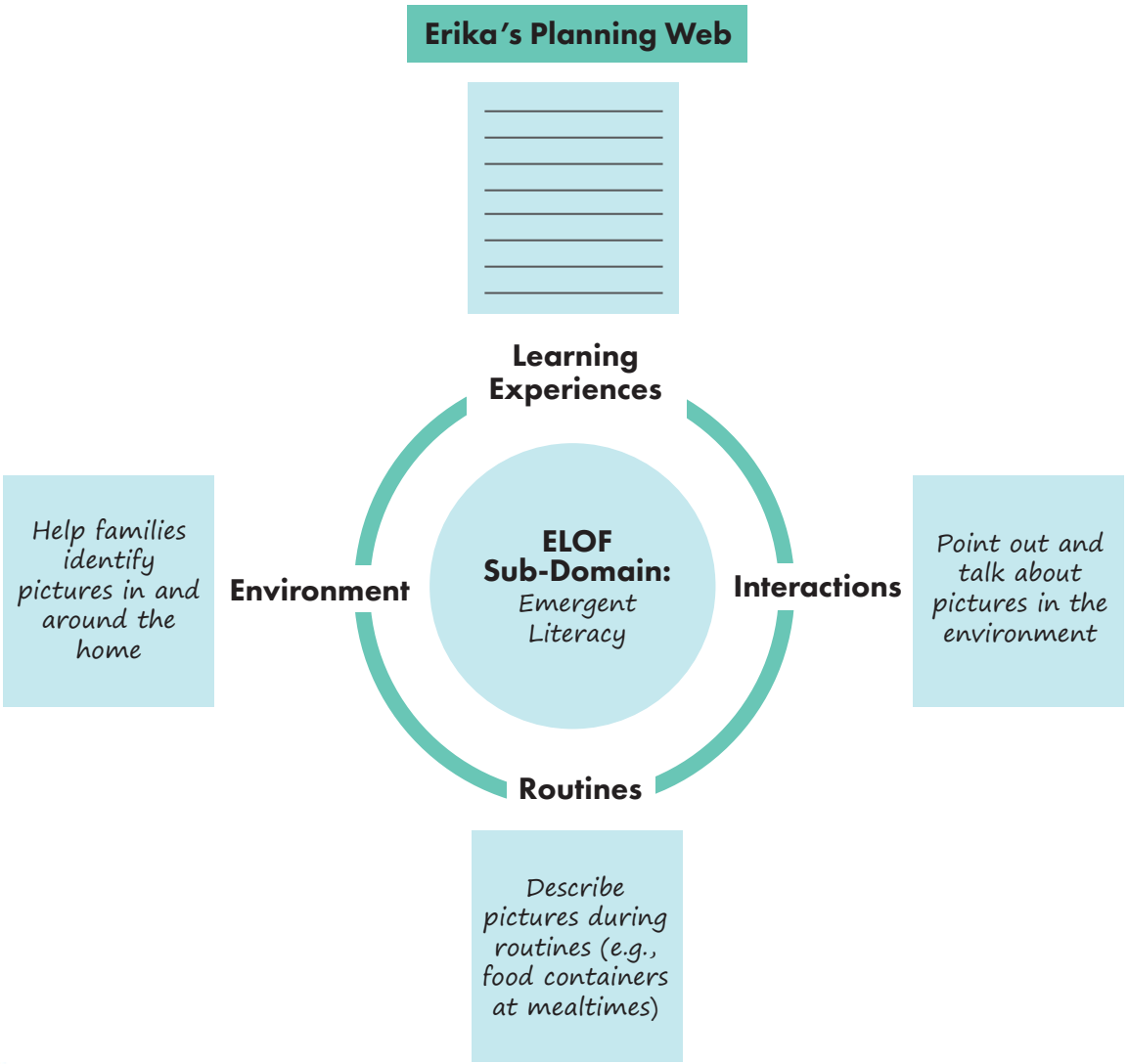
Read this vignette about how a home-based program enhanced curriculum implementation in the sub-domain, Emergent Literacy.

Discovering Emergent Literacy in the Home: Teaching Practices

Based on the alignment, Jacqueline, a home-based supervisor, uses staff meetings to help home visitors enhance their curriculum. At one meeting, she focuses on enhancing teaching practices related to the ELOF sub-domain, Emergent Literacy.

Erika, a home visitor, considers ways to engage families in supporting infants' emergent literacy. She thinks about 18-month-old Maya and her mother, Sandra. Based on Maya's ongoing child assessment and her knowledge of Sandra's literacy skills, Erika decides to help Sandra encourage her daughter to recognize and comprehend meaning from pictures (ELOF Goals IT-LC 11 and 12).

Jacqueline suggests that Erika and Sandra brainstorm examples of pictures and signs around her home. Erika plans to discuss some strategies for Sandra to point out pictures during everyday routines and interactions. For example, during mealtimes, Sandra could show Maya pictures of food on boxes. This will help Maya make the connection between the food she is eating and the picture of the food. Erika thinks this will be a good first step in encouraging emergent literacy.



Appendix E (cont'd)

Discovering Emergent Literacy in the Home: Program Supports

Erika expresses a concern with Jacqueline about enhancing the curriculum in Emergent Literacy. Erika knows that some families have limited literacy skills. She is unsure how to sensitively support these families in providing learning opportunities in Emergent Literacy for their children. To provide Erika support, Jacqueline decides to implement practice-based coaching. She plans to learn about the families with whom Erika works. This will help her brainstorm strategies with Erika. Jacqueline notes that she needs time to observe Erika's home visits and find resources on the Early Childhood Learning and Knowledge Center (ECLKC) website. Jacqueline sets a longer-term deadline of a few months.

Jacqueline's Action Plan					
Action Step	How?	Who?	What?	When?	Action Step Complete?
	How will you take action?	Who needs to be involved?	What resources do you need?	When is your target deadline?	How will you know your action step worked?
Action Step 1 *Implement practice-based coaching with Erika to support families in facilitating learning experiences in Emergent Literacy*	- *Observe Erika's home visits to better understand the child and family needs* - *Ask Erika questions to learn about families* - *Search for resources on the ECLKC about how to support families with limited literacy skills* - *Collaborate with Erika to identify strategies*	- *Jacqueline (home-based supervisor)* - *Erika (home visitor)*	- *Time set aside to observe Erika's home visits* - *Resources from the ECLKC*	*Three months from today*	- *Observations occurred* - *Erika practices and models strategies identified* - *Families practice strategies with Erika and between home visits* - *Families share their experiences with Erika*
Action Step 2					
Action Step 3					

Appendix E (cont'd)

Discovering Emergent Literacy in the Home: Implementation

As part of Jacqueline's action plan, she observes one of Erika's home visits. During the home visit, Erika and Sandra brainstorm examples of pictures in the home. Erika uses the pictures on a cereal box as an example. She asks Sandra to share some ideas. Sandra says that they have lots of picture books. Erika encourages Sandra to point out some of these pictures to Maya in the next week. Erika provides some suggestions for how to point out the pictures such as asking, "What do you see here?" or describing, "Oh, look at the red apple slices." At her next home visit, Sandra says that she and Maya talked a lot about pictures in the home learning environment.

During a check-in, Jacqueline asks Erika how comfortable Sandra might feel further supporting Maya's emergent literacy. Erika shares her knowledge of Sandra's limited literacy skills. Jacqueline and Erika agree that the visit seemed like an effective first step in supporting Maya's emergent literacy.

Jacqueline encourages Erika to think about some next steps. Erika asks if Jacqueline could help her find resources on how to help parents with limited literacy skills support their children's emergent literacy. Erika wants to offer additional strategies for the family to support Maya in comprehending meaning from stories. Erika and Jacqueline brainstorm some ideas to foster these skills.

Jacqueline sees that this is a common area in which home visitors need support. She plans professional development opportunities in this area for her staff.

What Can You Learn from Jacqueline and Erika's Vignette?

Jacqueline collaborated with Erika to support Sandra and Maya in the sub-domain of Emergent Literacy. Jacqueline observed a home visit and asked Erika specific questions. They worked together to figure out the best ways to support this family's needs. Erika helped Sandra identify pictures in the learning environment and how to point them out to Maya during interactions. At a follow-up visit, Erika asked Sandra how it was going. When Jacqueline checked in with Erika, she realized it might be helpful to provide professional development in this area for Erika and other home visitors.

Appendix F: Strengthening Program Supports

Program Supports: Guiding Questions

Reflect on the program supports you need to provide for staff as they enhance their implementation of curriculum in particular sub-domains in the ELOF. Use the following questions to spark your thinking. Write down some ideas.

Communication: How can you find out what supports staff need to enhance teaching practices in the ELOF sub-domains?

Professional Development: What training or coaching in the ELOF sub-domains do you need to provide staff?

Access to Materials and Equipment: What materials and/or equipment do you need to provide staff to strengthen curriculum in the ELOF sub-domains? What materials and resources do you need to provide staff to use with families?

Time: How can you ensure staff have the time to plan curriculum that supports children's development in the ELOF sub-domains?

Appendix F (cont'd)

Program Supports: Action Plan					
Action Step	How?	Who?	What?	When?	Action Step Complete?
	How will you take action?	Who needs to be involved?	What resources do you need?	When is your target deadline?	How will you know your action step worked?
Action Step 1					
Action Step 2					
Action Step 3					
Action Step 4					

Appendix G: Implementation Journey Worksheet

Use this worksheet as a tool to jot down notes of your progress along your implementation journey.

Implement a program or teaching practice related to curriculum

Reflect on observations and feedback

Observe to see what works

Adjust program or teaching practices as needed

Communicate with staff and families

Identify next steps

Appendix H: Reflecting on Implementation

Direct Service Staff: In your planning webs, you identified ways to strengthen your implementation of curriculum in specific ELOF sub-domains. Try to implement 1–2 teaching practices from your webs over the next week. Even though it will take time to fully implement new teaching practices, take small steps toward reaching this goal. As you try out new teaching practices, reflect on the following questions.

What did you notice when you tried out the new teaching practice?

How did this teaching practice support all children's development in the ELOF sub-domain? How could you modify the practice to support children who are DLLs? How could you adapt the practice to include children with disabilities?

What worked? Why?

What didn't work? Why?

What could you try next time?

What additional teaching practices could support children's development in the ELOF sub-domain?

How can you encourage parents and families to support children's development in the ELOF sub-domain at home?

Appendix H (cont'd)

Education Manager(s): You are leading your team through the implementation journey to strengthen curriculum implementation. Carrying out your action plan should provide the necessary supports to your staff to enhance their teaching practices. Together, this collaboration supports positive outcomes for young children. As you implement your action plan, reflect on the following questions.

How are you progressing on your action steps?

What seems to be working? Why?

What doesn't seem to be working? In what way(s) do you need to adjust?

How are your action steps supporting enhanced curriculum implementation?

What are you noticing about program staff's efforts to implement enhanced teaching practices in the ELOF sub-domains?

What additional program action steps might you need to take to better support program staff?