

Leader's Digest

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

Head Start Early Learning Outcomes Framework (ELOF)

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

Throughout the webinar series, we'll be referring to the Approaches to Learning domain on the ELOF.

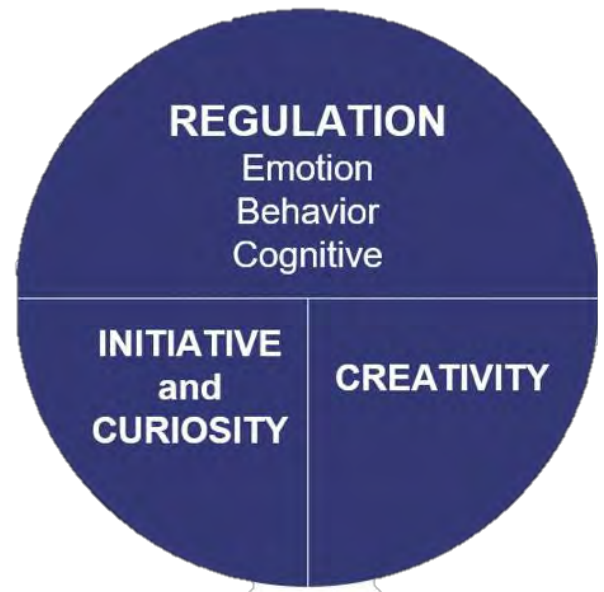
Follow the link above to find the Interactive ELOF.

The approaches to learning domain:

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

Focus for today's webinar: Cognitive self-regulation

Cognitive self-regulation is a group of skills that help us to focus on multiple streams of information at the same time, set goals and make plans, make decisions in the light of available information, revise plans, and resist hasty action.



Children aren't born with these skills—they are born with the potential to develop them.

Cognitive Self-Regulation Goals for Young Children

Infants and Toddlers	Preschool-age Children
<p>IT-ATL 3. Child maintains focus and sustains attention with support.</p> <p>IT-ATL 4. Child develops the ability to show persistence in actions and behavior.</p> <p>IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.</p>	<p>P-ATL 5. Child demonstrates an increasing ability to control impulses.</p> <p>P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p> <p>P-ATL 7. Child persists in tasks.</p> <p>P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p> <p>P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p>



Activity: The Stroop Test

Would you like to recreate the Stroop Text experience with your team?

Check out this link: <https://faculty.washington.edu/chudler/java/ready.html>



Reflection Activity







How do education staff tailor activities and learning environments to encourage the development of these cognitive self-regulation skills?



Resource Spotlight

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

Teacher Time BASICS

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



Reflection Activity

When do I feel most effective as a leader? Please use this space as needed for additional reflection after completing the poll question.



Reflection Activity

Open space to capture your thoughts while watching the video.



Reflection Activity

Do I have a fixed or growth mindset? Does it depend on the activity or setting I am engaged in?

Fixed	Growth
I'm either good at it, or I'm not. When I'm frustrated, I give up. I don't like to be challenged. When I fail, I'm no good. Tell me I'm smart. If you succeed, I feel threatened. My abilities determine everything.	I can learn anything I want to. When I'm frustrated, I persevere. I want to challenge myself. When I fail, I learn. Tell me I try hard. If you succeed, I'm inspired. My effort and attitude determine everything.

Using the 5Rs to Promote a Growth Mindset

NCECDTL's 5Rs for Learning Leaders



Responsive Relationships	Reflective Dialogues
<p>Responsive relationships can promote a growth mindset when leaders:</p> <ul style="list-style-type: none"> • establish a community of learning. • are available as a trusted resource to provide guidance on best practice. • act with authenticity, consistency, and transparency, including acknowledging mistakes. • make connections between the work and the vision and values of the program. 	<p>Reflective dialogues can support a growth mindset when learning leaders:</p> <ul style="list-style-type: none"> • collaborate to make meaning of data. • engage in impromptu and planned discussions to support building equity and further understanding of anti-racism. • integrate data into planning to not just see numbers but see the value in data for informing teaching practices and understanding children's learning. • help staff identify when they are effective so they can see it themselves. • create a safe space for trying new strategies.



Activity

Change these fixed mindset statements to reflect a growth mindset.

Fixed	Growth
This child will never learn how to do this.	
My director encourages us to incorporate new methods, but I don't want to fail.	
The problem is due to the lack of teacher buy-in and teamwork.	

Related Resource: “Flip the Switch” Additional Fixed to Growth Mindset Statement Exercise Worksheet: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/12-flip-the-switch-handout.pdf> (NCPMFO)

Helpful Resources

Online Resources

Head Start Early Learning Outcomes Framework and Related Resources

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

iPD Effective Practice Guide courses

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

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

Education Manager 5Rs Webinar Series

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/education-manager-series>

Effective Practice – ELOF Crosswalks

ELOF Effective Practice Guide/CLASS® Pre-K Crosswalk

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

ELOF Effective Practice Guide/Q-CCIIT Crosswalk

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

Brilliant Bilingual Babies

<https://eclkc.ohs.acf.hhs.gov/publication/brilliant-bilingual-babies>

Mobile Apps

ELOF2Go and ELOF@HOME:

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

ELOF2Go

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

**Also available in Spanish!*

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol>

ELOF@HOME for home visitors:

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

Online Communities

MyPeers

Education Leaders Community

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

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

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