

Implementing Making It Work in Tribal Early Learning Settings

Date

Presenters:



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning



Introductions

Name:

Agency/Tribe/Program:

Role in your early learning setting:

Years working in the Early Childhood Field:

Session Objectives

At the end of this presentation, you should be able to:

- Develop a deep understanding of the *Making It Work* process
- Connect traditional cultural skills, values, beliefs, and lifeways to research-based guidelines
- Create cultural lessons based on research-based early learning domains
- Intentionally teach children in ways that promote their learning, growth, and development
- Identify steps to include families, elders, and the community in language and cultural traditions
- Develop an implementation plan for MIW

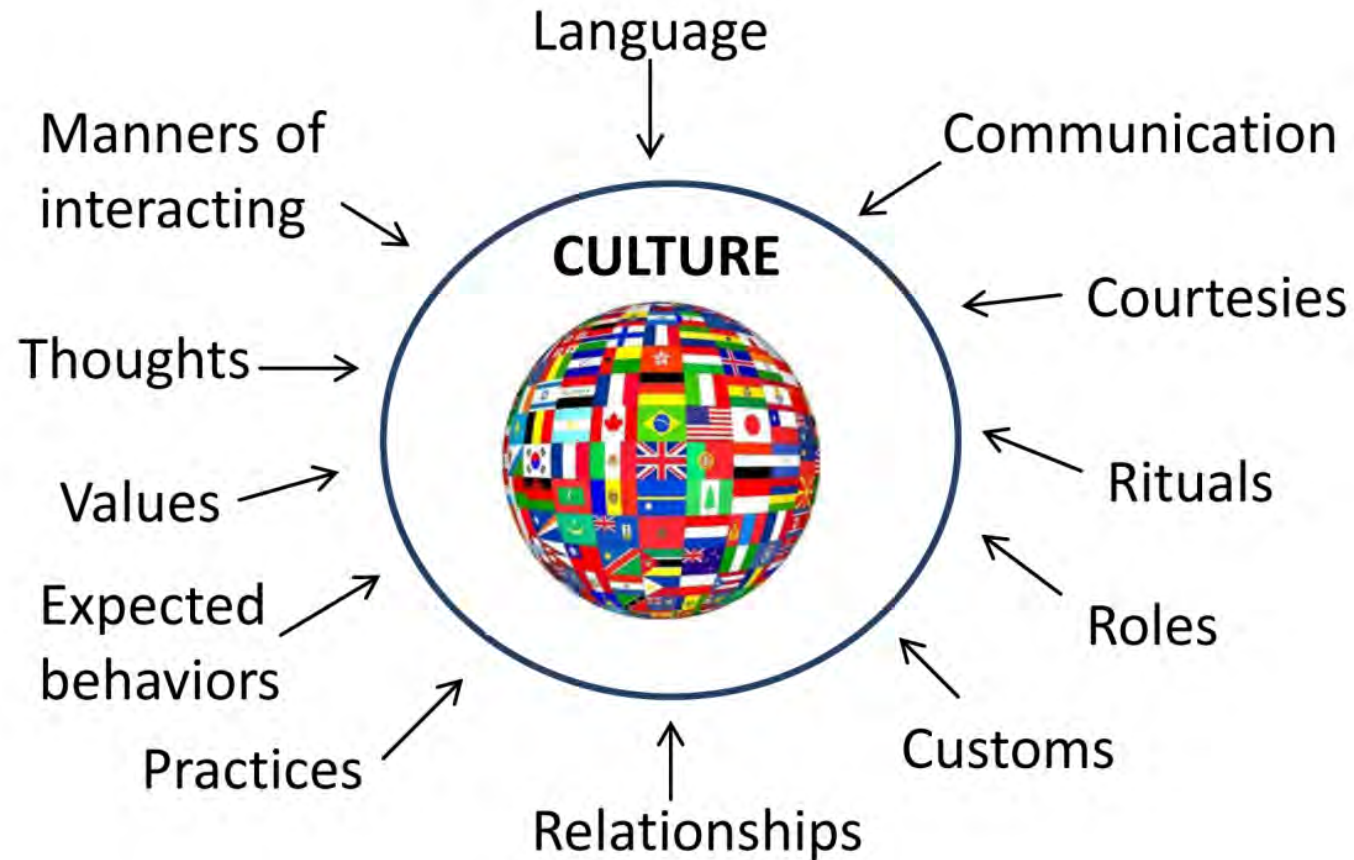
Session Agenda

Here's what we're doing
today:

Day 1:

1. Welcome and Introductions
2. Language and Culture Matter
3. Making It Work (MIW): What It is and How It was Developed
4. Roles and Responsibilities
5. Language and Culture Matter Activity
6. MIW and the Head Start Early Learning Outcomes Framework
7. MIW Three Step Process
8. Step 1: Making the Connection
9. Review of the Day

Language and Culture Matter



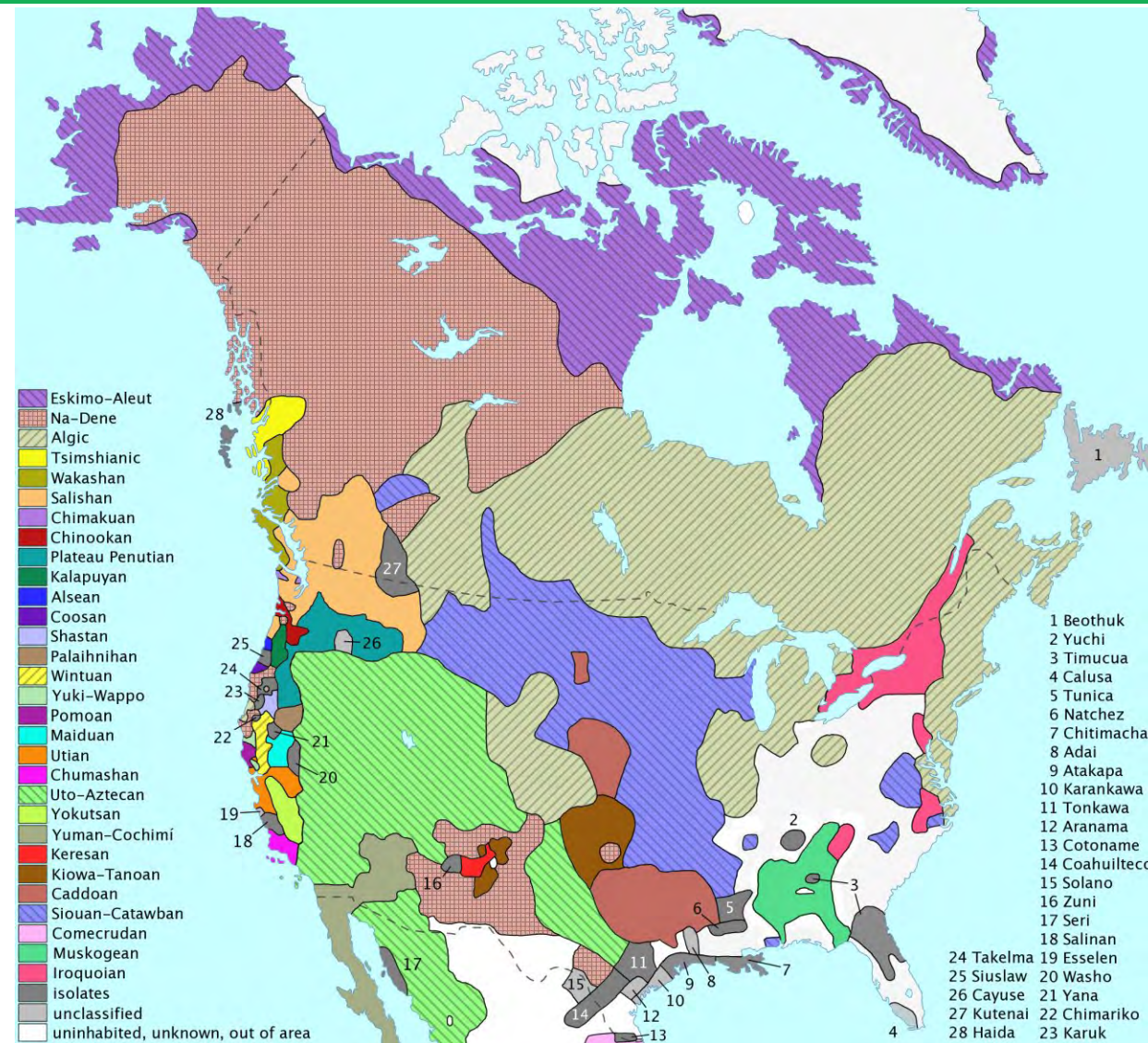
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Language and Culture Matter



Language and Culture Matter

“It is assessed that one indigenous language dies every two weeks.”—United Nations Permanent Forum on Indigenous Issues



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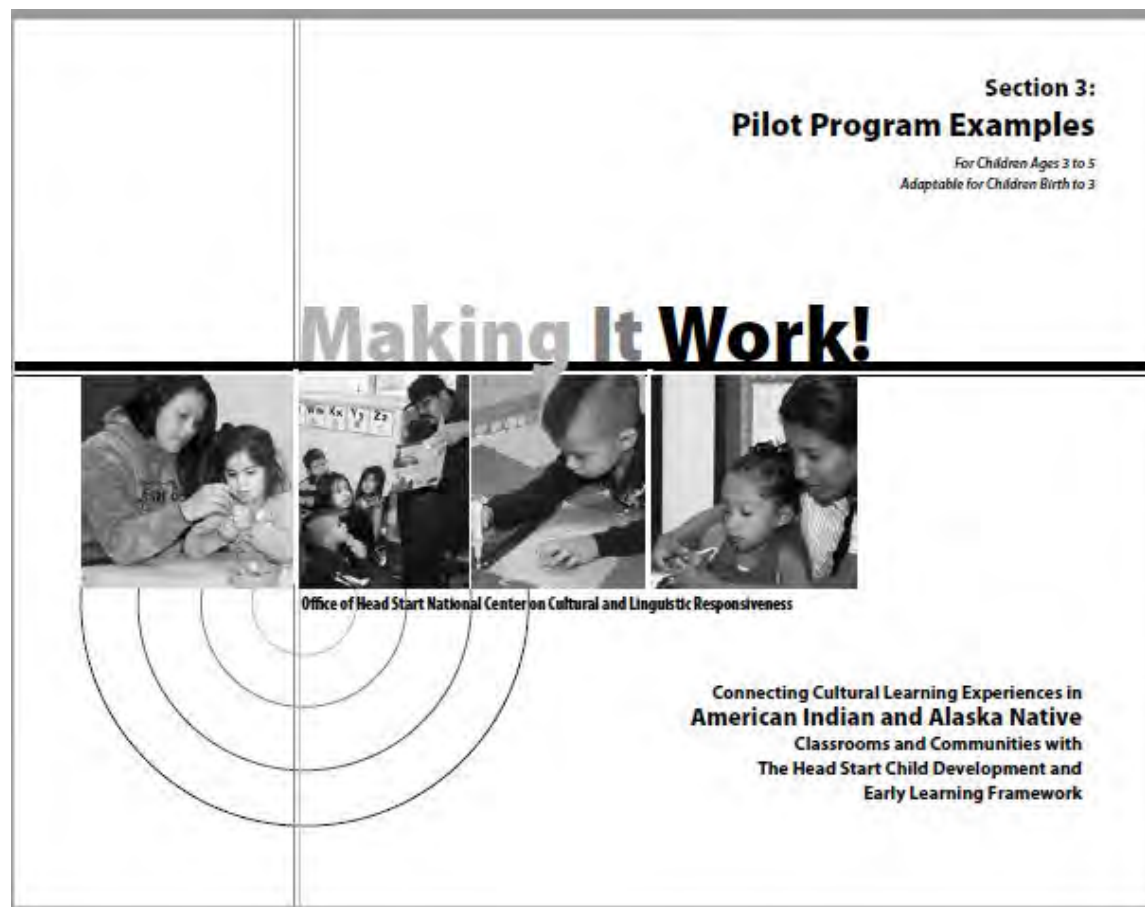
Perpetuating the Cochiti Way of Life



When asked, “What do you wish for your grandson?” a Cochiti Pueblo grandfather of a first-year Head Start student replied, “I understand that English, science, math, and so forth are important for my grandson. I know he will learn those things. But my main concern is that he won’t learn our language and the Pueblo ways of life. To me, those are more important because it will teach him what it means to be Cochiti and to be a human being in a complex modern world. If he has a strong Cochiti foundation, then he will learn with confidence anything he puts his mind to. He can leave Cochiti and see the world, earn a degree, acquire a profession, and always come back knowing he is Cochiti and what that requires.”

—Mary Eunice Romero, *Perpetuating the Cochiti Way of Life: A Study of Language Socialization in a Pueblo Community*

Making It Work: What it is and how it was originally developed



Section 3- Pilot Program Examples



Pilot Programs Part of Development

HEAD START PILOT PROGRAMS

- Cherokee Nation Early Childhood Unit Head Start
- Grand Traverse Band of Ottawa and Chippewa Indians Head Start
- Inter-Tribal Council of Michigan, Inc. Head Start,
- Pokagon Band of Potawatomi
- Sault Tribe of Chippewa Indians Head Start and Early Head Start
- Rincon Band of Luiseño Indians Head Start
- Sisseton Wahpeton Oyate of the Lake Traverse Reservation Head Start
- Walatowa Head Start, Pueblo of Jemez



History of MIW!

- Originally developed by the Office of Head Start National Center on Cultural and Linguistic Responsiveness (NCCLR) in collaboration from AIAN Head Start programs.
- First shared at the National Indian Head Start Directors' Association (NIHSDA) in 2011.
- Through continuous feedback from tribal leaders, Head Start leaders, early childhood teachers, cultural and language staff, and early childhood program staff, MIW! evolved over time and became a tool used in many Head Start programs.
- Recently expanded to include Birth to Three and reach all early learning programs.

Making It Work

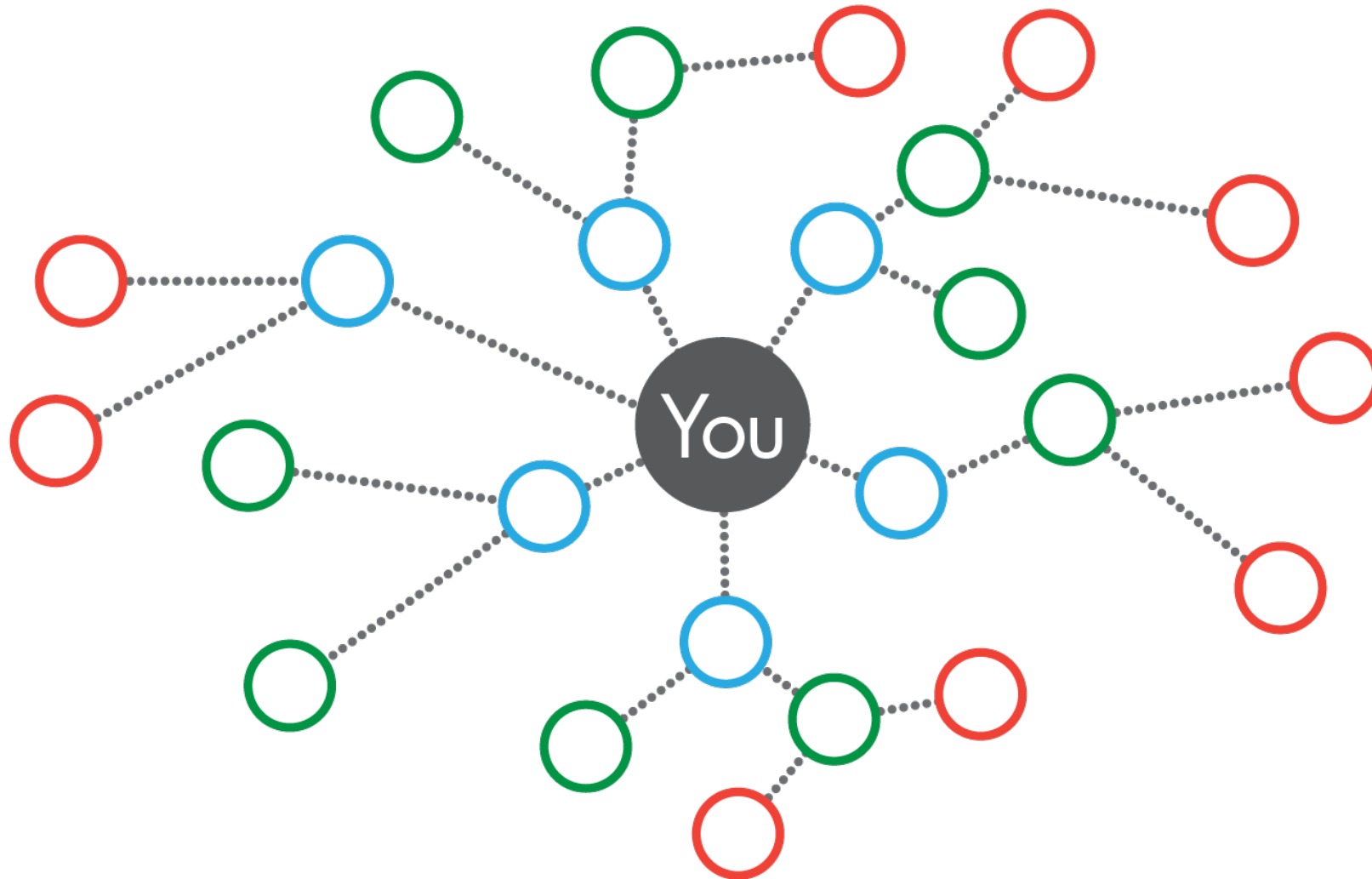
Introduction and Steps to Put *Making It Work* Into Practice
For Children Ages Birth to Five



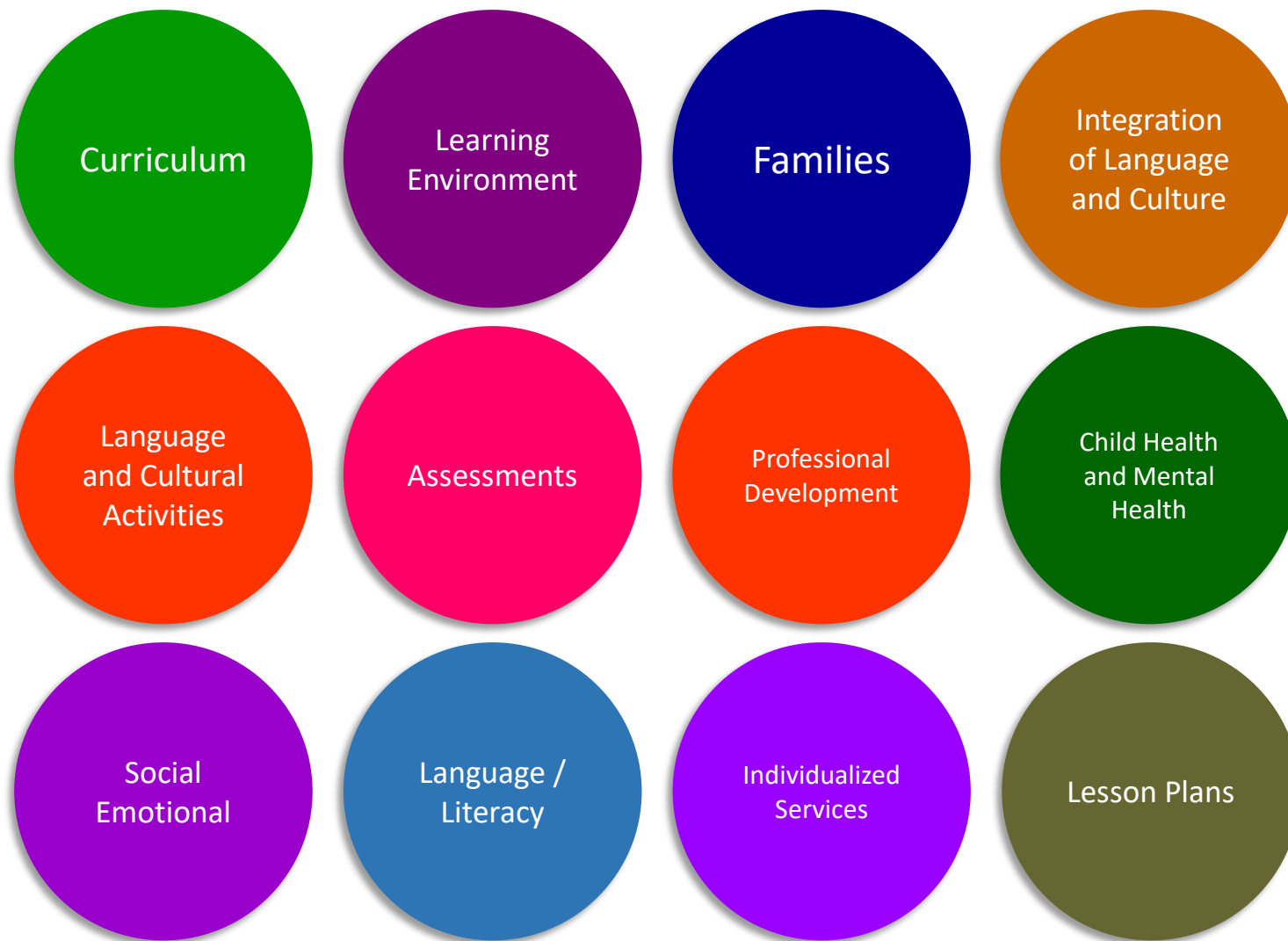
Roles and Responsibilities of Early Childhood Educators



Education Staff are at the center of coordination and planning



MIW is a tool that Connects the Dots



Making It Work is a tool that supports a process



Making It Work...

- promotes language development, including learning of the tribal language.
- ensures lesson plans and teaching strategies infuse important cultural and lifeway skills.
- ensures that the tribal, state, standards, and regulations are achieved by teaching their traditional cultural skills, values, beliefs, and lifeways; and
- complements and connects each program's research-based curriculum and ongoing assessment process to local cultural lifeways.

MIW is a Process



Child Outcomes

- Learning traditional cultural skills, values, beliefs, and lifeways
- Fostering language development, including learning the tribal language
- School readiness in each of the domains of early learning:
 - Approaches to Early Learning
 - Social and Emotional Development
 - Language and Literacy
 - Cognition
 - Perceptual, Motor, and Physical Development
- School success for every child

Family Outcomes

- Preserving and supporting families' cultural identities and languages
- Building upon children's interests and extending learning at home and school
- Sharing knowledge/skills/stories
- Assisting with a specific activity or field trip
- Sharing cultural and linguistic background to support transition to kindergarten
- Assisting in the classroom and community events
- Helping select and plan cultural activities

Language and Culture Matter-What Research Shows



Language and culture tell children where they come from and who they are. Because birth to 5 is the time of developing an identity and a sense of self, it is essential that AIAN early learning programs give children positive, rich, comprehensive, and affirming educational experiences grounded in the unique culture and language of the children.

Hope Gerde, PhD

[1302.36 Tribal language preservation and revitalization](#)

ACTIVITY

Each table has a domain and quotes to read and discuss

- Think about your own program and community.
- Read the quotes.
- Discuss (**Why** it Matters; **How** lifeways align with this research in your program; **How** family and community engagement supports learning)
- Use the easel paper to record your answers.
- Come back as whole group to discuss



Approaches to Learning



Social and Emotional Development



Language and Literacy



Cognition



Perceptual, Motor, & Physical Development



The Journey to Making It Work

“There are many paths to the top of the mountain.”

– Proverb



Large Group Conversation:

- What does your funding source require you to use to ensure you have developmentally appropriate teaching practices, learning environment, curricula, assessments, and professional development?
- What do you use as a guide to plan and implement a comprehensive, focused learning program?
- How do you make sure you recognize and honor children's cultural backgrounds as part of their learning and development?



School Readiness goals as defined by Head Start Program Performance Standards

“**School readiness goals**” means the expectations of children’s status and progress across domains:

- Language and literacy development
- Cognition and general knowledge
- Approaches to learning
- Physical well-being and motor development
- Social and emotional development

that will improve their readiness for kindergarten.

ACF-PI-HS-16-04 - Head Start Program Performance Standards Final Rule-Definition p. 109

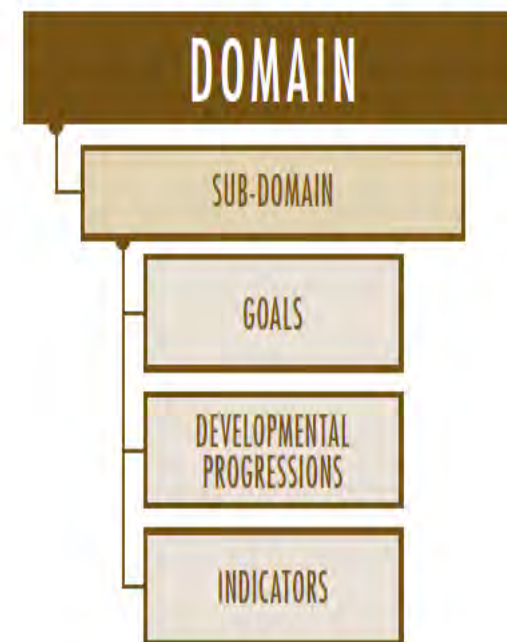


MIW is grounded in the Head Start Early Learning Outcomes Framework: Ages Birth to Three (HSELOF)

DOMAIN ORGANIZATIONS

| | CENTRAL DOMAINS | | | | |
|------------------------|------------------------|----------------------------------|----------------------------|-------------------------|---|
| | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY | COGNITION | PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT |
| INFANT/TODDLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition | Perceptual, Motor, and Physical Development |
| PRESCHOOLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Mathematics Development | Perceptual, Motor, and Physical Development |
| | | | Literacy | Scientific Reasoning | |

FRAMEWORK ORGANIZATION



Guiding Principles of the HSELOF

- Each child is unique and can succeed.
- Learning occurs within the context of relationships.
- Families are children's first and most important caregivers, teachers, and advocates.
- Children learn best when they are emotionally and physically safe and secure.
- Areas of development are integrated, and children learn many concepts and goals at the same time.
- Teaching must be intentional and focused on how children learn and grow.
- Every child has diverse strengths rooted in their family's culture, background, language, and beliefs.

Questions

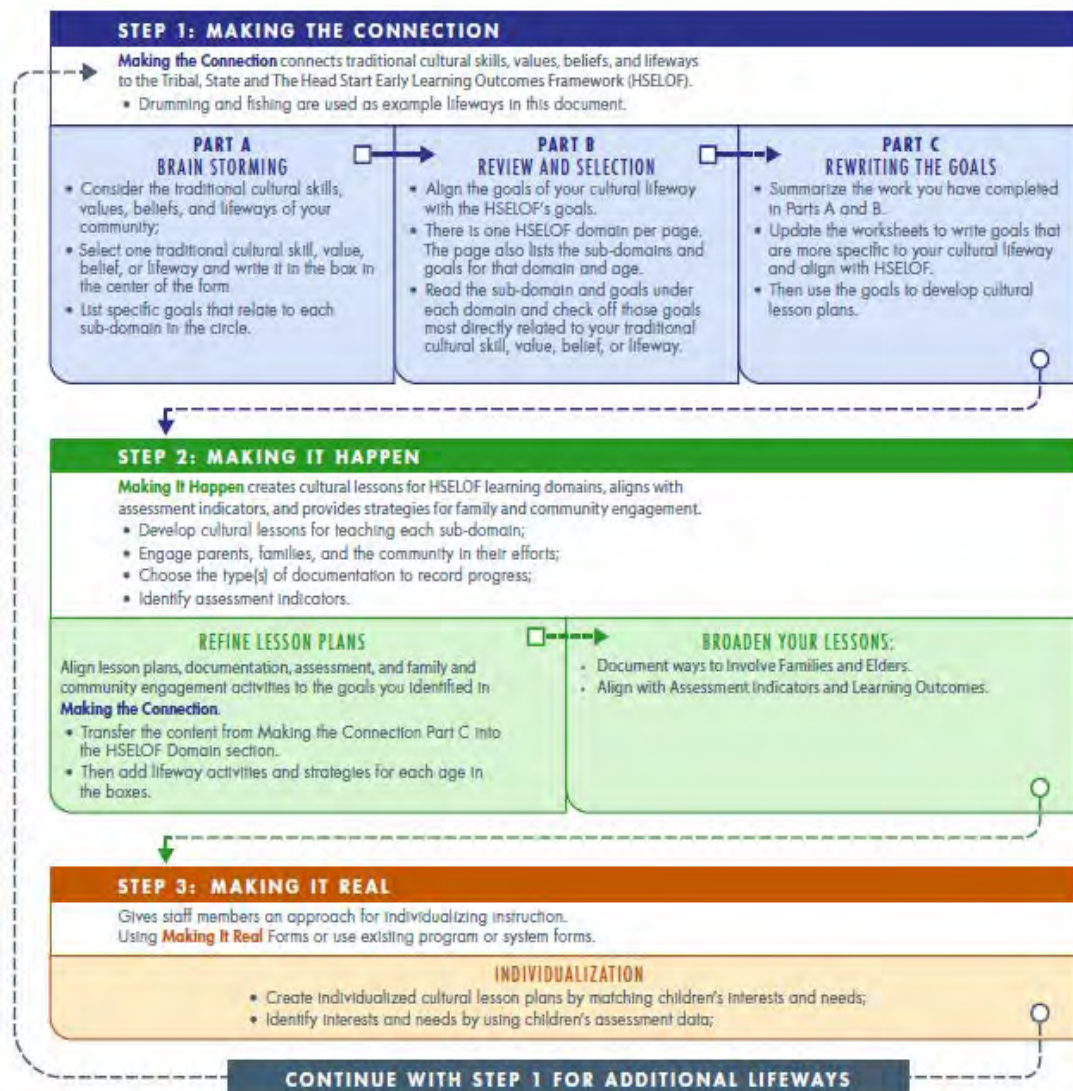


MIW Three Step Process

Step 1-Making the Connection

Step 2-Making It Happen

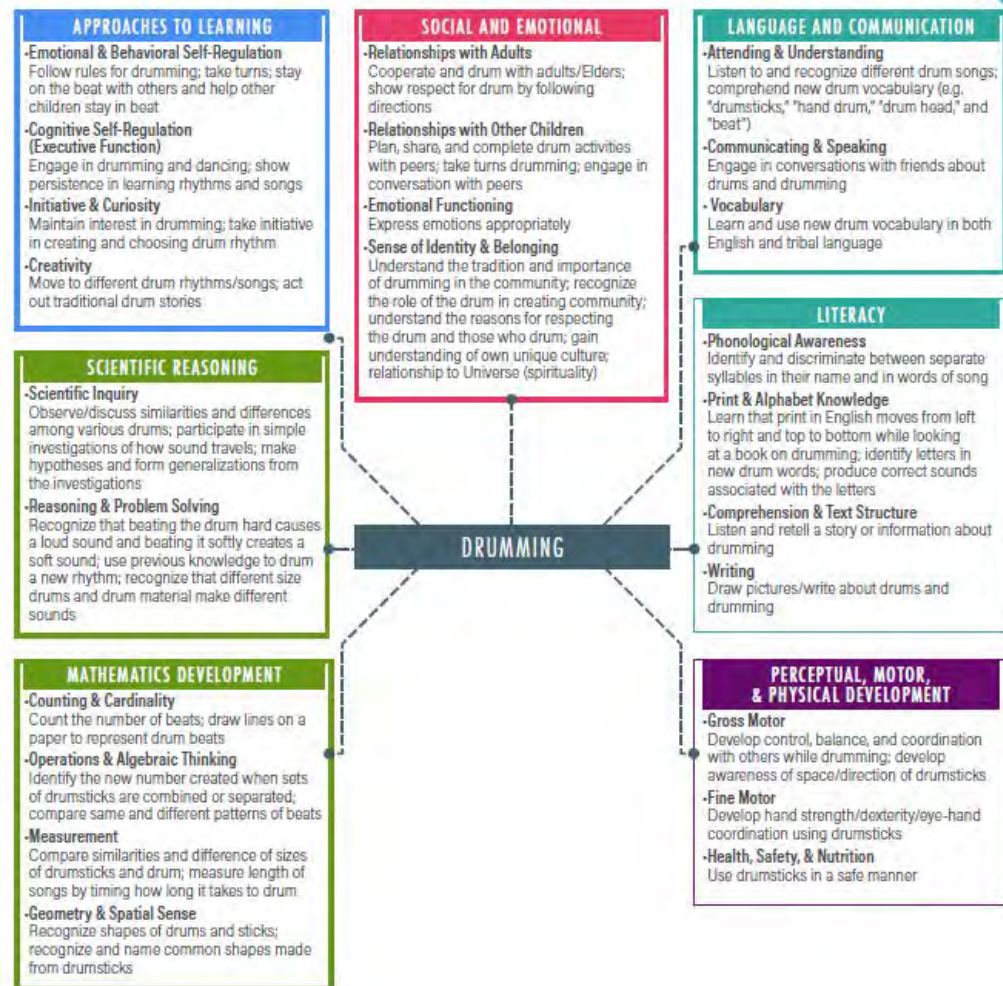
Step 3- Making It Real



Step 1, Part C: Making the Connection

Making the Connection – Part C. Drumming. Three to Five.

SAME



Step 2: Making It Happen, Approaches to Learning

Making It Happen

SAMPLE

DRUMMING

APPROACHES TO LEARNING—THREE TO FIVE

- **Emotional & Behavioral Self-Regulation**
Follow rules for drumming; takes turns; stay on the beat with others and help other children stay in beat
- **Cognitive Self-Regulation (Executive Function)**
Engage in drumming and dancing; shows persistence in learning rhythms and songs
- **Initiative & Curiosity**
Maintain interest in drumming; takes initiative in creating and choosing drum rhythm
- **Creativity**
Move to different drum rhythms/songs; acts out traditional drum stories

| ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL | |
|---|--|
| <ul style="list-style-type: none"> • Have children gradually drum for longer periods of time to increase their attention span. • Give children the opportunity to be persistent in learning new drum patterns. • Have children create their own drumming rhythms/patterns. • Give children the opportunity to plan, share, and complete a drumming session. • Have children perform drumming for their families and the community. • Have children move to the different rhythms of drumming. • Have children act out traditional drum stories and/or those written by themselves. | |
| HOW WE KNOW THE CHILD IS LEARNING | |
| DOCUMENTATION | |
| Anecdotal record Picture Other <u>tape recording/video</u> | <input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work |
| ASSESSMENT TOOL INDICATORS: Teaching Strategies GOLD: <u>11</u> Demonstrates positive approaches to learning. <u>11a</u> Attends and engages. <u>11b</u> Persists. <u>11c</u> Solves problems. <u>11d</u> Shows curiosity and motivation. <u>11e</u> Shows flexibility and inventiveness in thinking. <u>33</u> Explores the visual arts. <u>34</u> Explores musical concepts and expression. <u>35</u> Explores dance and movement concepts. <u>36</u> Explores drama through actions and language. | |
| ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT | |
| FAMILIES: | |
| Encourage children to make up rhythms and to play for a little longer to enhance initiative and increase attention span at home. | |
| ELDER'S AND/OR COMMUNITY MEMBER'S: | |
| Introduce different drum rhythms and assist children drumming on individual and/or group drums. Tell a traditional or recent story about a drum or drumming that children may recall later and act out. | |
| PARENTS, FAMILY MEMBER'S, ELDER'S, AND/OR COMMUNITY MEMBER'S WILL | |
| <input checked="" type="checkbox"/> Share knowledge/skill/stories <input checked="" type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year | <input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <u>Other attend performance</u> |

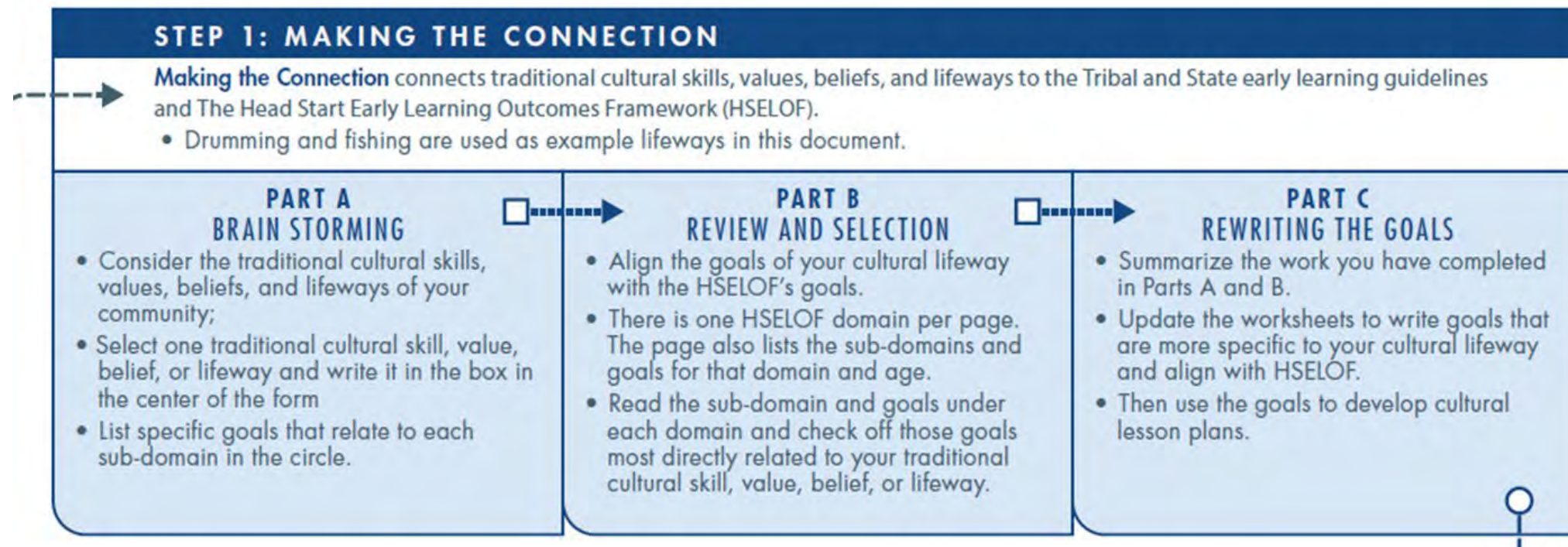
Step 3: Making It Real

Making It Real: Using Assessment Data to Identify Interests and Needs

Slide 8

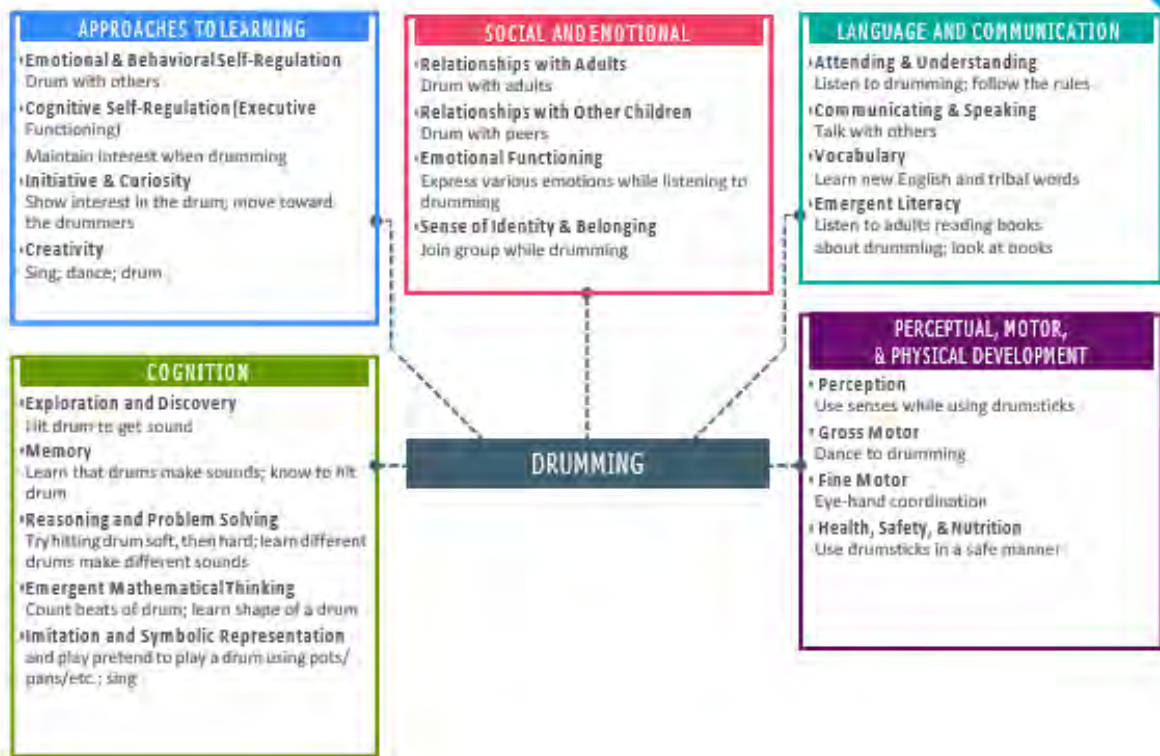
| TRADITIONAL CULTURAL SKILLS, VALUES, BELIEFS, AND SUBWAYS | | | | | | |
|---|--|---|--|--|---|----------------------|
| Identify Common Interests/Strengths and Needs for Individualized Lesson Plans | | | | | | |
| Child | Interests/Strengths | Needs | Traditional Cultural Skills/Values/Beliefs/Lifeways | Drumming Activities | Fishing Activities | Gardening Activities |
| | Five Highest Assessment Scores | Three Lowest Assessment Scores | | | | |
| Shane | <p>7b. Uses writing and drawing tools</p> <p>11b. Persists</p> <p>14b. Dramatic play</p> <p>17a. Uses books</p> <p>11a. Writes name</p> | <p>6. Gross motor manipulative skills</p> <p>1b. Solves social problems</p> <p>22. Knowledge of patterns</p> | <p>Dancing</p> <p>Basket Making</p> <p>Gardening</p> <p>Storytelling</p> | <p>» Coordinates movements with others in dancing to the drum</p> <p>» Brainstorms solutions to problems with others around dance-related activities</p> <p>» Draws lines on paper to represent different patterns of dance steps, making a book</p> | <p>» Coordinates movements using tools for acting out catching and processing fish</p> <p>» Brainstorms solutions to problems with others during fishing activities</p> <p>» Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</p> | |
| Dakota | <p>6. Gross motor manipulative skills</p> <p>7b. Uses writing and drawing tools</p> <p>11b. Persists</p> <p>11. Classifies objects</p> <p>14b. Dramatic play</p> | <p>3. Participates cooperatively</p> <p>20c. Connects numerals with their quantities</p> <p>22. Knowledge of patterns</p> | <p>Hunting</p> <p>Fishing</p> <p>Drumming</p> <p>Dancing</p> | <p>» Takes turns and coordinates with others in drumming</p> <p>» Counts the beats and/or drum objects, then matches the quantity to the written numeral.</p> <p>» Draws lines on paper to represent different patterns of drum beats, making a book</p> | <p>» Takes turns and coordinates with others in acting out catching and processing fish</p> <p>» Counts fish, or pictures of different kinds of fish, then matches the quantity to the written numeral</p> <p>» Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</p> | |
| Wendy | <p>2d. Makes friends</p> <p>6. Gross motor manipulative skills</p> <p>7b. Uses writing and drawing tools</p> <p>14b. Dramatic play</p> <p>20a. Counts</p> | <p>11. Uses classification skills</p> <p>17a. Uses and appreciates books</p> <p>22. Knowledge of patterns</p> | <p>Fishing</p> <p>Drumming</p> <p>Storytelling</p> <p>Dancing</p> | <p>» Sorts and classifies drum objects by different attributes including quantity</p> <p>» Creates own book of drawings and dictated stories of the drum</p> <p>» Draws lines on paper to represent different patterns of drum beats, making a book</p> | <p>» Sorts and classifies fish, or pictures of fish, by different attributes including sets of number</p> <p>» Creates own book of drawings and dictated stories of the fish patterns</p> <p>» Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</p> | |

Step 1: Making the Connection

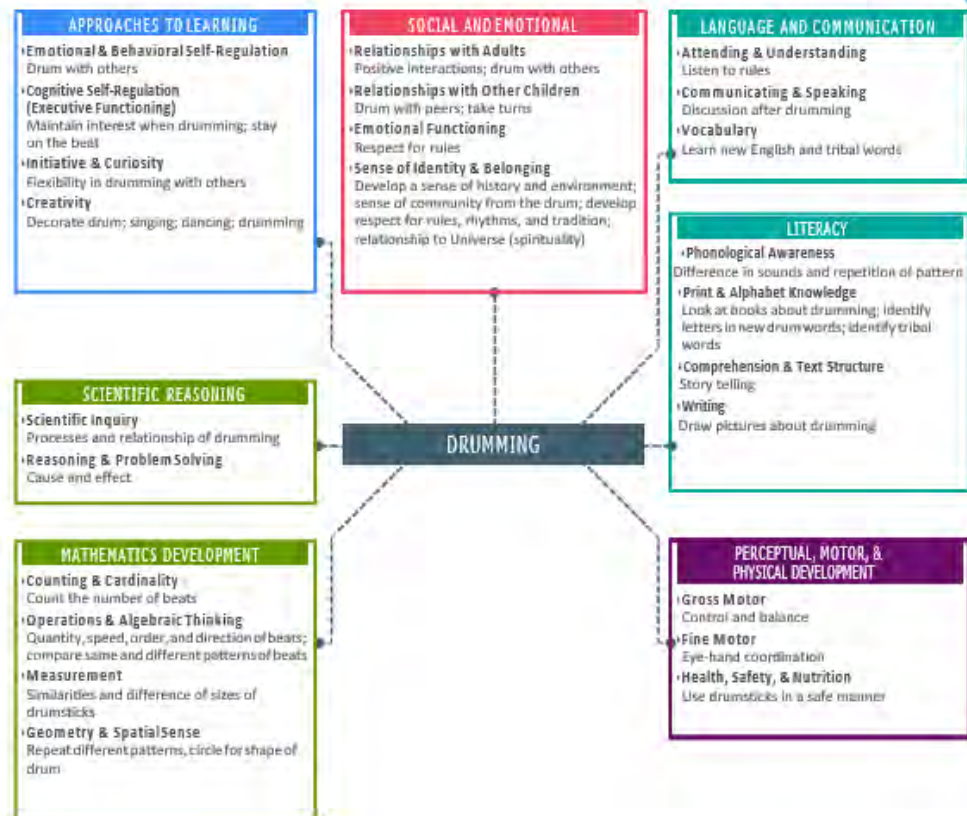


Making the Connection-Part A

Making the Connection – Part A. Drumming. Birth to Three.



Making the Connection – Part A. Drumming. Three to Five.





Brainstorming Activity

- 1. List your lifeways on the easel paper at your table.**
- 2. Report out.**
- 3. Select one lifeway to work on for an example.**

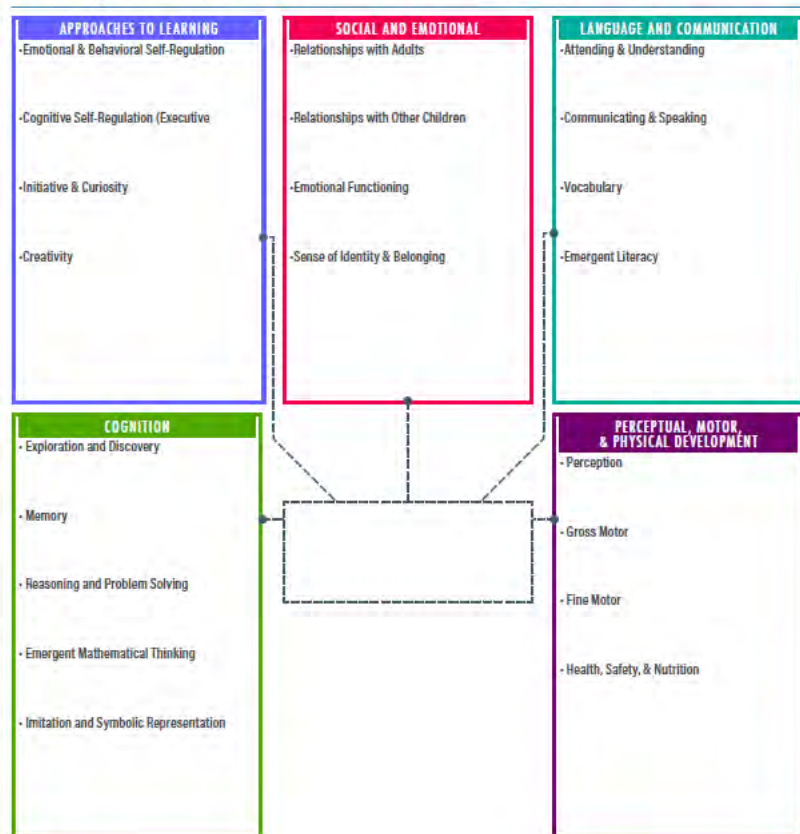
Be specific-not “food” but “blueberry picking”.

Making the Connection-Part A

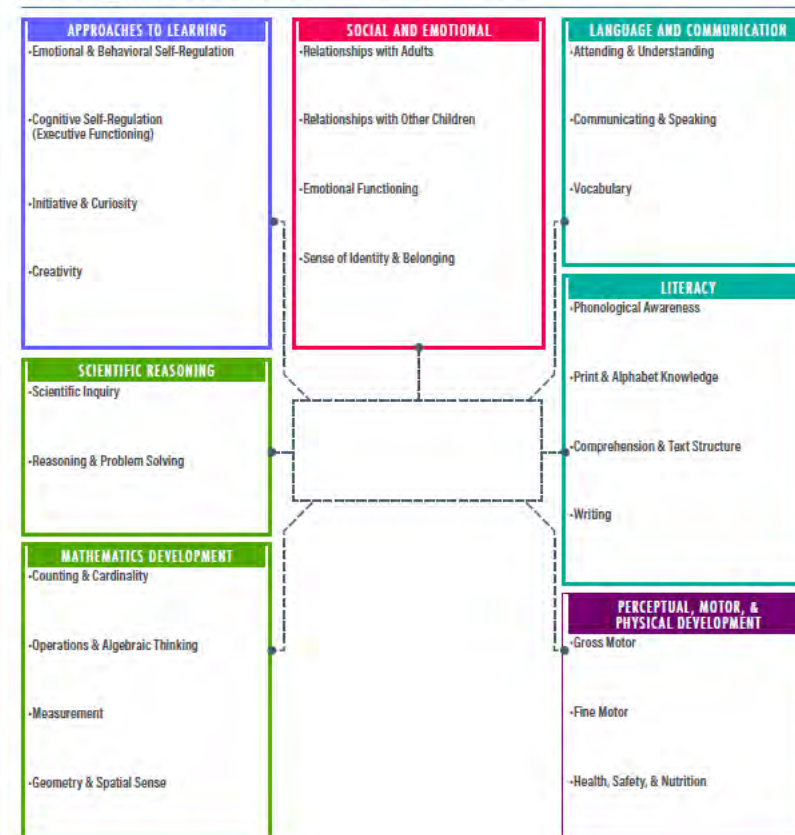
Activity

1. Write selected lifeway in the middle of your paper.
2. On your table is the domain you will work with.
3. Assign a note taker.
4. Brainstorm goals for that lifeway and list on the handout.
5. Report out.

Making the Connection – Part A. Birth to Three.



Making the Connection – Part A. Three to Five.



Step 1: Making the Connection-Part B

STEP 1: MAKING THE CONNECTION

Making the Connection connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).

- Drumming and fishing are used as example lifeways in this document.

PART A BRAIN STORMING

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.
- List specific goals that relate to each sub-domain in the circle.

PART B REVIEW AND SELECTION


- Align the goals of your cultural lifeway with the HSELOF's goals.
- There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.
- Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.


PART C REWRITING THE GOALS

- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.
- Then use the goals to develop cultural lesson plans.

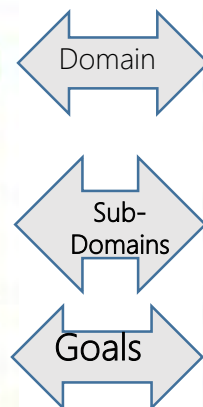
Making the Connection- Part B – linking to HSELOF

Making the Connection – Part B. Birth to Three.

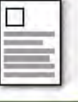
1. Read the goals under each domain. 

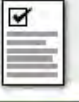
2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway 

| APPROACHES TO LEARNING | | |
|--|--|--|
| Emotional and Behavioral Self-Regulation | | |
| <input type="checkbox"/> Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. | <input type="checkbox"/> Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults. | |
| Cognitive Self-Regulation (Executive Function) | | |
| <input type="checkbox"/> Goal IT-ATL 3. Child maintains focus and sustains attention with support. | <input type="checkbox"/> Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior. | <input type="checkbox"/> Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. |
| Initiative and Curiosity | | |
| <input type="checkbox"/> Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. | <input type="checkbox"/> Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. | |
| Creativity | | |
| <input type="checkbox"/> Goal IT-ATL 8. Child uses creativity to increase understanding and learning. | <input type="checkbox"/> Goal IT-ATL 9. Child shows imagination in play and interactions with others. | |



Making the Connection – Part B. Three to Five.

1. Read the goals under each domain. 

2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway 

| APPROACHES TO LEARNING | | |
|---|---|---|
| Emotional and Behavioral Self-Regulation | | |
| <input type="checkbox"/> Goal P-ATL 1. Child manages emotions with increasing independence. | <input type="checkbox"/> Goal P-ATL 3. Child appropriately handles and takes care of classroom materials. | <input type="checkbox"/> Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence. |
| <input type="checkbox"/> Goal P-ATL 2. Child follows classroom rules and routines with increasing independence. | | |
| Cognitive and Self-Regulation (Executive Function) | | |
| <input type="checkbox"/> Goal P-ATL 5. Child demonstrates an increasing ability to control impulses. | <input type="checkbox"/> Goal P-ATL 7. Child persists in tasks. | <input type="checkbox"/> Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior. |
| <input type="checkbox"/> Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support. | <input type="checkbox"/> Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks. | |
| Initiative and Curiosity | | |
| <input type="checkbox"/> Goal P-ATL 10. Child demonstrates initiative and independence. | <input type="checkbox"/> Goal P-ATL 11. Child shows interest in and curiosity about the world around them. | |
| Creativity | | |
| <input type="checkbox"/> Goal P-ATL 12. Child expresses creativity in thinking and communication. | <input type="checkbox"/> Goal P-ATL 13. Child uses imagination in play and interactions with others. | |

Part B is a way to align the goals of your cultural lifeway with the HSELOF's goals. There is one domain per page.

Making the Connection- Part B

Making the Connection – Part A. Drumming. Birth to Three.



Making the Connection – Part B. Drumming. Birth to Three.

1. Read the goals under each domain.

2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway.



| APPROACHES TO LEARNING | | |
|---|--|---|
| Emotional and Behavioral Self-Regulation | | |
| <input type="checkbox"/> Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. | Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults. | |
| Cognitive Self-Regulation (Executive Function) | | |
| Goal IT-ATL 3. Child maintains focus and sustains attention with support. | <input type="checkbox"/> Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior. | <input type="checkbox"/> Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. |
| Initiative and Curiosity | | |
| Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. | | Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. |
| Creativity | | |
| Goal IT-ATL 8. Child uses creativity to increase understanding and learning. | | Goal IT-ATL 9. Child shows imagination in play and interactions with others. |

ACTIVITY

1. Use the Goals Under Each Domain from MTC-Step 1-Part A.
2. Check the box for these goals that are most directly related to your lifeway.
3. Many may apply, but choose the most relevant.
4. Report back.

Step 1: Making the Connection-Part C

STEP 1: MAKING THE CONNECTION

Making the Connection connects traditional cultural skills, values, beliefs, and lifeways to the tribal and state early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).

- Drumming and fishing are used as example lifeways in this document.

PART A BRAIN STORMING

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community.
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form.
- List specific goals that relate to each sub-domain in the circle.

PART B REVIEW AND SELECTION

- Align the goals of your cultural lifeway with the HSELOF's goals.
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- Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.

PART C REWRITING THE GOALS

- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with the HSELOF.
- Then use the goals to develop cultural lesson plans.

Making the Connection- Part C

Making the Connection – Part B. Drumming. Birth to Three.

1. Read the goals under each domain.

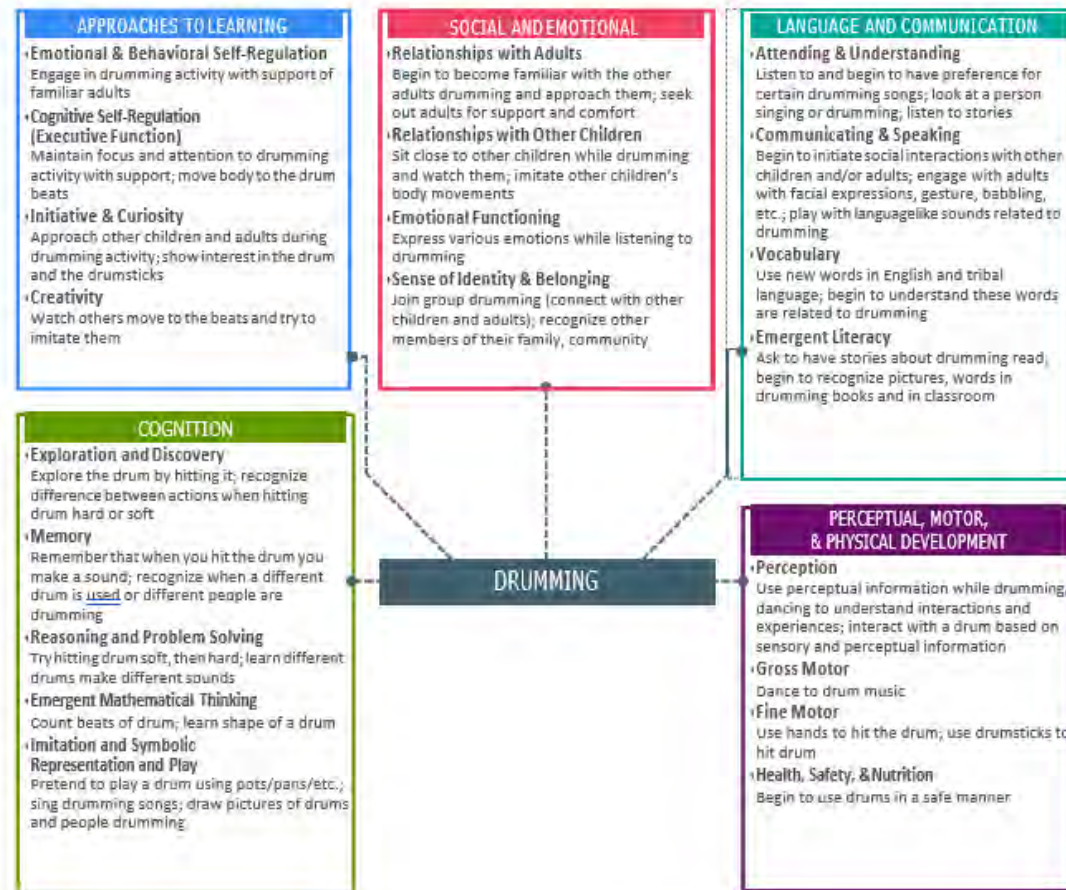


2. Check those goals that are most directly related to your traditional cultural skill, value, belief, or lifeway.



| APPROACHES TO LEARNING | | |
|---|--|---|
| Emotional and Behavioral Self-Regulation | | |
| <input type="checkbox"/> Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults. | Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults. | |
| Cognitive Self-Regulation (Executive Function) | | |
| Goal IT-ATL 3. Child maintains focus and sustains attention with support. | <input type="checkbox"/> Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior. | <input type="checkbox"/> Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior. |
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| Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations. | Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events. | |
| Creativity | | |
| Goal IT-ATL 8. Child uses creativity to increase understanding and learning. | Goal IT-ATL 9. Child shows imagination in play and interactions with others. | |

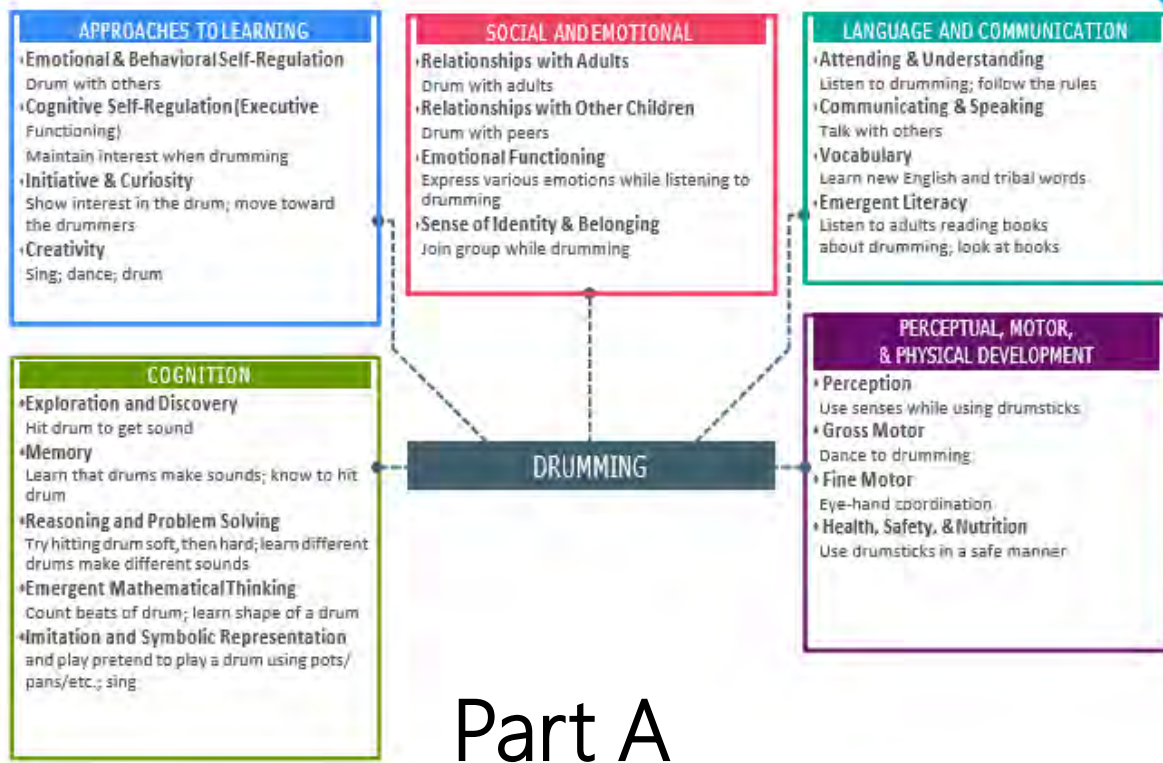
Making the Connection – Part C. Drumming. Birth to Three.



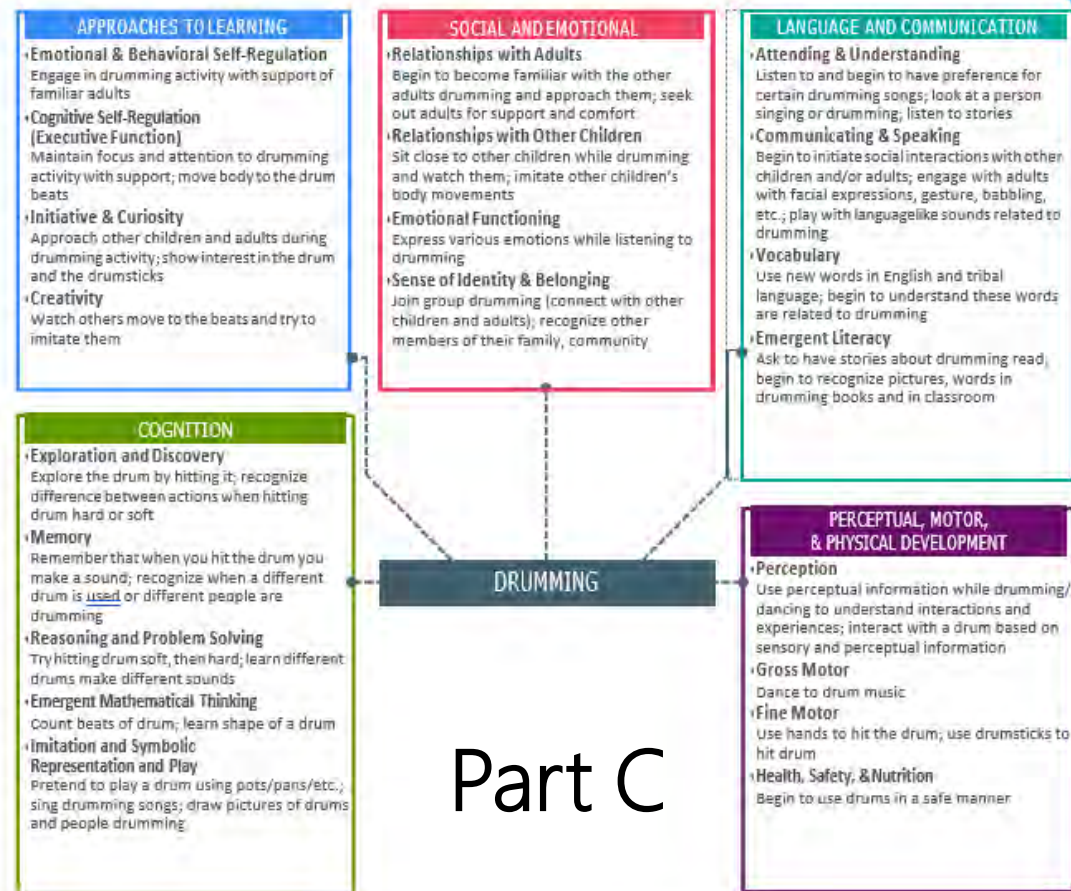
1. Check those goals most directly related to your lifeway.
2. Transfer these goals to the Part C form.
3. These are the goals you will use for your lesson plans.

Making the Connection-Part C

Making the Connection – Part A. Drumming. Birth to Three.



Making the Connection – Part C. Drumming. Birth to Three.



Review Making the Connection

STEP 1: MAKING THE CONNECTION

Making the Connection connects traditional cultural skills, values, beliefs, and lifeways to the Tribal and State early learning guidelines and The Head Start Early Learning Outcomes Framework (HSELOF).

- Drumming and fishing are used as example lifeways in this document.

PART A BRAIN STORMING

- Consider the traditional cultural skills, values, beliefs, and lifeways of your community;
- Select one traditional cultural skill, value, belief, or lifeway and write it in the box in the center of the form
- List specific goals that relate to each sub-domain in the circle.

PART B REVIEW AND SELECTION

- Align the goals of your cultural lifeway with the HSELOF's goals.
- There is one HSELOF domain per page. The page also lists the sub-domains and goals for that domain and age.
- Read the sub-domain and goals under each domain and check off those goals most directly related to your traditional cultural skill, value, belief, or lifeway.

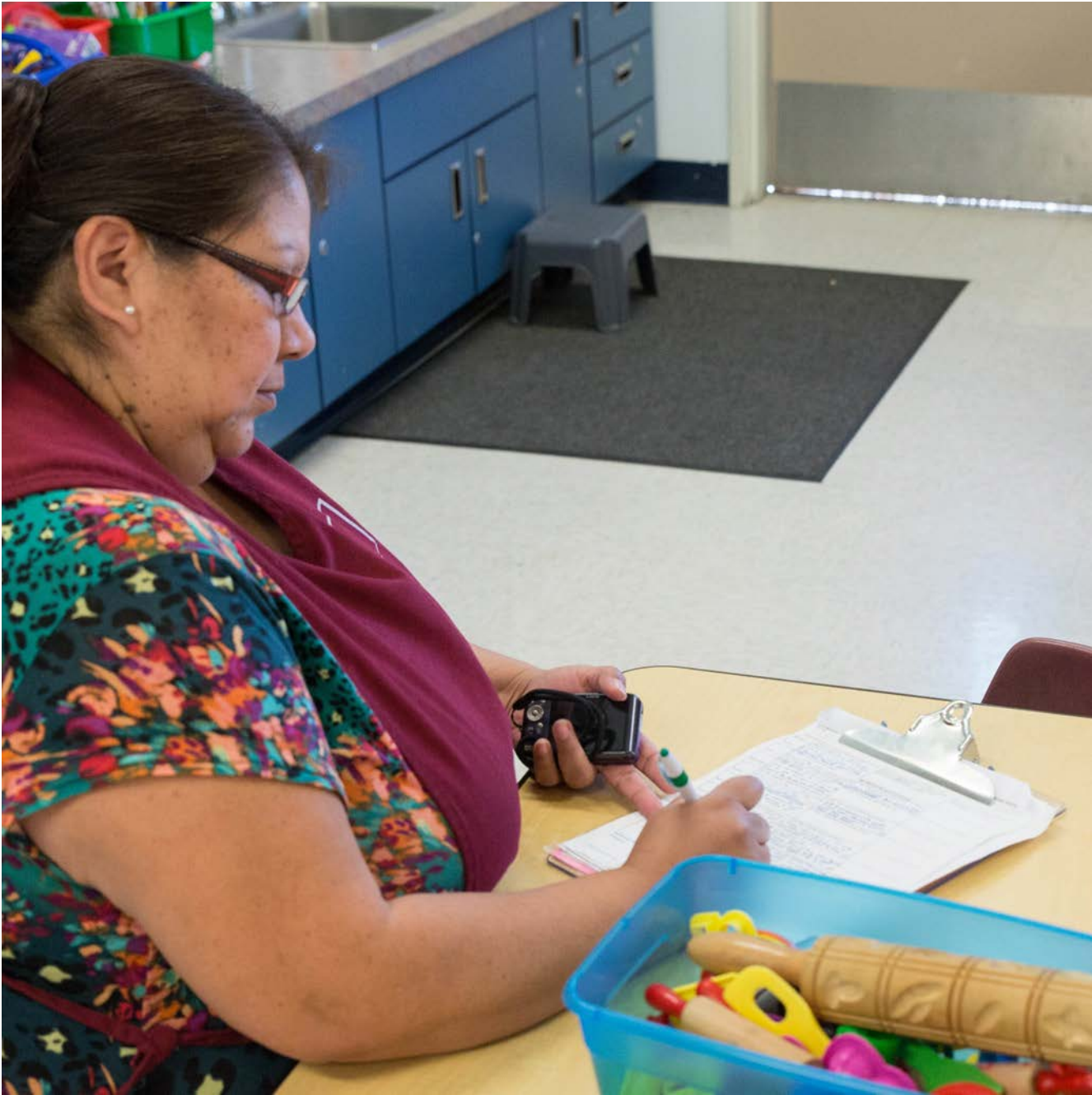
PART C REWRITING THE GOALS

- Summarize the work you have completed in Parts A and B.
- Update the worksheets to write goals that are more specific to your cultural lifeway and align with HSELOF.
- Then use the goals to develop cultural lesson plans.



Questions





How to Bring Making It Work to your Early Learning Setting

Date

Presenters:



NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Session Objectives

At the end of this presentation, you should be able to:

- Develop a deep understanding of the *Making It Work* process
- Connect traditional cultural skills, values, beliefs, and lifeways to research-based guidelines
- Create cultural lessons based on research-based early learning domains
- Intentionally teach children in ways that promote their learning, growth, and development
- Identify steps to include families, elders, and the community in language and cultural traditions
- Develop an implementation plan for MIW

Session Agenda

Here's what we're doing
today:

Day 2:

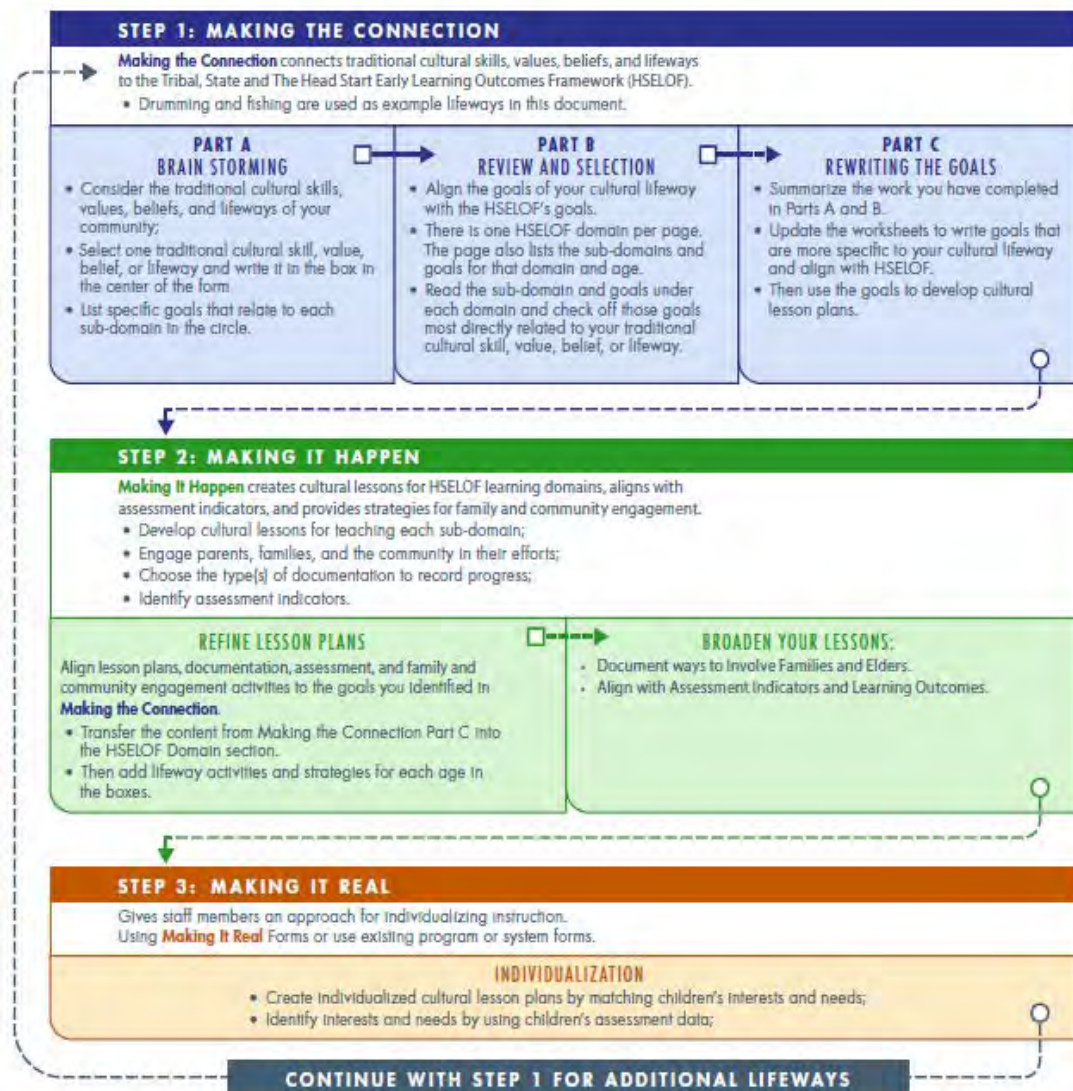
1. Review of yesterday's activities
2. Scope and Sequence
3. Goals or Activities
4. MIW Step 2: Making It Happen
5. MIW Step 3: Making It Real
6. Reflections
7. Next Steps for MIW and Your Program
8. How to Continue the Learning
9. Evaluations and Closing

MIW Three Step Process

Step 1-Making the Connection

Step 2-Making It Happen

Step 3- Making It Real



Scope and Sequence

An organized developmental scope and sequence outlines what the curriculum focuses on and how the plans and materials support children at different levels of development.

The Scope refers to the areas of development addressed by the curriculum.

The Sequence of learning experiences includes plans and materials to support and extend children's learning at various levels of development.

NCECDTL

Using Scope and Sequence to Plan Responsive Learning Experiences for Infants and Toddlers



Infants are born ready to develop and learn. During the first three years of life, infants and toddlers experience rapid growth and development. They develop skills that lay the foundation for all later learning, such as building relationships with others, gaining control over small and large muscles, learning how to communicate using language, and beginning to understand concepts (e.g., cause and effect).

As a teacher, family child care provider, or home visitor, you have the important role of learning about infants' and toddlers' interests and development. This allows you to plan learning experiences

Scope and Sequence Process





Using the handout on your table:

- ✓ Read the hand-out out loud- p. 1-6. Take turns reading
- ✓ Discuss by answering the questions on p. 6
- ✓ Report back to the large group.

GOAL: What we want the child to learn

ACTIVITY: What the child does to reach that goal

TEACHING PRACTICE: How adults support the child's learning



NCECDTL

MAKING IT WORK: GOALS AND ACTIVITIES

EXAMPLES FOR DRUMMING - BIRTH TO THREE

DEFINITIONS

- Goal: What we want the child to learn
- Activity: What the child does to reach the goal
- Teaching Practice: How adults can support the child's learning

EXAMPLES FOR DRUMMING - BIRTH TO THREE

PERCEPTUAL, MOTOR, & PHYSICAL DEVELOPMENT

- Goal: Dance to drum music
- Activity: Play drum music and dance
- Teaching Practice: Dance with children, provide differing tempos and rhythms to your drumming to encourage a variety of large motor movement.

SOCIAL AND EMOTIONAL DEVELOPMENT

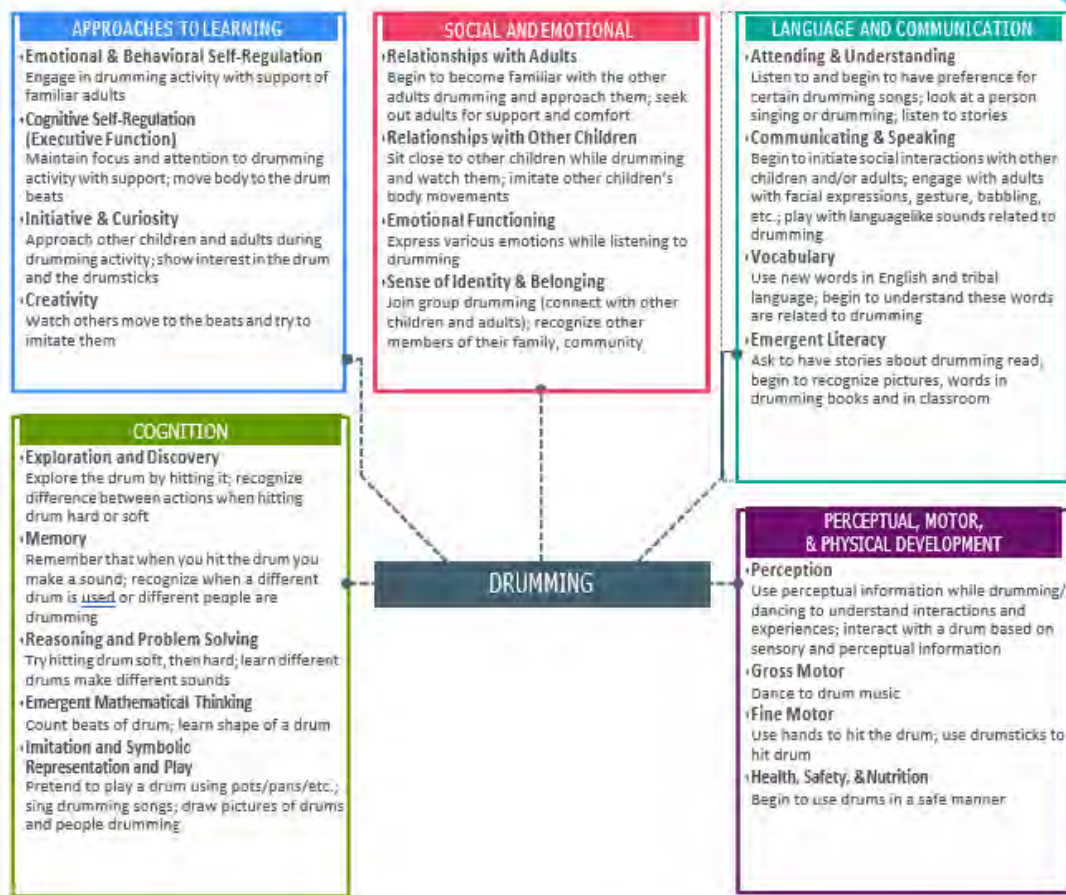
- Goal: Join in drumming (connect with other children and adults)
- Activity: Join peers in drumming, share drums, imitate peer and adult drumming
- Teaching Practice: Model sitting near children, asking children to dance, and engaging in conversation.



- ✓ Each group has a domain.
- ✓ Review the handout with examples for drumming.
- ✓ Add two more activities and a teaching practice for the goal listed.
- ✓ Write these on your Goals and Activities handout.
- ✓ Report back to the large group.

GOALS OR ACTIVITIES

Making the Connection – Part C. Drumming. Birth to Three.

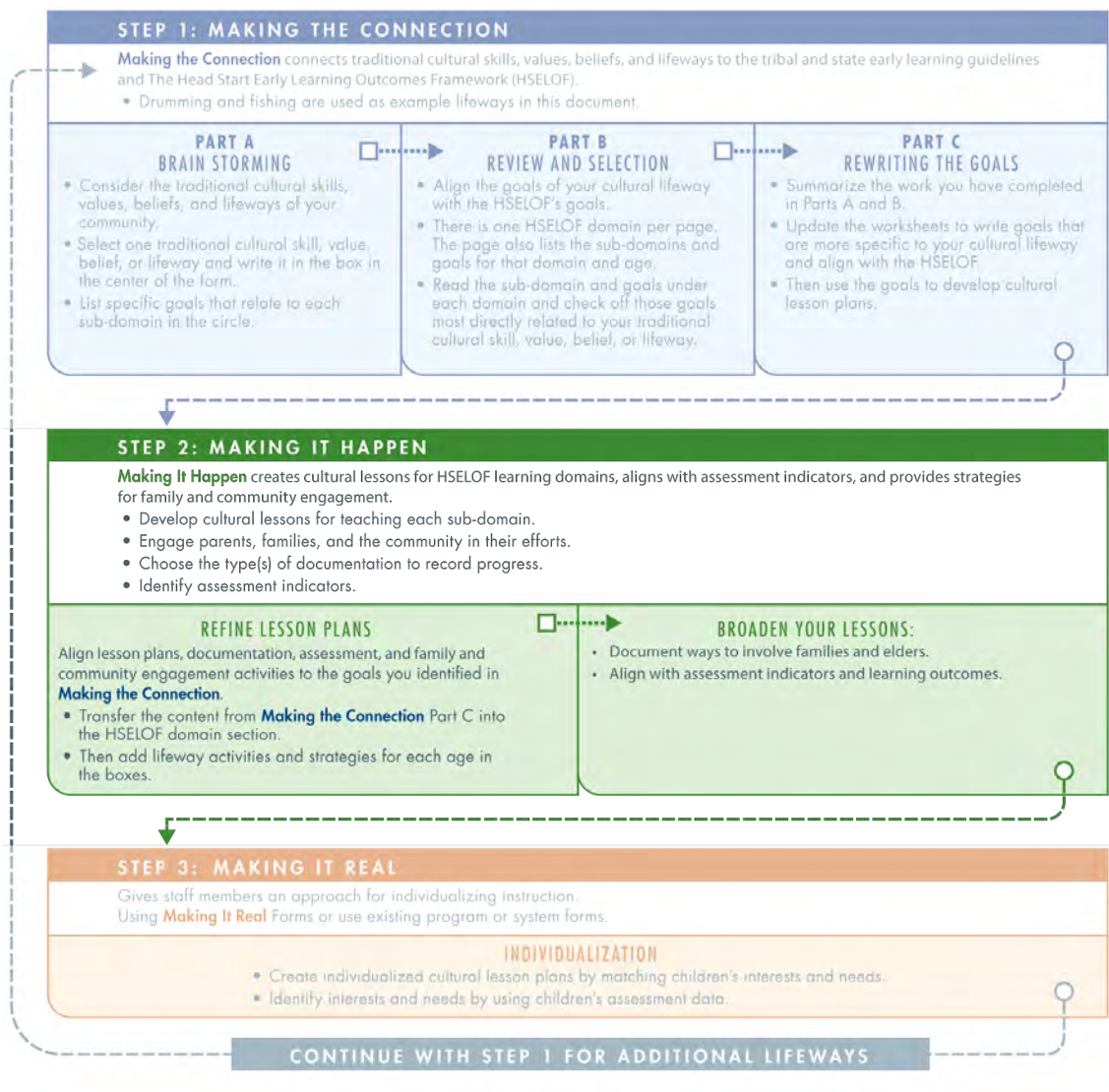


- Now look at the work you did yesterday afternoon on *Making the Connection—Part C*
- Look at the goals you identified. Are they goals or activities?
- Make changes if needed.

Step 1-Making the Connection

Step 2-Making It Happen

Step 3- Making It Real



Making It Happen - Introduction

STEP 2: MAKING IT HAPPEN

Making It Happen creates cultural lessons for HSELOF learning domains, aligns with assessment indicators, and provides strategies for family and community engagement.

- Develop cultural lessons for teaching each sub-domain;
- Engage parents, families, and the community in their efforts;
- Choose the type(s) of documentation to record progress;
- Identify assessment indicators.

REFINE LESSON PLANS

Align lesson plans, documentation, assessment, and family and community engagement activities to the goals you identified in

Making the Connection.

- Transfer the content from *Making the Connection Part C* into the HSELOF Domain section.
- Then add lifeway activities and strategies for each age in the boxes.

BROADEN YOUR LESSONS:

- Document ways to Involve Families and Elders.
- Align with Assessment Indicators and Learning Outcomes.

Making It Happen answers these questions:

- What are the **goals** for the Domain?
- What are the teaching or home visiting **activities** and **strategies**?
- How do we know the child is learning?
- What are the activities and strategies for family and community engagement?

Making It Happen Overview

Making It Happen

SAMPLE

DRUMMING

APPROACHES TO LEARNING—BIRTH TO THREE

- **Emotional & Behavioral Self-Regulation**
Engage in drumming activity with support of familiar adults
- **Cognitive Self-Regulation (Executive Function)**
Maintain focus and attention to drumming activity with support; move body to the drum beats
- **Initiative & Curiosity**
Approach other children and adults during drumming activity; show interest in the drum and the drumsticks
- **Creativity**
Watch others move to the beats and try to imitate them

| ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT | |
|--|---|
| FAMILIES | |
| Encourage children to drum at home. Encourage the child to make up rhythms. Ask families if the child drums at home and if they see an increase in their interest and attention to drumming. | |
| ELDER'S AND/OR COMMUNITY MEMBERS | |
| Introduce different drum rhythms and assist children drumming on individual and/or group drums. Tell a traditional or recent story about a drum or drumming. | |
| PARENTS, FAMILY MEMBERS, ELDER'S, AND/OR COMMUNITY MEMBERS WILL | |
| Share knowledge/skill/stories Assist with a specific activity <input checked="" type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year | <input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> Other _____ |
| HOW WE KNOW THE CHILD IS LEARNING | |
| DOCUMENTATION | |
| <input checked="" type="checkbox"/> Anecdotal record <input type="checkbox"/> Picture Other <u>tape recording/video</u> | <input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work |
| ASSESSMENT TOOL INDICATORS: <i>Teaching Strategies GOLD:</i> 11 . Demonstrates positive approaches to learning. 11a . Attends and engages. 11b . Persists. 11c . Solves problems. 11d . Shows curiosity and motivation. 24 . Explores musical concepts and expression. 25 . Explores dance and movement concepts. | |

Making It Happen

SAMPLE

DRUMMING

APPROACHES TO LEARNING—THREE TO FIVE

- **Emotional & Behavioral Self-Regulation**
Follow rules for drumming; takes turns; stay on the beat with others and help other children stay in beat
- **Cognitive Self-Regulation (Executive Function)**
Engage in drumming and dancing; shows persistence in learning rhythms and songs
- **Initiative & Curiosity**
Maintain interest in drumming; takes initiative in creating and choosing drum rhythm
- **Creativity**
Move to different drum rhythms/songs; acts out traditional drum stories

| ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL | |
|---|---|
| <ul style="list-style-type: none"> • Have children gradually drum for longer periods of time to increase their attention span. • Give children the opportunity to be persistent in learning new drum patterns. • Have children create their own drumming rhythms/patterns. • Give children the opportunity to plan, share, and complete a drumming session. • Have children perform drumming for their families and the community. • Have children move to the different rhythms of drumming. • Have children act out traditional drum stories and/or those written by themselves. | |
| HOW WE KNOW THE CHILD IS LEARNING | |
| DOCUMENTATION | |
| Anecdotal record Picture Other <u>tape recording/video</u> | <input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work |
| ASSESSMENT TOOL INDICATORS: <i>Teaching Strategies GOLD:</i> 11 . Demonstrates positive approaches to learning. 11a . Attends and engages. 11b . Persists. 11c . Solves problems. 11d . Shows curiosity and motivation. 11e . Shows flexibility and inventiveness in thinking. 23 . Explores the visual arts. 24 . Explores musical concepts and expression. 25 . Explores dance and movement concepts. 26 . Explores drama through actions and language. | |
| ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT | |
| FAMILIES: | |
| Encourage children to make up rhythms and to play for a little longer to enhance initiative and increase attention span at home. | |
| ELDER'S AND/OR COMMUNITY MEMBERS: | |
| Introduce different drum rhythms and assist children drumming on individual and/or group drums. Tell a traditional or recent story about a drum or drumming that children may recall later and act out. | |
| PARENTS, FAMILY MEMBERS, ELDER'S, AND/OR COMMUNITY MEMBERS WILL | |
| Share knowledge/skill/stories <input checked="" type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year | <input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> <u>Other attend performance</u> |

Making It Happen-Lifeway with Domain and Goals

DRUMMING

APPROACHES TO LEARNING—BIRTH TO THREE

- **Emotional & Behavioral Self-Regulation**
Engage in drumming activity with support of familiar adults
- **Cognitive Self-Regulation (Executive Function)**
Maintain focus and attention to drumming activity with support; move body to the drum beats
- **Initiative & Curiosity**
Approach other children and adults during drumming activity; show interest in the drum and the drumsticks
- **Creativity**
Watch others move to the beats and try to imitate them

DRUMMING

APPROACHES TO LEARNING—THREE TO FIVE

- **Emotional & Behavioral Self-Regulation**
Follow rules for drumming; takes turns; stay on the beat with others and help other children stay in beat
- **Cognitive Self-Regulation (Executive Function)**
Engage in drumming and dancing; shows persistence in learning rhythms and songs
- **Initiative & Curiosity**
Maintain interest in drumming; takes initiative in creating and choosing drum rhythm
- **Creativity**
Move to different drum rhythms/songs; acts out traditional drum stories

Making It Happen-Activities and Strategies

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 0 -18 MONTHS

- Sit with a child during drumming activity. Have the child sit alone on the floor with the adult gradually moving further away.
- Model and encourage the child to sit by other adults/children who he/she is not familiar with.
- Encourage other children and adults to approach and sit with the child.
- Encourage the child to touch the drum and drum sticks.
- Model and encourage children to move their bodies to the drum beats.
- Give children the opportunity to drum. Use containers, pots, and pans.
- Have materials the drum is made of for the child to touch, handle.
- Beat drum for transition from one activity to another (if culturally appropriate).

ACTIVITIES AND STRATEGIES TO TEACH THE GOAL: 18 -36 MONTHS

- Have children participate in drumming for longer periods of time to increase their attention span.
- Teach children rhythms to use. Watch for their memory of these drumming rhythms.
- Have children create their own drumming rhythms/patterns.
- Encourage children to watch other children and adults, and imitate their movements.
- Provide drumming props in the classroom.

ACTIVITIES AND STRATEGIES TO TEACH THIS GOAL

- Have children gradually drum for longer periods of time to increase their attention span.
- Give children the opportunity to be persistent in learning new drum patterns.
- Have children create their own drumming rhythms/patterns. ■
- Give children the opportunity to plan, share, and complete a drumming session.
- Have children perform drumming for their families and the community.
- Have children move to the different rhythms of drumming.
- Have children act out traditional drum stories and/or those written by themselves.

Making It Work- Documentation and Assessment

HOW WE KNOW THE CHILD IS LEARNING

DOCUMENTATION

Anecdotal record
Picture
Other tape recording/video

- Checklist
- Child's/group's work

ASSESSMENT TOOL INDICATORS: Teaching Strategies **GOLD:** [11](#). Demonstrates positive approaches to learning. [11a](#). Attends and engages. [11b](#). Persists. [11c](#). Solves problems. [11d](#). Shows curiosity and motivation. [11e](#). Shows flexibility and inventiveness in thinking. [33](#). Explores the visual arts. [34](#). Explores musical concepts and expression. [35](#). Explores dance and movement concepts. [36](#). Explores drama through actions and language.

Birth to Three

- Approaches to Learning

Activity: Child explores drumming using containers, pots, and pans

Documentation: Staff take a short video as documentation for TS Gold 11d. "Shows curiosity and motivation."

- Language and Communication

Activity: Child uses new drum vocabulary during activities and in conversations throughout the day

Documentation: Staff hear child using the new term and writes the anecdote to support TS Gold 9a. "Uses an expanding expressive vocabulary."

Three to Five

- Approaches to Learning

Activity: Child creates their own drumming rhythms/patterns

Documentation: Staff take a short video as documentation for TS Gold 11d. "Shows curiosity and motivation."

- Language and Communication

Activity: Child uses new drum vocabulary in *both English and the tribal language*

Documentation: Staff hear child using the new term and writes the anecdote to support TS Gold 9a. "Uses an expanding expressive vocabulary."



Making It Happen-Parent, Family, and Community Engagement Activities

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

FAMILIES:

Encourage children to make up rhythms and to play for a little longer to enhance initiative and increase attention span at home.

ELDERS AND/OR COMMUNITY MEMBERS:

Introduce different drum rhythms and assist children drumming on individual and/or group drums.
Tell a traditional or recent story about a drum or drumming that children may recall later and act out.

PARENTS, FAMILY MEMBERS, ELDERS, AND/OR COMMUNITY MEMBERS WILL

- | | |
|---|--|
| <ul style="list-style-type: none"> Share knowledge/skill/stories <input checked="" type="checkbox"/> Assist with a specific activity <input type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <u>Other</u> attend performance _____ |
|---|--|



Making It Happen-Sample Parent Handout

Sample Letter to Engage Families in Drumming

Date: September 23

Dear Families,

As you know, we are learning about drumming.

We hope that every family as well as other members of our community will partner with us.

Here are some ways we'd love to see you get involved in our classroom.

- Share your drumming knowledge, skill, and/or stories.
- Assist us in the classroom when children act out traditional drum stories and/or those they have written themselves.
- Provide materials by helping your child choose recycled items to bring to school to use in making collages or objects about drumming.
- Extend learning at home by practicing drumming activities.

Please let us know what you would like to do to help bring drumming alive for our children and in the community.

Here is an activity you can do at home.

Tap out the sounds/syllables of your child's name, favorite foods, and other special words. For example, for "buffalo," tap and say "buf-fa-lo." Or for "caribou," tap and say "car-i-bou."

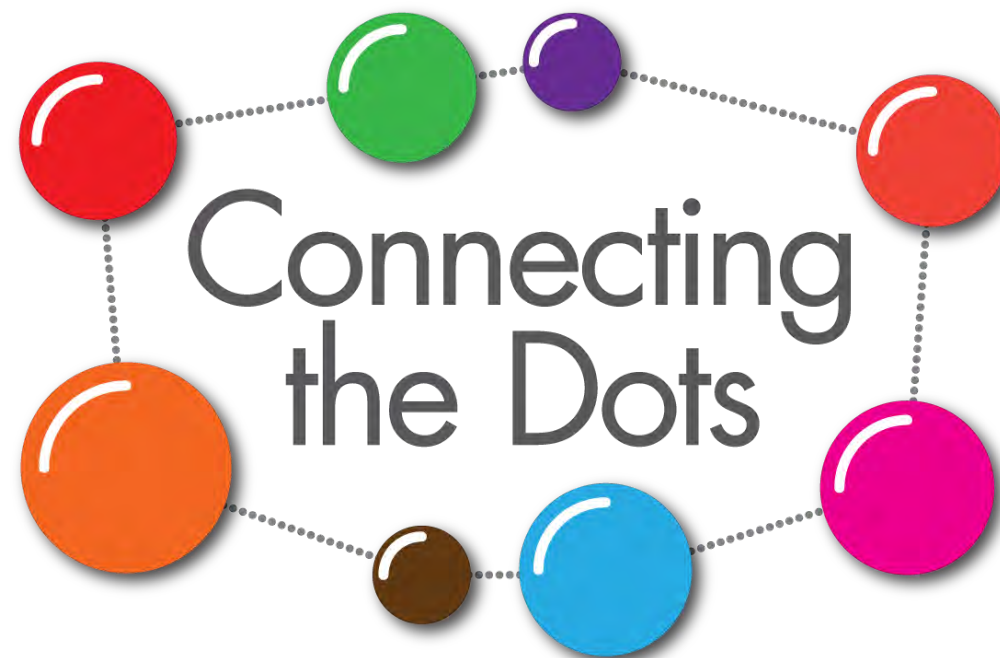
Please let us know how it is going.

Sincerely,

Connecting the Dots

We were always trying to integrate culture into the curriculum—the science domain, the math domain, etc. Then we realized that culture should be at the base, serving as the foundation, the building block for curriculum development. It was an amazing paradigm shift! We are now making huge gains in integrating language and culture into our early childhood programming.

—The Red Cliff Early Childhood Center



Making It Happen

SAMPLE

APPROACHES TO LEARNING—BIRTH TO THREE

- **Emotional & Behavioral Self-Regulation**
Engage in drumming activity with support of familiar adults
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Maintain focus and attention to drumming activity with support; move body to the drum beats
- **Initiative & Curiosity**
Approach other children and adults during drumming activity; show interest in the drum and the drumsticks
- **Creativity**
Watch others move to the beats and try to imitate them

ACTIVITIES AND STRATEGIES FOR PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

| | |
|--|---|
| FAMILIES | |
| Encourage children to drum at home. Encourage the child to make up rhythms. Ask families if the child drums at home and if they see an increase in their interest and attention to drumming. | |
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| Share knowledge/skill/stories Assist with a specific activity <input checked="" type="checkbox"/> Assist in the classroom <input type="checkbox"/> Help select cultural activities for the year | <input checked="" type="checkbox"/> Extend learning at home <input type="checkbox"/> Provide materials <input type="checkbox"/> Other _____ |
| HOW WE KNOW THE CHILD IS LEARNING | |
| DOCUMENTATION | |
| <input checked="" type="checkbox"/> Anecdotal record <input type="checkbox"/> Picture Other <u>tape recording/video</u> | <input type="checkbox"/> Checklist <input type="checkbox"/> Child's/group's work |
| ASSESSMENT TOOL INDICATORS: Teaching Strategies GOLD: 11. Demonstrates positive approaches to learning. 11a. Attends and engages. 11b. Persists. 11c. Solves problems. 11d. Shows curiosity and motivation. 24. Explores musical concepts and expression. 25. Explores dance and movement concepts. | |

Let's complete Making It Happen

- Stay with the same people you worked with yesterday afternoon.,
- Each table has one or two domains on card stock.
- Use these domains to complete the Making It Happen form.
- **You will use Making The Connection Part C from yesterday.**
- Make sure you have the correct *Making It Happen* form for the age group you work with.

LET'S GET STARTED!!

Each Table Reports out on the following:

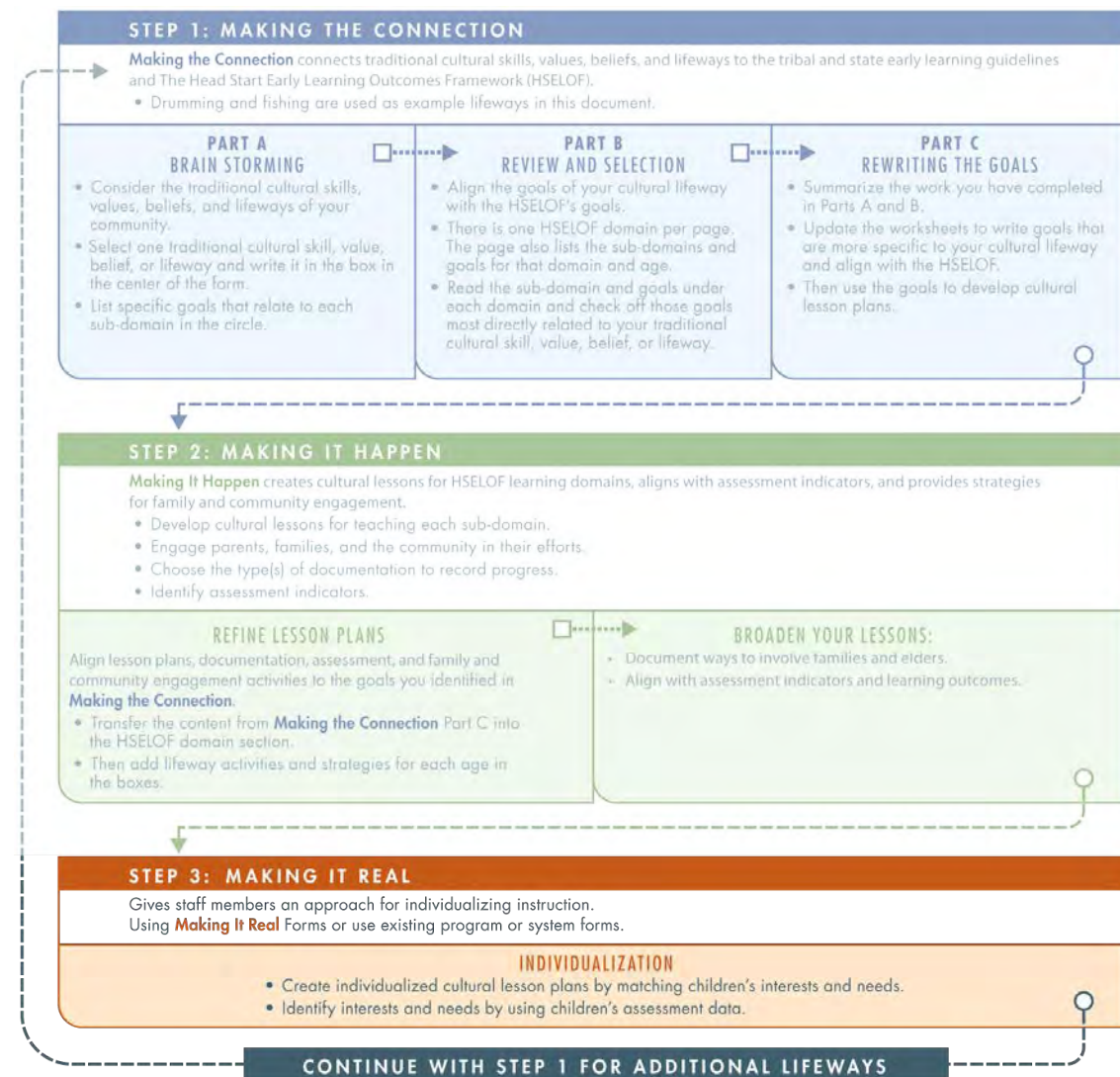
- Discuss one activity you will be doing for this lifeway and how it is tied to the goal
- Discuss one PCFE activity
- Discuss how you will know the child is learning



Step 1-Making the Connection

Step 2-Making It Happen

Step 3- Making It Real



STEP 3: MAKING IT REAL

Gives staff members an approach for individualizing instruction.

Using **Making It Real** Forms or use existing program or system forms.

INDIVIDUALIZATION

- Create individualized cultural lesson plans by matching children's interests and needs;
- Identify interests and needs by using children's assessment data;

Think about what your interests are:

- Write one interest on a sticky note regarding the lifeway of choice and have a neighbor put it on your back
- Walk around the room choosing someone you don't know, and ask each other about your interests
- Come back to your table and think about what doesn't interest you
- Report Out

Making It Real- Using Assessment Data

Making It Real: Using Assessment Data to Identify Interests and Needs

SAMPLE

| TRADITIONAL CULTURAL SKILLS/VALUES/BELIEFS/LIFEWAYS | | | | | | |
|---|--|---|--|---|---|----------------------|
| Identify Common Interests/Strengths and Needs for Individualized Lesson Plans | | | | | | |
| Child | Interests/Strengths | Needs | Traditional Cultural Skills/Values/Beliefs/Lifeways | Drumming Activities | Fishing Activities | Gardening Activities |
| | Five Highest Assessment Scores | Three Lowest Assessment Scores | | | | |
| Shirley | <p>7b. Uses writing and drawing tools</p> <p>11b. Persists</p> <p>14b. Dramatic play</p> <p>17a. Uses books</p> <p>19a. Writes names</p> | <p>6. Gross motor manipulative skills</p> <p>3b. Solves social problems</p> <p>22. Knowledge of patterns</p> | <p>Dancing</p> <p>Basket Making</p> <p>Gardening</p> <p>Storytelling</p> | <p>» Coordinates movements with others in dancing to the drum</p> <p>» Brainstorms solutions to problems with others around dance-related activities</p> <p>» Draws lines on paper to represent different patterns of dance steps, making a book</p> | <p>» Coordinates movements using tools for acting out catching and processing fish</p> <p>» Brainstorms solutions to problems with others during fishing activities</p> <p>» Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</p> | |
| Dakota | <p>6. Gross motor manipulative skills</p> <p>7b. Uses writing and drawing tools</p> <p>11b. Persists</p> <p>13. Classifies objects</p> <p>14b. Dramatic play</p> | <p>3. Participates cooperatively</p> <p>20c. Connects numerals with their quantities</p> <p>22. Knowledge of patterns</p> | <p>Hunting</p> <p>Fishing</p> <p>Drumming</p> <p>Dancing</p> | <p>» Takes turns and coordinates with others in drumming</p> <p>» Counts the beats and/ or drum objects, then matches the quantity to the written numeral.</p> <p>» Draws lines on paper to represent different patterns of drum beats, making a book</p> | <p>» Takes turns and coordinates with others in acting out catching and processing fish</p> <p>» Counts fish, or pictures of different kinds of fish, then matches the quantity to the written numeral</p> <p>» Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</p> | |
| Shirley | <p>26. Makes friends</p> <p>6. Gross motor manipulative skills</p> <p>7b. Uses writing and drawing tools</p> <p>14b. Dramatic play</p> <p>20a. Counts</p> | <p>13. Uses classification skills</p> <p>17a. Uses and appreciates books</p> <p>22. Knowledge of patterns</p> | <p>Fishing</p> <p>Drumming</p> <p>Storytelling</p> <p>Dancing</p> | <p>» Sorts and classifies drum objects by different attributes including quantity</p> <p>» Creates own book of drawings and dictated stories of the drum</p> <p>» Draws lines on paper to represent different patterns of drum beats, making a book</p> | <p>» Sorts and classifies fish, or pictures of fish, by different attributes including sets of number</p> <p>» Creates own book of drawings and dictated stories of the fish patterns</p> <p>» Creates patterns from plastic fish or pictures of fish; draws the patterns, making a book</p> | |

Making It Work- A PROCESS

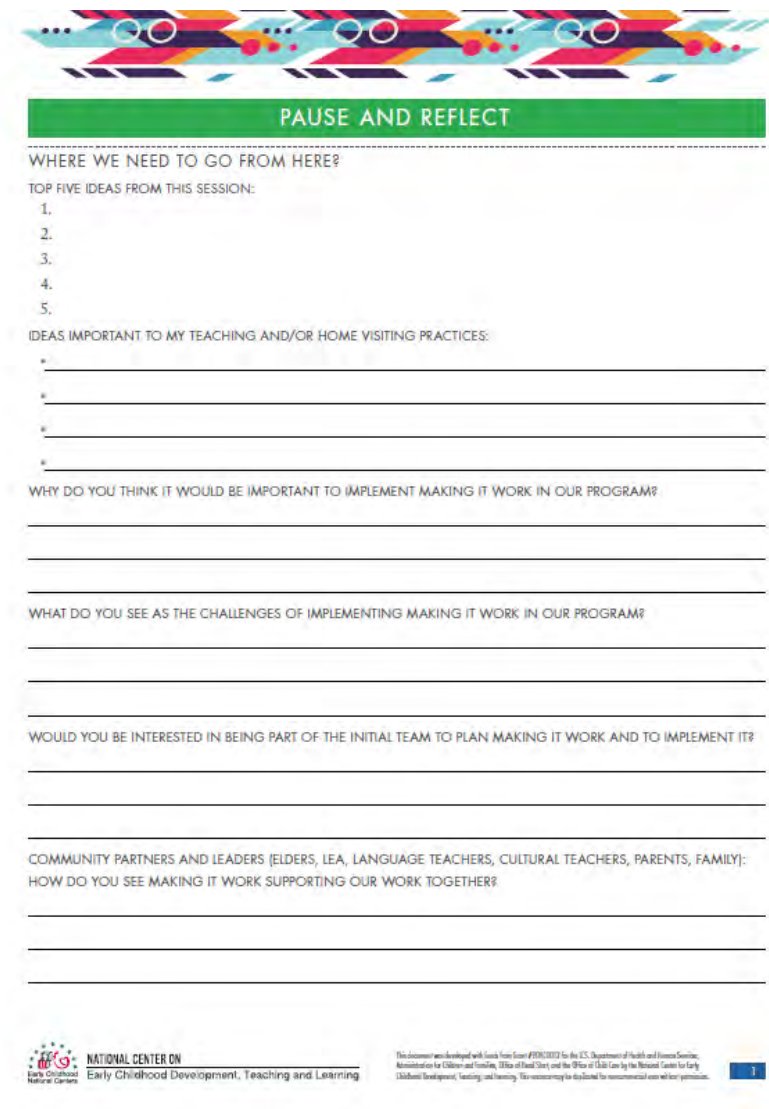
MIW is a process to connect and integrate cultural practices into your current curriculum by:

- *Making the Connection* between your cultural lifeway and the goals of the HSELOF;
- *Making It Happen* provides activities for learning your cultural lifeways (and HSELOF goals) happen in your classrooms, homes, and community; and
- *Making It Real* creates learning that is *Real* for children by creating lesson plans based on their interests and needs.

Individual Reflection

Complete the Pause and Reflect Handout

- Immediate reflection is important
- Share a few key points with your colleagues at your table
- Share key points with the large group
- After the large group sharing, note anything else you want to remember to implement.



PAUSE AND REFLECT

WHERE WE NEED TO GO FROM HERE?

TOP FIVE IDEAS FROM THIS SESSION:

- 1.
- 2.
- 3.
- 4.
- 5.

IDEAS IMPORTANT TO MY TEACHING AND/OR HOME VISITING PRACTICES:


- * _____
- * _____
- * _____
- * _____

WHY DO YOU THINK IT WOULD BE IMPORTANT TO IMPLEMENT MAKING IT WORK IN OUR PROGRAM?

WHAT DO YOU SEE AS THE CHALLENGES OF IMPLEMENTING MAKING IT WORK IN OUR PROGRAM?

WOULD YOU BE INTERESTED IN BEING PART OF THE INITIAL TEAM TO PLAN MAKING IT WORK AND TO IMPLEMENT IT?

COMMUNITY PARTNERS AND LEADERS (ELDERS, LEA, LANGUAGE TEACHERS, CULTURAL TEACHERS, PARENTS, FAMILY):
HOW DO YOU SEE MAKING IT WORK SUPPORTING OUR WORK TOGETHER?

 **NATIONAL CENTER ON**
Early Childhood Development, Teaching and Learning

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1

At your table, brainstorm ways to integrate *Making It Work* into your current system. List on chart paper

- How would this work with what you are doing now?
- How does this fit with your assessment tool?
- How does this fit with your lesson plans?
- How does this work with your current lesson planning process?
- Who can be “champions” for this process?

What Steps do you need to take next?

- What training do you need?
- What adjustments do you need in your schedule to implement?
- Who are your resources?
- Schedule a follow-up Webinar and/or Conference call within 4- 6 weeks of workshop? Use this call to work further on implementation.
- What other support do you need?

Session Objectives

At the end of this presentation, you should be able to:

- Develop a deep understanding of the *Making It Work* process
- Connect traditional cultural skills, values, beliefs, and lifeways to research-based guidelines
- Create cultural lessons based on research-based early learning domains
- Intentionally teach children in ways that promote their learning, growth, and development
- Identify steps to include families, elders, and the community in language and cultural traditions
- Develop an implementation plan for MIW

Final Questions and Closing Remarks





Keep the conversation
going...
Share ideas, questions,
and resources on the
CLRP Community on
MyPeers!

- ELOF2GO Mobile App: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>
- Head Start Cultural and Linguistic Responsiveness Resource Catalogue Volume Two: Native and Heritage Language Preservation, Revitalization, and Maintenance (Second Edition): <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/resource-catalogue-main-book-4.pdf>
- Interactive Head Start Early Learning Outcomes Framework: Ages Birth to Five. A guide to what children should know and do in five central developmental domains: <https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>
- Making It Work: Implementing Cultural Learning Experiences in American Indian and Alaska Native Early Learning Settings: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/making-it-work-implementing-cultural-learning-experiences-american-indian>

[About](#)[Topics](#)[Policy & Regulations](#)

ELOF2GO is a mobile resource for teachers who want to access and learn more about the Head Start Early Learning Outcomes Framework (ELOF). The application (app) provides on-the-go access to the ELOF goals for children and effective teaching practices in support of those goals. It is designed for teachers, family child care providers, and home visitors. Download it now for your Apple or Android device.



Topic: [School Readiness](#)

Keywords: [ELOF](#)

Last Updated: June 26, 2018

15-minute In-service Suites



15-minute In-service Suites

These 15-minute in-service suites are a professional development resource for staff in busy, active early childhood centers and programs. They are organized around one topic or big idea and address effective teaching and assessment practices.

To learn how the 15-minute in-service suites connect to the domains and dimensions of the Classroom Assessment Scoring System (CLASS[®]), review the [Crosswalk of 15-Minutes In-service Suites with the CLASS[®]](#).

- Engaging Interactions and Environments
- Ongoing Child Assessment
- Highly Individualized Teaching and Learning

Topic: Professional Development

Keywords: Teacher-child interaction

Last Updated: July 16, 2018

Closing Quote

Education that interweaves cultural topics with daily activities strengthens Native American children's identity and leads to better outcomes for all students.

—Demmert & Towner, 2003





Contact Information

- National Center on Early Childhood Development, Teaching, and Learning at ecdtl@ecetta.info, or
- Call (toll-free): 1-844-261-3752

Thank you!

