



**Early Learning Outcomes Framework
IMPLEMENTATION TOOLKIT**

Implementation Guide:
**Using the ELOF to Inform
Professional Development**



Contents

| | |
|--|----|
| Introduction | 3 |
| Assess: Assessing Professional Development Needs..... | 5 |
| Plan: Planning Professional Development..... | 6 |
| Act: Putting Plans into Action..... | 9 |
| Wrapping Up | 10 |
| Appendix A: Building Effective Implementation Teams | 11 |
| Appendix B: Implementation Team Meeting Preparation Checklists | 13 |
| Appendix C: ELOF Professional Development Needs Survey | 15 |
| Appendix D: Sample Aggregated Data from a Professional Development Needs Survey .. 23 | |
| Appendix E: Individual Professional Development Plans..... | 24 |
| Appendix F: Glossary of Professional Development Terms..... | 25 |
| Appendix G: Professional Development Providers and Resources | 27 |
| Appendix H: ELOF-Related Professional Development Planning Form | 28 |
| Appendix I: Sample Professional Development Evaluation Form | 29 |

Introduction

What Is the Purpose of This Implementation Guide?

Early Head Start and Head Start programs must provide staff with professional development that is focused on promoting children’s development as described in the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* (ELOF). This implementation guide is designed to help your program plan ELOF-related professional development, which strengthens staff’s:

- Knowledge of development and learning for infants, toddlers, and preschoolers, as described in the ELOF
- Effective teaching practices to support all children’s development in the ELOF domains
- Understanding of the relationship between the ELOF and key program practices (e.g., curriculum, assessment)

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

Programs must provide ongoing training and professional development to support all staff in fulfilling their roles and responsibilities §1302.91(a). The HSPPS also require your program to implement professional development that focuses on:

- Knowledge of the content in the ELOF §1302.92(b)(5)

ELOF-related professional development can also prepare staff to meet the following HSPPS requirements:

- 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 the goals described in the ELOF §1302.33(b)(1)
- Teaching practices focus on promoting growth in the developmental progressions described in the ELOF §1302.31(b)(1)(ii)

- Home visiting experiences and socialization activities focus on children’s growth towards the goals described in the ELOF §1302.35(c) and §1302.35(e)(2)(i)

Who Is the Audience for This Guide?

Education managers can use this guide, with an implementation team, to plan ELOF-related professional development for teachers, home visitors, family child care providers, and others who work with children and families. Implementation teams are needed to effectively plan and implement professional development that is tailored to the diverse needs of staff in different roles. Use the “Building Effective Implementation Teams” resource (see [Appendix A](#)) to help you decide:

- Who should participate in planning ELOF-related professional development
- Which key staff and stakeholders should provide input during this process

Potential team members include:

- Program leaders, such as directors, managers, and supervisors
- Direct service staff, such as teachers, home visitors, and family child care providers
- Family members and policy council representatives
- Individuals with expertise in dual language learning
- Specialists who work with infants, toddlers, and preschool children with disabilities
- Community partners, such as college child development instructors and local Training and Technical Assistance (T/TA) providers

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.

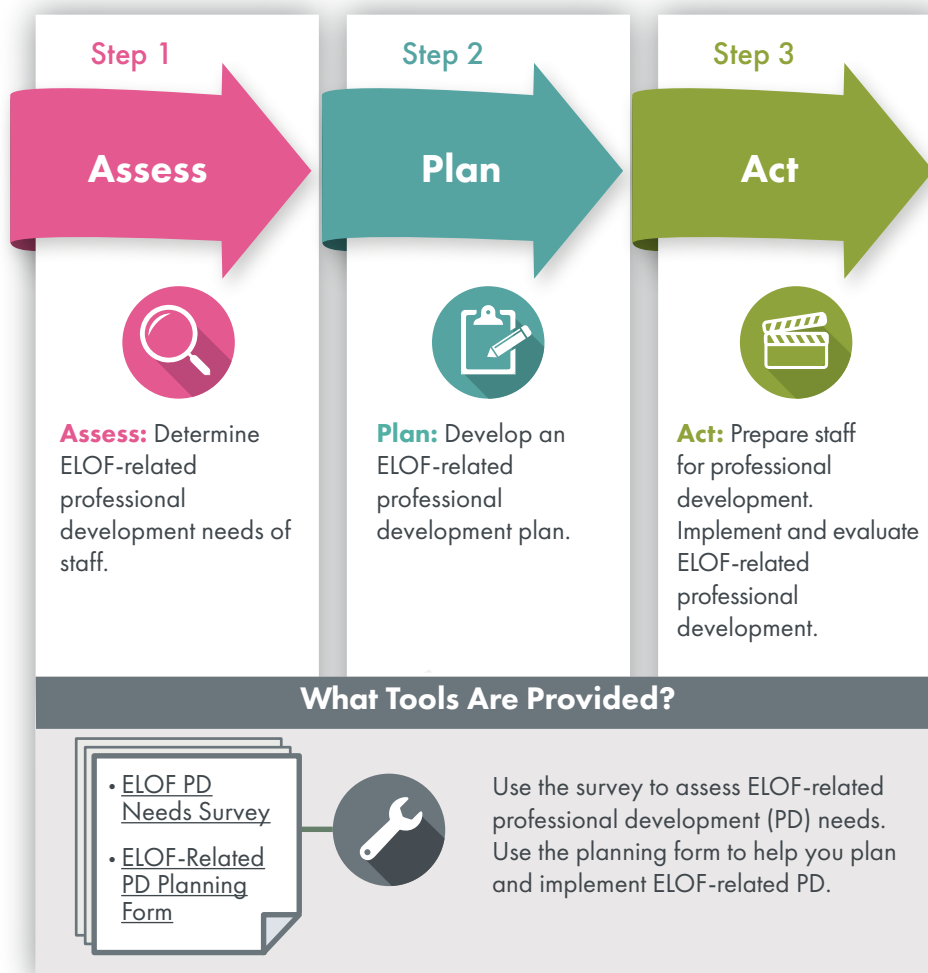
What Are the Steps for Planning ELOF-Related Professional Development?

Planning ELOF-related professional development is a process that takes time and teamwork. This guide uses the Assess-Plan-Act reflective approach for planning ELOF-related professional development. There are three steps in this process:

- **Step 1 ASSESS:** Determine ELOF-related professional development needs by assessing staff knowledge and skills.
- **Step 2 PLAN:** Develop an ELOF-related professional development plan based on your needs assessment.
- **Step 3 ACT:** Prepare staff for professional development. Implement and evaluate ELOF-related professional development.

There are two main tools you can use to support this process: “ELOF Professional Development Needs Survey” (see [Appendix C](#)) and “ELOF-Related Professional Development Planning Form” (see [Appendix H](#)).

Roadmap for Planning ELOF-Related Professional Development



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. All of the handouts and supporting resources are located in the Appendices at the end of the guide.

 Step 1

Assess

In this step, assess staff’s professional development needs in relation to the ELOF.

Assessing Professional Development Needs

1. Use the “ELOF Professional Development Needs Survey” (see [Appendix C](#)) to assess your staff’s needs. Staff will rate their knowledge and skills specific to child development for children birth to 5 as described in the ELOF. You can adjust the survey as needed.
2. Use program data to supplement your survey results. Program data can identify other strengths and gaps in staff knowledge and skills. It can also help focus professional development to meet specific needs. Examples of program data include:
 - Curriculum planning and individualization records
 - Child assessment records
 - Observation of staff interactions with children, or coaching/feedback logs of those who conduct regular classroom observations
 - Annual program self-assessment findings
3. Reflect on your survey results and program data. Organize the survey results by role (see [Appendix D](#) for an example). Compare the survey results with the program data. Look for patterns to decide the greatest professional development need(s). Ask the following:
 - In which ELOF domains do staff report having strong knowledge and skills in supporting child development and learning?
 - In which ELOF domains do staff report needing more support?
 - To what extent do staff understand the role of the ELOF in curriculum and assessment?
 - To what extent are staff prepared to intentionally plan effective learning experiences for children who are dual language learners (DLLs)?
 - How well are staff prepared to meet the needs of children with disabilities?
4. Identify the greatest professional development need(s) related to the ELOF. Prioritize them based on your survey results and program data. For example, if many family child care providers need information on the sub-domain of Vocabulary, this sub-domain will become one of your priority topics.

5. Compare your list of prioritized needs with your program’s overall annual professional development plan. If not addressed already, add ELOF-related needs to your plan. Likewise, consider how to embed ELOF-related professional development into staff’s individual professional development plans (see [Appendix E](#)).

 Step 2 Plan

In this step, make a plan to meet your program’s ELOF-related professional development needs. As you plan, consider the following:

- Topics and learning goals for professional development
- Type(s), frequency, and length of professional development
- Who will provide the professional development

Planning Professional Development

1. Reflect on the professional development needs you identified in the Assess step. Consider the specific knowledge and skills that staff in various roles need. Use the following questions to guide your thinking:

- What ELOF-related knowledge and skills will staff have at the end of the professional development opportunity? Identify specific topics and learning goals.
- How will this professional development promote practices that support all children’s development and learning, including children who are DLLs and children with disabilities?
- How will you measure whether staff have met the learning goals?

2. Determine which type(s) of professional development will help achieve the learning goals. Use the “Glossary of Professional Development Terms” (see [Appendix F](#)) to learn about many types of professional development.

As you consider different types of professional development, ask the following questions:

- Do staff need introductory information or in-depth knowledge on the topic?
- Do staff need to increase their skills and/or learn new behaviors?
- How can coaching support staff in increasing their knowledge and skills related to the topic?
- Which type(s) of professional development will lead to the achievement of learning goals?

3. Decide on the frequency and length of the professional development.

- **Frequency:** How often will the professional development take place? For example, Practice-Based Coaching (PBC) could be provided weekly, or an online Community of Practice (CoP) available daily.
- **Length:** How long will the professional development opportunity last? For example, PBC sessions could be one hour, while a webinar might be 90 minutes long.

4. Decide who will provide the professional development (see [Appendix G](#) for a list of professional development providers and resources).

- Who can provide individualized coaching or training?
- What professional development is available from your Regional Head Start T/TA provider?
- What professional development is offered by local colleges, community organizations, or Child Care Resource and Referral agencies?

5. Create an ELOF-related professional development plan using the “ELOF-Related Professional Development Planning Form” (see [Appendix H](#)). Use the vignettes on the following page to help you think about this process. Your plan should include:

- Who will participate (by staff roles)?
- What is the professional development need?

- What are the topic and learning goals of the professional development?
 - What are the type, frequency, length, and date(s) of the professional development?
 - Who will provide the professional development?
6. Consider how to include ELOF-related plans in staff’s individual professional development plans (see [Appendix E](#)).
 7. Distribute your program’s ELOF-related professional development plan to staff, program leaders, and service providers.
 8. As appropriate, work with your local college to award college credit or continuing education units for professional development.
 9. Plan to use ELOF-related training resources. The ELOF Implementation Toolkit, in particular, helps staff understand the relationship between the ELOF and program practices. Other guides in this toolkit include:
 - Introduction to Using the ELOF
 - Using the ELOF to Inform Curriculum Planning and Implementation
 - Using the ELOF to Inform Assessment
 - Using the ELOF to Establish School Readiness Goals

Sample ELOF-Related Professional Development Planning Form

| Participants by Role | Professional Development Need | Topic and Learning Goals | Type, Frequency, Length, Date(s) | Professional Development Provider |
|---|-------------------------------|---|--|-----------------------------------|
| <ul style="list-style-type: none"> • Home visitors • Teachers | Vocabulary development | <p>Topic Supporting Infant/Toddler Language Development in the Home</p> <p>Learning Goals Participants will:</p> <ul style="list-style-type: none"> • Describe language development from birth to age 3 • Understand language development strategies for families, including specific strategies to support children who are DLLs and children with language delays | <p>Type: Workshop</p> <p>Frequency: One time</p> <p>Length: Three hours</p> <p>Date: October</p> <p>Follow-up: Reflective supervision</p> <p>Frequency: Once a month</p> <p>Length: One hour</p> <p>Date: October–December</p> | Home-based supervisor |

Casa Bonita Head Start Plans ELOF-Related Professional Development

Casa Bonita Head Start is a center-based program that collaborates with a state licensed child care program, which provides child care before and after Head Start. The teachers work together to meet the requirements of each program.

Head Start and child care staff complete the “ELOF Professional Development Needs Survey.” The Head Start education manager and the child care program director review survey results together. The survey shows that teachers in both programs have similar strengths and needs. They both rate Language and Literacy as the domain they know the most about, and Social and Emotional Development as the domain about which they have the least knowledge and skills.

The Head Start education manager and the child care program director identify and prioritize their staff’s professional development needs. They jointly plan professional development. Their professional development plan includes a two-hour workshop on supporting children’s social and emotional development. The Head Start mental health specialist will facilitate the workshop. He will also hold two follow-up peer study groups with teachers. In the study groups, they will explore specific strategies to support all children, including children with challenging behaviors. Coaches will continue the discussion with individual teachers during their biweekly PBC.

Harriet Tubman Early Head Start Plans ELOF-Related Professional Development

Harriet Tubman Early Head Start is located in a large city. The grantee operates eight Early Head Start center-based classrooms. The program includes 14 bilingual home visitors who work with pregnant mothers and families with infants. Staff are excited that the ELOF includes infant/toddler developmental progressions and goals. They feel that it will help them better support the development of infants and toddlers.

The education manager, training coordinator, and site supervisors form an implementation team. They use the “ELOF Professional Development Needs Survey” and find that their staff’s greatest need is in the sub-domain of Emergent Mathematical Thinking. The survey also shows that home visitors’ greatest need is in the sub-domain of Vocabulary.

Their ELOF-related professional development plan includes different ways to address staff needs. They incorporate an introduction to the ELOF into their new staff orientation. The plan also features a two-hour webinar on supporting infants’ and toddlers’ mathematical thinking. After the webinar, coaches will work with teachers to incorporate math concepts into their curriculum implementation. Because the program includes both new and more experienced teachers, coaches can tailor their guidance to meet teachers’ individual needs. In addition, the plan includes a half-day workshop on “Supporting Infant and Toddler Language Development in the Home” for home visitors, which will include a focus on supporting children who are DLLs. The home-based supervisor will follow up with each home visitor during their monthly reflective supervision meetings.

 Step 3 Act

Now that you have a plan, it's time to take action! This section provides ideas to prepare staff for professional development. It also includes strategies for evaluating the professional development.

Putting Plans into Action

Prepare staff for professional development. Use the following ideas to increase interest in and provide the foundation for upcoming professional development:

- Provide copies of and/or links to ELOF-related resources
- Ask staff to bring anecdotal notes, assessment examples, or other materials to the professional development
- Ask staff, in advance, for questions they may have
- Arrange substitutes in advance to help reduce stress and ensure staff participation
- Encourage staff to reflect on and discuss the topic(s) with others
- Ask staff to set a personal learning goal or goals in advance (e.g., What do they want to learn? What skill(s) do they want to build?)

Evaluate the professional development. Evaluating the effectiveness of professional development helps you learn if staff increased their knowledge and skills. It also highlights changes in staff attitudes, beliefs, and behaviors. For example, you may decide to:

- Invite participants to complete a written evaluation that asks about changes in their knowledge and skills (see [Appendix I](#) for a sample evaluation form)
- Ask participants to keep a reflective journal to note how they use the information and skills they learned
- Hold follow-up conference calls or study groups for staff to share what they learned and how they are using the information
- Have coaches, supervisors, and education managers observe how staff are incorporating what they learned into their teaching practices
- Survey staff training needs after a few months to evaluate if and/or how these have changed

Wrapping Up

Evaluating professional development contributes to continuous program improvement. Based on evaluation results and feedback from staff:

- Identify next steps for future professional development
- Reflect on which professional development opportunities worked well
- Think about how opportunities can be improved if they didn't work well
- Consider these findings when you update your program's annual professional development plan

This document was developed with funds from Grant #90HC0012-01-00 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start and Office of Child Care, by the National Center on Early Childhood Development, Teaching, and Learning. This resource may be duplicated for noncommercial uses without permission.

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. | | |

Appendix A (cont'd)

| Guiding Questions for Building Your Team | Responses | Next Steps |
|--|-----------|------------|
| 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? | | |
| 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: Head Start Early Learning Outcomes Framework (ELOF) Professional Development Needs Survey

This survey is not a test. It will help us plan professional development to strengthen your knowledge and skills.

The information gathered in this survey will be tallied. The results will be used to plan ELOF-related professional development.

Please complete the survey and return it to the education manager by **this date:** _____.

Name (optional): _____

I work in:

- Early Head Start
- Migrant and Seasonal Early Head Start
- Child care center
- Head Start
- Migrant and Seasonal Head Start
- Family child care home

I work with (check all that apply):

- Infants
- Toddlers
- Preschoolers

My position is (check one):

- Caregiver
- Disabilities coordinator
- Education manager
- Family child care provider
- Home visitor
- Language assistant
- Mentor or coach
- Site supervisor
- Special needs assistant
- Teacher
- Teacher assistant
- Training coordinator
- Other (specify) _____

Years of experience:

- Less than 1 year
- 6–10 years
- 1–5 years
- More than 10 years

Appendix C (cont'd)

Part One: Knowledge and Skills Survey

Rate your knowledge of children’s development in each of the ELOF sub-domains. Then, rate your skills in supporting children’s development in each of the ELOF sub-domains. Knowledge is what you know and understand, and skills are what you can do. For example, you may have studied infant/toddler development in college, but you don’t think you are very competent when it comes to promoting their cognitive development. The survey includes sub-domains for infants and toddlers and preschool children. Please rate your knowledge and skills for both age groups. Refer to a copy of the ELOF as you complete the survey.

Circle the rating number that **best** describes your level of knowledge and skills in each sub-domain.

- 0 = No knowledge and/or skills in the sub-domain
- 1 = Some knowledge and/or skills in the sub-domain
- 2 = Moderate knowledge and/or skills in the sub-domain
- 3 = Strong knowledge and/or skills in the sub-domain

| APPROACHES TO LEARNING | | | | | | | | |
|---|---------------------|---|---|--------|------------------|---|---|--------|
| ▲ INFANT/TODDLER | | | | | | | | |
| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
| | None | → | | Strong | None | → | | Strong |
| Emotional and Behavioral Self-Regulation | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Cognitive Self-Regulation (Executive Functioning) | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Initiative and Curiosity | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Creativity | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

| ● PRESCHOOL | | | | | | | | |
|---|---------------------|---|---|--------|------------------|---|---|--------|
| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
| | None | → | | Strong | None | → | | Strong |
| Emotional and Behavioral Self-Regulation | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Cognitive Self-Regulation (Executive Functioning) | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Initiative and Curiosity | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Creativity | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

Appendix C (cont'd)

SOCIAL AND EMOTIONAL DEVELOPMENT

▲ INFANT/TODDLER

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|-----------------------------------|---------------------|---|---|--------|------------------|---|---|--------|
| | None | → | | Strong | None | → | | Strong |
| Relationships with Adults | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Relationships with Other Children | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Emotional Functioning | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Sense of Identity and Belonging | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

● PRESCHOOL

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|-----------------------------------|---------------------|---|---|--------|------------------|---|---|--------|
| | None | → | | Strong | None | → | | Strong |
| Relationships with Adults | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Relationships with Other Children | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Emotional Functioning | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Sense of Identity and Belonging | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

Appendix C (cont'd)

LANGUAGE AND LITERACY

▲ INFANT/TODDLER

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|-----------------------------|---------------------|---|--------|------|------------------|--------|---|---|
| | None | → | Strong | None | → | Strong | | |
| Attending and Understanding | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Communicating and Speaking | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Vocabulary | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Emergent Literacy | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

● PRESCHOOL

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|----------------------------------|---------------------|---|--------|------|------------------|--------|---|---|
| | None | → | Strong | None | → | Strong | | |
| Attending and Understanding | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Communicating and Speaking | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Vocabulary | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Phonological Awareness | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Print and Alphabet Knowledge | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Comprehension and Text Structure | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Writing | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

Appendix C (cont'd)

COGNITION

▲ INFANT/TODDLER

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|--|---------------------|---|---|--------|------------------|---|---|--------|
| | None | → | | Strong | None | → | | Strong |
| Exploration and Discovery | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Memory | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Reasoning and Problem-Solving | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Emergent Mathematical Thinking | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Imitation and Symbolic Representation and Play | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

● PRESCHOOL

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|-----------------------------------|---------------------|---|---|--------|------------------|---|---|--------|
| | None | → | | Strong | None | → | | Strong |
| Counting and Cardinality | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Operations and Algebraic Thinking | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Measurement | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Geometry and Spatial Sense | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Scientific Inquiry | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Reasoning and Problem-Solving | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

Appendix C (cont'd)

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

▲ INFANT/TODDLER

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|-------------------------------|---------------------|---|---|--------|------------------|---|---|--------|
| | None | → | | Strong | None | → | | Strong |
| Perception | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Gross Motor | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Fine Motor | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Health, Safety, and Nutrition | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

● PRESCHOOL

| Sub-Domain | Rate Your Knowledge | | | | Rate Your Skills | | | |
|-------------------------------|---------------------|---|---|--------|------------------|---|---|--------|
| | None | → | | Strong | None | → | | Strong |
| Gross Motor | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Fine Motor | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Health, Safety, and Nutrition | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |

Appendix C (cont'd)

Part Two: Reflection Questions

Please provide brief answers to the following questions.

1. The ELOF sub-domains that I want training in first are . . .

2. My understanding of the relationship between the ELOF and program practices (e.g., assessment, curriculum, school readiness goals) is (circle one):

- Minimal Explain:
- Basic
- Strong

3. My ability to plan effective learning experiences to support all children, including children who are DLLs, in reaching ELOF learning goals is (circle one):

- Minimal Explain:
- Basic
- Strong

4. My ability to adapt the learning environment and experiences to support children with disabilities in making progress toward the ELOF learning goals is (circle one):

- Minimal Explain:
- Basic
- Strong

5. My ability to share information with parents and families about how to support children in making progress towards the ELOF learning goals is:

- Minimal Explain:
- Basic
- Strong

6. My personal learning goal(s) related to the ELOF is/are . . .

7. To accomplish my learning goal(s) I need . . .

Appendix C (cont'd)

8. I learn best by (circle a maximum of two):
- Reading and discussing books or articles
 - Listening to lectures or webinars
 - Participating in interactive workshops
 - Engaging in one-on-one coaching
 - Other (list):

Thank you for completing this survey!

Your answers will be compiled with answers from other staff. Professional development related to the ELOF will be planned based on the survey results. ELOF-related professional development can help strengthen your skills in supporting children's positive outcomes.

Make a copy of this survey to use when you work with your supervisor or coach. You may also use it to create or update your individual professional development plan.

Appendix D: Sample Aggregated Data from a Professional Development Needs Survey



Use a table similar to this sample when compiling the data gathered in your professional development needs survey. It will show which groups of staff need professional development in the various ELOF domains and sub-domains.

| Roles: | ELOF Domains and Sub-Domains | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|----------------------------------|---------------------------|------------------------|------------|----------------------------------|---------------------------|------------------------|------------|-------------------------|---------------------------------|-----------------------|-------------------------------|-------------------------|---------------------------------|-----------------------|-------------------------------|---------------------------|--------------------------|------------|-------------------|---|--------------------------|------------|------------------------|----------------------------|--------------------------------|---------|-------------------------|--------|-----------------------------|--------------------------------|-----------------------------------|------------------------|---------------------------------|-------------|--------------------------|--------------------|-----------------------------|------------|-------------|------------|-----------------------------|-------------|------------|-----------------------------|--|--|--|--|---|--|--|--|
| | Approaches to Learning | | | | Social and Emotional Development | | | | Language and Literacy | | | | | | Cognition | | | | | | Perceptual, Motor, and Physical Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | IT | | PS | | IT | | PS | | IT | | PS | | | | IT | | PS | | | | IT | | PS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EMOTIONAL/BEHAV. SELF-REGULATION | COGNITIVE SELF-REGULATION | INITIATIVE & CURIOSITY | CREATIVITY | EMOTIONAL/BEHAV. SELF-REGULATION | COGNITIVE SELF-REGULATION | INITIATIVE & CURIOSITY | CREATIVITY | RELATIONSHIPS W/ ADULTS | RELATIONSHIPS W/ OTHER CHILDREN | EMOTIONAL FUNCTIONING | SENSE OF IDENTITY & BELONGING | RELATIONSHIPS W/ ADULTS | RELATIONSHIPS W/ OTHER CHILDREN | EMOTIONAL FUNCTIONING | SENSE OF IDENTITY & BELONGING | ATTENDING & UNDERSTANDING | COMMUNICATING & SPEAKING | VOCABULARY | EMERGENT LITERACY | ATTENDING & UNDERSTANDING | COMMUNICATING & SPEAKING | VOCABULARY | PHONOLOGICAL AWARENESS | PRINT & ALPHABET KNOWLEDGE | COMPREHENSION & TEXT STRUCTURE | WRITING | EXPLORATION & DISCOVERY | MEMORY | REASONING & PROBLEM-SOLVING | EMERGENT MATHEMATICAL THINKING | IMITATION & SYMBOL REPRESENTATION | COUNTING & CARDINALITY | OPERATIONS & ALGEBRAIC THINKING | MEASUREMENT | GEOMETRY & SPATIAL SENSE | SCIENTIFIC INQUIRY | REASONING & PROBLEM-SOLVING | PERCEPTION | GROSS MOTOR | FINE MOTOR | HEALTH, SAFETY, & NUTRITION | GROSS MOTOR | FINE MOTOR | HEALTH, SAFETY, & NUTRITION | | | | | | | | |
| Caregivers | X | X | X | X | | | | | X | X | X | X | | | | | X | X | X | X | | | | | | | | | X | X | X | X | X | | | | | X | | | | | | | | | | | | | | | |
| Disabilities Coordinators | X | X | | | X | X | | | | | X | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disabilities Support Staff | X | X | X | X | X | X | X | X | | | X | | | | X | | X | | | | | | | | X | | | | | | | | | X | | | | X | | | | | | | | | | | | | | | |
| Education Managers | X | X | | | X | X | | | | | | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FCC Providers | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | | X | X | X | X | X | | | | | X | | | | | | | | | | | | | | | |
| Home Visitors | X | X | | | X | X | X | | | X | X | X | | | | | X | | | | X | X | | | | | | | | | | | | X | X | X | | | | | | X | X | X | | | | | | | | | |
| Language Assistants | | | | | X | X | X | X | | | | | X | X | X | X | | | | | | | | | X | X | X | X | | | | | | | | | | X | X | X | | | | | | | | | | | | | |
| Literacy Specialists | X | X | | | X | X | | | | | X | | | | X | X | X | | X | | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | | |
| Site Supervisors | X | X | | | X | X | | | | | X | X | X | X | | | | | | | | | | | | | | | | | | | | X | | | | X | | | | | | | | | | | | | | | |
| Teachers | X | X | | | X | X | X | | X | X | X | | | | | | | | X | X | X | X | | | X | | | | | | X | X | X | X | X | X | | X | | | | X | X | X | X | | | | | | | | |
| Teacher Assistants | X | X | X | X | X | X | X | | X | X | X | | X | X | X | | X | X | | | X | | | | X | | | | X | X | X | X | X | | | | | X | | | | | | | | | | | | | | | |
| Training Coordinators | X | X | | | | | | | | | X | | | | | | | | | | | | | | | | | | | | | | | X | | | | X | | | | | | | | | | | | | | | |
| Classroom Volunteers | X | X | X | | X | X | X | | X | X | X | | X | X | | | X | | | | | | | | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | | | | | | |
| Coaches | X | X | | | X | X | | | | | X | | | | | | X | | | | X | | | | | | | | | | | | | X | X | X | X | X | X | | | X | | | | | | | | X | | | |
| Others (list role): | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Appendix E: Individual Professional Development Plans



Assess

Education managers can use the “ELOF Professional Development Needs Survey” when they meet with teachers, home visitors, and family child care providers to discuss their individual professional development plans. Use the survey to:

- Discuss areas in which staff excel and help them set goals for increasing their knowledge and skills in other areas
- Help staff measure progress they have made in reaching their previous goals

Plan

Use the following tips to encourage teachers, home visitors, and family child care providers to include ELOF-related professional development goals in their individual professional development plans:

- Help staff set realistic goals for their individual professional development plans
- Provide staff with a list of in-house professional development opportunities that will help them reach their goals
- Help staff find training opportunities at local colleges, school districts, and community organizations (see [Appendix G](#) for other examples of professional development providers and resources)
- Share ECLKC resources (<https://eclkc.ohs.acf.hhs.gov/>) and courses available via Early Educator Central (<https://earlyeducatorcentral.acf.hhs.gov/>)

Act

Ensure that teachers, home visitors, and family child care providers will complete a minimum of 15 hours of professional development in the coming year, as required by the HSPPS §1302.92(b) (1). Education managers can:

- Invite staff to participate in ELOF-related professional development to fulfill part of their individual professional needs
- Help staff find ways to reach their individual goals (e.g., provide onsite coaching, release time, funds for professional development activities)

Appendix F: Glossary of Professional Development Terms

Audio conference: A recorded interview, with experts in the field, on topics of current interest. Audio conferences can be listened to live in “real time,” via telephone or internet. Recordings of the conferences are also often available on the internet at a later date.

Book (or article) study group: Individuals meet to participate in guided discussion of a book or article to improve their knowledge and professional practices. Participants read and reflect on a specific book or article prior to the meeting and come prepared with questions and insights on how they might apply new concepts to their work.

Community of Practice (CoP): Individuals in similar roles discuss issues and practices to increase their knowledge and improve their practice. A CoP can meet in person or online.

Continuous improvement: Ongoing efforts to improve skills and knowledge.

Informal learning: Learning that occurs without planning in advance. For example, learning may occur during staff meetings, in discussions with colleagues, from reflective supervision and manager site visit discussions and reports, or while reading articles in journals or on the ECLKC website.

Mentor-coaching: Experts observe staff and work one-on-one with them to reflect on their environment, curriculum, and interactions with children. Mentor-coaches try to help staff connect their work to research and child development theory. They use a positive approach and act as a “guide on the side” rather than directing staff on what to do.

Practice-Based Coaching (PBC): An expert coach uses a cyclical process to support use of research-based practices that lead to positive outcomes for children. The coaching process includes (1) planning goals and action steps, (2) engaging in focused observation of the teacher, and (3) reflecting on and sharing feedback about teaching practices. Coaches can be experts, peers, or teachers themselves.

Process consultation: Training and Technical Assistance (T/TA) providers individualize support to meet a program’s needs. The provider usually works with teams to enhance or improve service areas (e.g., health services) or systems (e.g., Eligibility, Recruitment, Selection, Enrollment, and Attendance [ERSEA]). The goal of process consultation is to increase a program’s capacity to identify and address issues in order to improve and raise the quality of child and family services.

Professional development: “The continuous process of acquiring new knowledge, skills, and abilities, along with experience and competencies that relate to one’s profession, job responsibilities, or work environment” (Office of Head Start, 2015).

Professional development needs assessment: A process to determine the professional development needs of a group of people. The process can include a professional development needs survey and reviewing program data. The process helps determine the topic(s), type(s), frequency, and length of professional development needed.

Professional development needs survey: A survey, completed by individuals, designed to determine staff’s professional development needs.

Appendix F (cont'd)

Reflective supervision: Staff members meet with their supervisor on a regular basis for strengths-based collaborative conversations. Together, they explore experiences, thoughts, and feelings to better support the children and families in the program.

Self-paced online learning opportunities: Web-based professional development materials designed for individuals or groups. They may include modules, lessons, or simulations; readings; written work; videos; quizzes and tests; or other interactive features. Some state licensing agents and higher education institutions may accept completion of online modules for professional development credit.

Teachers Learning and Collaborating (TLC): A PBC model in which a group of 6–8 teachers meet bimonthly with a facilitator to discuss and reflect on video recordings taken of themselves interacting with children in their classrooms. Teachers can also receive individual coaching if desired.

Training: The process of teaching or developing specific attitudes, skills, knowledge, and behaviors in individuals or groups.

Training follow-up: Activities and experiences provided to reinforce new skills and knowledge gained at a professional development opportunity.

Webinar: (blending of the words “web” and “seminar”) Web-based training in which the presenter or presenters are typically not on camera.

Webcast: (blending of the words “web” and “broadcast”) Web-based training in which the presenter or presenters are typically on camera.

Workshop: An in-person training event in which participants interact with each other and complete various learning activities, rather than only listening to a presenter.

Webliography

Office of Head Start. “Professional Development in Head Start.” <https://eclkc.ohs.acf.hhs.gov/video/professional-development-head-start>.

Appendix G: Professional Development Providers and Resources

Head Start and child care programs have many options for professional development resources and providers. In Head Start, the grantee, T/TA providers, or Head Start associations often provide the professional development. Other organizations also offer resources and professional development in areas of child development.

Providers:

- Head Start program (e.g., staff and local consultants using T/TA funds)
- Head Start Regional T/TA providers (e.g., Early Childhood Specialists)
- Cluster, state, and regional Head Start associations and the National Head Start Association
- Head Start Collaboration Offices
- Early childhood organizations (e.g., local affiliates of the National Association for the Education of Young Children, state early care and education organizations, family child care organizations)
- Child Care Resource and Referral agencies
- Local Education Agencies (LEAs) (e.g., public schools, special education)
- Early intervention agencies
- Higher education institutions, including tribal colleges and universities, historically black colleges and universities, and Hispanic-serving institutions
- Community-based training (e.g., hospitals, mental health agencies)

Resources:

- 15-Minute In-service Suites: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>
- Adult Learning Principles: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/adult-learning-principles.pdf>
- Aligning Adult Learning Principles with T/TA Strategies: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/aligning-principles-with-tta-strategies.pdf>
- Boosting School Readiness through Effective Family Engagement: <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness>
- Culturally and Linguistically Responsive Professional Development: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/culturally-linguistically-responsive-professional-development.pdf>
- Early Childhood Learning and Knowledge Center (ECLKC) website: <https://eclkc.ohs.acf.hhs.gov/>
- Key Training and Technical Assistance (T/TA) Strategies: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/training-and-technical-assistance-strategies.pdf>
- Practice-Based Coaching Collaborative Partnerships: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>
- Practice-Based Coaching Key Resources: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>
- Professional Development in Head Start: <https://eclkc.ohs.acf.hhs.gov/professional-development>

Appendix H: ELOF-Related Professional Development Planning Form

| Participants by Role | Professional Development Need | Topic and Learning Goals | Type, Frequency, Length, Date(s) | Professional Development Provider |
|----------------------|-------------------------------|--------------------------|----------------------------------|-----------------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Appendix I: Sample Professional Development Evaluation Form



This sample professional development evaluation form can help programs and professional development providers learn where and how the training or coaching has increased staff knowledge and skills. The evaluation will also help programs plan and individualize ongoing professional development. Participants can use the form to reflect on their knowledge and skills prior to and after the professional development.

Before the training or coaching experience, professional development providers should fill in the topic areas.

Before the training or coaching experience, ask participants to use Column 1 below to rate their knowledge in each identified topic area.

After the training or coaching experience, ask participants to use Column 2 below to rate their knowledge in the topic area and ask participants to complete the reflective questions.

Date _____ Location _____

Title of Training or Coaching Topic

Name of Facilitator(s) or Coach

Instructions: Rate your knowledge (what you know) and skills (what you can do).

Before the training or coaching experience begins, use Column 1 below to rate your knowledge and skills in each topic area.

After completing the training or coaching experience, use Column 2 below to rate your knowledge and skills in each topic area.

After rating the training or coaching experience, respond to the reflective questions.

Rating Scale

- 0 = No knowledge and/or skills in this topic area
- 1 = Some knowledge and/or skills in this topic area
- 2 = Moderate knowledge and/or skills in this topic area
- 3 = Strong knowledge and/or skills in this topic area

| (Write professional development topic areas below.) | Column 1: BEFORE Training | | | | Column 2: AFTER Training | | | |
|---|---------------------------------|---|---|---|--------------------------------|---|---|---|
| | None → Strong | | | | None → Strong | | | |
| | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| Topic Area 1: | | | | | | | | |
| Topic Area 2: | | | | | | | | |

Appendix I (cont'd)

| | | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|--|
| Topic Area 3: | | | | | | | | | |
| Topic Area 4: | | | | | | | | | |

What concepts and skills did you develop from this training or coaching experience?

What was the most valuable thing you learned during this training or coaching experience? Why?

List three things you will do in your professional practice as a result of this training. When will you do them?

What would you like to learn more about?

Thank you for completing this evaluation form!