

The Head Start Early Learning Outcomes Framework: Ages Birth To Five

Amanda Bryans: Good Afternoon, everyone. We are delighted that you could join us on our webinar titled The Head Start Early Learning Outcomes Framework: Ages Birth to Five. Implementation.

My name is Amanda Bryans. I am the director of the Education and Comprehensive Services Division here in the Office of Head Start, and I'm very happy to be joined by my colleagues Sharon Yandian, who is, in addition to being an expert on young children's culture and language, also the State and National TA Initiatives Division director. And the famous Jamie Sheehan, Education Program Specialist and Federal Project Officer for our National Center on Development, Teaching, and Learning.

This webinar that we're providing today is really going to be just an introduction to implementation. I hope that many of you were able to join us on the first webinar that we provided which introduced the Framework. And we said during that webinar that one of the really important reasons that the Office of Head Start decided that we needed to develop a Framework was that many, many states have excellent early learning guidelines and early learning standards. But those standards kind of get implemented in half hazard ways sometimes, or maybe not at all, and that the experts and the programs that we were working with when we were deciding whether or not to do a Framework said, "Head Start should do this because you have the, kind of, the delivery mechanisms. You have a T/TA infrastructure, and you have federal requirement around – aligning with the Framework." And that will help, mean that the Framework is actually getting used very intentionally and effectively to help children progress and make progress towards their, those goals that are identified.

So this is, again, just an introduction. We want to give you a glimpse of the excitement, the challenges, and the rewards that will come with implementing the new Head Start Early Learning Outcomes Framework. And again, just to very briefly review a few things about the Framework in an unlikely event you had to miss that first webinar, which you can now watch the archive version on the ECLKC. But, the purpose is really to describe the skills, behavior, and knowledge that programs must foster in children. It's a guide for programs to plan and implement comprehensive, intentional, and focused teaching and learning experiences. It supports the implementation of high-quality developmentally appropriate curriculum learning experiences and assessments. And you see we bolded the next one because this is critically important.

The Framework is applicable to all Head Start program options and to all children. It includes children from birth to five years of age, it includes children from all nationalities, all 140 languages and ethnic backgrounds, and it includes children with disabilities. It is based on the fundamental premise that each child is unique and all children can be successful learners.

This is hopefully by now a recognizable picture to you of the major domain or the domains of the Head Start Early Learning Outcomes Framework. Just as we had in the former Framework, you'll recognize that there are four domains, and they are very similar to the essential domains, again, of the former Framework. They include what we now call key domains: Approaches to Learning; Social and Emotional Development; Language and literacy; Cognition; Perceptual, Motor, and Physical Development. Importantly, you should know that or you should notice that we now include infants and toddlers, and you can see that for two of the domains, Language and Literacy, and Perceptual, Motor, and Physical Development, we separated the domains into two, two, two halves, kind of.

So there are five key domains. Again, Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor and Physical Development. And, the Framework now also includes sub-domains, which break down the domain a little bit more; specific goal statements; developmental progressions and indicators. And the developmental progressions are really important to the implementation of the Framework because as you doing ongoing assessment of children, you'll be able to identify where each child is in each domain of development, and be able to really individualize thoughtfully, scaffold the experiences so that child is continuing to make progress under those – under that domain. And of course, we have indicators at months and at months that help us identify where children are with regard to kind of their transition to the next setting, whether it's from Head Start – from Early Head Start to Head Start, or from Early Head Start to another pre-k program, or from Head Start to Kindergarten.

Sharon Yandian: Amanda, could I, maybe, add one thing?

Amanda: Sure, Sharon.

Sharon: you know, in terms of thinking about how we'll working with dual language learners. I really like the way that this Framework integrates dual language learners throughout in terms of, regardless of the language, their knowledge, skills, and abilities, you know, will be captured here, as well. And, I think that's an important, kind of, distinction from the prior Framework.

Amanda: I think that's really a good point, Sharon. And I want to encourage that either you or Jamie to just jump in at any time during our discussion. In fact, this Framework very explicitly recognizes dual language learning as a strength for many young children, and in regards the role of Head Start or Early Head Start program as being critical and helping children make progress in both their home language and in English as they get older. So we wanted to – we realized as we were planning this webinar that people talk about the word implementation. It gets thrown a lot, around a lot and it sounds impressive. And we say, you know, there's even a field now called implementation science, and people say, "Well, implementation, that's important." And we want to make sure that our participants today have the, kind of, most basic understanding of what implementation is.

And I think of it this way. Due to my frequent failures throughout my career in implementing things, I thought maybe this example would be helpful. So, I think very frequently in early childhood, we go to amazing conferences, and we we're able to go to workshops, maybe in Head Start, with some of the leaders in the field of early childhood education. People who are dynamic, who give us examples, who fill us up with an excitement about, there's another way we could be doing something. We could try something in our classrooms that will help children even learn what we're doing right now. And we say – sometimes there are even exercises, such as the famous write yourself a postcard and commit to doing something different. And put a stamp on it, and send it to yourself.

And all of these are really designed to get us to improve or to change a practice. But very frequently, after having that experience, we go back to our classroom, and we get, kind of, sucked into the routine that we've come to know. You know, the attendance cards are due, or it's probably the attendance spreadsheet now. And we got to, you know, we've got behavior things we've got to manage, and we've got health issues coming up, and parent conferences, and we get into what we were doing before without really having the opportunity to actually put into practice, and try for a while in a sustained way whatever it was the new thing that we learned about. So, with this Framework, we we really want it, to

have it be a tool that individuals can use to intentionally plan and improve what they're doing. So, we thought that, again, at this introduction level is, what might be helpful is to give you some videos of some evidence-based practices that have been demonstrated to improve children's progress under the domains. This is in no way, by no means an exhaustive display of everything you need to do to achieve your school readiness goals.

This is kind of, just again, an introduction. And we hope that it will spark lots of talking and thinking about your current practices about what you know about children, and about what you might plan as you pursue implementation of this, this whole Framework. And I'm very pleased, again, that Jamie and Sharon are here, because we're going to have a little bit of discussion after each of these kind of representative videos. And I guess the last thing that I'll say before I let you start watching the videos is that, this should not look unfamiliar to you. Many of the practices that you see and note, the kind of discussion that you hear, you'll say, "Well, we know that. We know that in Head Start." And these examples really were developed in the TA system that is just exiting. They are the best practices, and they are current. They're very much the practices upon which the new Framework that we've provided to you was built. So, don't expect, you know, that you'll be seeing something that is totally unfamiliar. And with that –

Sharon: Wait. Amanda, before we get started, I think the organizers are wanting us to remind people that they are receiving questions, and we'll be trying to answer some of those at the end. So, people want to send those in, there should be a way that you can do that.

Amanda: Oh, great, terrific. We did reserve some time at the end to have some questions, and we hope that we will get a good list. So please enter your questions on the chat box. Alright, shall we go into the first video. This will be – [Video clip begins]

Teacher: There. [Baby moans] Does that feel good? Huh? Does that feel good?

Teacher: Ooooew. Ooooew. Here's your fingers. Here are your fingers. Yes. On your fingers.

To rub your tummy.

[Video clip ends]

Amanda: Okay. Terrific. I hope everyone is feeling more relaxed than they were before we had that video. Sharon, let me ask you. What were some of your thoughts about how that domain represents Approaches to Learning for infants?

Sharon: Well, I could watch that over and over again. I mean, if you didn't see the baby's joy and the teacher's joy in terms of their reciprocal conversation, if you will, they were having. I think that this one covers many of the domains, but if we think about Approaches to Learning, you can see how the child is kind of managing his feelings and emotions. Obviously, they have a very nice, familiar relationship, which is very clear. And, I guess the other thing that I want to notice, I would call out, is how soothing the environment was around. I didn't hear a lot of noise, and that is a purposeful, intentional set-up, I imagine, for what was intended in terms of this massage for the baby. I think also there's much communication going on between the teacher caregiver and the infant. And so, those are just a few comments.

Amanda: I think you're right, and I think the relationship that the baby had with the caregiver or teacher, and the comfort really is such an essential kind of foundation with the youngest children in terms of all the learning that they are going to do, as they continue to develop.

Sharon: And that is, I think, one of the Approaches to Learning as we think about developing those secure relationships. That's a very powerful example of a relationship that is secure and continuing to develop.

Amanda: Exactly. And Jamie, do you have anything you'd want to add?

Jamie: Yeah. I think you really see the, how the connection is going to contribute to that baby's development between the adult and the baby. But also, I know we were talking about approaches to learning, but you can also see the cross domain with Perceptual, Motor, and Physical Development, using sensory and verbatation, and the body, the baby's body awareness that the caregiver identifying, "Oh, how does that feel on your fingers? Oh how does that feel on your hands?" So it's never too early to start identifying some body awareness.

Amanda: And, you're right. You're so right. And of course, that's body awareness and it's also beginning early vocabulary with the baby of that age. And it's in context, and it's going to take root in a very powerful way.

Sharon: It's very natural but it's very intentional, as well.

Amanda: Yeah, I think that that's right. Okay, can we see the next video. And I think that this will be preschool –

[Video clip begins]

Teacher: It's tough, be we got to keep going. There you go. There you go, Elizabeth. You did it! Did you – Hey, do you see? Look what you did. You got one, two, three, four pieces. Can I keep these? And I will show to your mom when I meet her, meet her again. Okay? Finger bump. Boop!

[Video clip ends]

Amanda: Okay. So really, really short interaction, but what did you see there, Jamie?

Jamie: Well, besides the finger bump. "Boop!" It's one of my favorite moments in that. But I think the providing feedback to that child encouraging and acknowledging that it's tough to work with scissors. And there was support there given from the teacher holding the paper. But then pointing out, "Look what you did!" Helping to count the pieces. "Wow, one, two, three, four pieces. Then also showing the importance of, "Look, I'm going to show these to your mom. Like, this is really important what you just did." That's definitely providing feedback for Approaches to Learning. And letting them know the encouragement for effort, helping the child persist in the task that might be tough and difficult. So, a bit challenging with scissors at that age. So –

Amanda: Perfect. And persistence, again, such a critical early foundation or approach to learning that will serve children well as they go on in their education and life. Sharon, do you have any additional comments?

Sharon: I think Jamie really, really said it all. I mean, I you know, the only thing I would add is that you can see that she – with the support of the teacher, she maintained her focus and sustained attention on the task, which is sometimes challenging for children at that age.

Jamie: I would just add – oh sorry, Amanda – that there's many opportunities for we – we as a former teacher that would be able to give feedback. Other than saying, "That's great." Here's was a real, a real concrete feedback to that child.

Amanda: Right. And I think that it was also a terrific example of how focus that teacher was able to be. It was a pretty short interaction with another child there. The other child wasn't being ignored, but the teacher could really focus on the the kind of completion of that difficult cutting task. Okay. Let's move on. And now we'll see a –

[Video clip begins]

Teacher: Emily. Come here, please. Are we supposed to hit? Huh? Are we supposed to hit?

Narrator: But what we want to see is the children using their words instead of hitting each other to stop the action.

Teacher: Can you find another part?

Emily: Yeah. I can.

Teacher: Another part? Because that hurt Enrique when you hit him.

Emily: My part!

Teacher: Enrique, tell her. Say, "Stop." You're right. Say that hurt.

Enrique: It hurt!

Emily: It hurt!

Teacher: We don't want to put your hands on him. That hurts when you put your hands on my friends.

Enrique: I don't like it!

Teacher: You're right. You don't like it. You tell her. Emily, did you hear his words?

Emily: I didn't like it!

Teacher: And she didn't like it when you put your hands on her.

[End video clip]

Amanda: Again, so that was a short video. I'm certain there's no ever hitting in anybody, anybody's classroom out there. But, let's, let's see what we saw in that interaction. Sharon, what would you, what would you say with regards to Social and Emotional Development and what the teacher was doing?

Sharon: Well, there was a lot, especially at this time of year. As we think about new classrooms, new teacher, children getting to know each other. She definitely was helping to the young boy and the girl, manage their emotions and work together to be able to communicate. I think that she, you know, one of

the things I noticed was that she was right down there at their eye level, working with each of them. And, she had a mixed-staged group, there, I think too. He looked to be about two. You know, I'd say maybe she was three and half, four. She gets you through it, you know. Jamie, you had some really good insights, you know, when we talked about this before.

Jamie: So, what I was thinking about this video is that we have so many videos on the ECLKC and how we're able to utilize them, and I think this will probably be a great coaching highlight for our ed managers, our working with teachers, or teachers are working with assistants, and sort of, using the video to coach in similar situations, since we know situations like this are probably very typical. And what staff might do similarly, or what they might do different, and identifying some of the strategies and practices to increase social-emotional managing of emotions, and interpreting, and recognizing feelings.

Amanda: And I think that's right. And I think this, you know, is really was a very mild example compared to what we know is happening for a lot of children and in classrooms at this time of year. But, clearly the children already have some concept of, kind of, the rules around using words, and saying your feelings. They needed a lot of support to do it because they were pretty young. But I thought that the teacher, you know, again, was very intentional about kind of queueing them, giving them a chance, and providing, really, support when they needed help to find the words they could use with each other. So, terrific. Let's see an example of infants and toddlers in Social and Emotional Development.

[Video clip begins]

Teacher: I have a problem. Tell her. Say, "I'm using this."

Girl: I'm using this.

Teacher: So what can we do to solve our problem?"

Girl: I need this to solve our problem.

Teacher: Claire has an idea. You can share the building blocks.

Girl: Here!

Teacher: That was a good idea.

[Video clip ends]

Amanda: Again, very, very short. Jamie, what's your reaction to this one.

Jamie: So, I think in this very quick clip you get to see probably not a classroom that's set up for September. This might be later on where the teacher has provided a lot of support to help children to solve problems. And we know that solving problems in a moment can be very difficult for the children and for the teacher to know exactly what to say to sort of navigate the way through this. But what we see here is definitely working through problems skills, giving the children words, allowing them to find their own solutions, and giving multiple solutions. You could see that there was obviously a box of blocs that they could also pull from, but then maybe there was some other solutions that could have worked in this situation, as well.

Sharon: The other thing I would add is that it was nice to see that solution coming from the peer, and how that really helped the engagement with both of the children together as they moved through finding the solution.

Amanda: Again, this was such a short interaction, but you can see the kind of rich conversation and discussion that can trigger for the staff. And I would also say that, I mean, these kind of skills that we're giving to young children will serve them not only with regard to school readiness but with regard to life readiness, the idea of, of being presented with a problem and being able to kind of think, well, what could be the solution. How can I kind of work to solve the problem. It's really, really powerful tool for these young children. Okay, let us move to our next domain. We have Language –

[Video clip begins]

Teacher: [Speaking in Spanish]

Child: [Speaking in Spanish]

Teacher: [Speaking in Spanish]

Child: [Speaking in Spanish]

Teacher: [Speaking in Spanish]

Child: [Speaking in Spanish]

Teacher: [Speaking in Spanish]

Child: [Speaking in Spanish]

Teacher: [Speaking in Spanish]

Teacher: Woof! Woof! All: Woof! Woof!

Teacher: [Speaking in Spanish] Woof! Woof!

All:Woof! Woof! Woof! Woof!

Teacher: [Speaking in Spanish] Woof! Woof!

[Speaking in Spanish] Pop! Pop! Pop!

[Video clip ends]

Amanda: Okay. So much going on here. Sharon, why don't you –

Sharon: It is. Where to begin. I do love this clip, as we, as you said in the past. So I have a little bit of background, and I think it would be useful to to share around intentional support of home language and English here. As we think about this is around language and communication. This same yoga, which was yoga and pop making popcorn, you don't actually need to speak Spanish to understand, you know, what's going on and necessarily. Obviously the teacher is using language to guide the physical activity. She's using sign language as a bridge to bring the community together, because some of those children speak Spanish and some don't. They did this same activity on another day in English, so that it's another way to bridge. You're not doing this, kind of, simultaneous translation. They're experiencing the whole

language in Spanish and another day in English. I think obviously engaging in a physical activity as they are learning the language is also key for children's learning and development.

The, when we started we say that the little boy had the opportunity to make a choice. And she was helping him use his words and also the sign language to make choice about the activity they were going to do, which was yoga. And then when they changed over to the popcorn, making the popcorn that was also rich language was used as they were talking to the children. Those are a few things just –

Amanda: I think that's terrific. One thing you mentioned I really want to highlight is the idea that we know that there are over languages spoken by children in Head Start. We know that we don't always have a fluent speaker of every child's language in every classroom. But there are many non-language dependent ways that teacher can ensure that children are benefiting from and are fully included in the educational experiences that are taking place. It takes a lot of planning, but I think, again, I think that when you use the word bridging, and I think it's really important to think about and remember the ways that you can engage children who may not be speaking the language of instruction, including using signs. Even if it's not formal sign language. Using manipulatives if you're doing mathematics. Always really being able to demonstrate for children, kind of, what the act to be, the experiences so that children, again, are benefiting and learning. And teachers can always learn from some words of every child's language in the class, and make sure that some words from the various languages are, you know, in print, available in print and are spoken at times in classrooms.

Jamie: I think that's right, Amanda. There's a new – We don't know the temperament of each of those children. But in this case you can see that they didn't all need to engage in the activity. You know, the young boy, you know, was not quite ready to do the whole downward dog, you know, initially. That was okay. Each participated in their own way, and everyone was understanding of what was going on.

Amanda: Right. And we hope you got – you're keeping those questions coming, writing them in the chat box for us so that we will have them at the end and have time to talk about them.

[Video clip begins]

Teacher: You already used your trash?

Child: Yeah. I already used the trash. A lot is used – Reuse...reuse

Teacher: Oh. How did you use your trash?

Child: The blue box... [Inaudible]

Teacher: You were talking about the recycle bin.

Child: Uh-huh.

Teacher: Ohhh...What things do you put inside the recycle bin?

Child: Paper?

Teacher: Paper. Awesome. Can you think of anything else?

Child: Bottles?

Teacher: Bottles? Perfect. Anything else?

Child: Sodas!

Teacher: Sodas. The ones you actually drink? Or what they come in?

Child: What...what...what we already drink of the soda.

Teacher: Okay. So that's called the aluminum can.

Child: Aluminum can!

Teacher: Yeah. That word was hard to say.

[Video clip ends]

Amanda: Okay. Terrific. Jamie, you have any idea about this –

Jamie: I really, I really love this one. I think it's a great actual model of what can happen at meal time conversations that we do in Head Start. And that, you know, there were small groups, there was lots of turn-taking, the wide variety of words used for a variety of different purposes. Certainly opportunities to expand conversation and extend the back and forth between, and scaffolding the child's words. Just for the example of, you know, using the word "reusable trash." And she tried identifying, "Oh, recycle," and introducing another new word, as well as the aluminum can. So when the child says, "Oh yeah, we've, you know, recycled sodas." And so, extending and expanding that conversation to give a little bit deeper about what was meant by sodas.

Amanda: Great. Anything additional, Sharon?

Sharon: Well I, I just really liked the fact that this is at meal time, and it was all of that learning going on, and there was that ability for the teacher to have both the children there. And she really was having that looping going on with the one, and the other child was still, you know, at the table and cared for.

Amanda: Right, and I think when Sharon says looping, she's referring to a more extended conversation between an adult and a child. We know that, again, due to the rigors of getting through the day, a lot of times these conversations are pretty abbreviated. We see, kind of, the teacher says something and the child answers, and that that maybe the end of the interaction. So, this back and forth nature of this was really good. And I also liked, you know, your reference to the, what's happening during meal time. Sometimes in the Office of Head Start we hear concerns about, for example, a class being conducted during meal time. But we do view meal time as one of the most rich opportunities for language modeling and conversation, and instruction throughout the days, as children are very interested in that time of day.

Sharon: Exactly, and if the video had kept going, we may have – we know the other child was listening probably quite intently and more conversation may have emerged with the other child. But, we just don't know.

Amanda: Exactly. So, let's move to the Cognition –

[Video clip begins]

[Silence]

[Video clip ends]

Amanda: Okay. That one, again, no sound for that one.

Sharon: Yes, that wasn't a trick. There was a lot, there was a lot going on there. Sorry we didn't warn you about that. But I think as we think about Cognition, which really, all of us needs to think about reasoning, memory, problem-solving, children really understanding their world. The example of the little boy in the cylinder, you can see he was looking upwards, downwards. He was really actively exploring the, in this case, you know, where his surroundings. You know, how was he going to get out of – I was hoping to actually see whether he was going to turn around and come out. But then we went over to the other baby with the blocks. You know, looking at the, kind of, causal relationship. "If I throw the block down, I pick it up." Very much supported, again, this, kind of, connection to social-emotional with the caregiver teacher there in the background. But, you know, she's very much exploring, you know, standing up, being able to be supported on the box. So, babies need to explore after – Exploration is how they learn. So I think that it was a good example of that.

Amanda: I think, you know, that's exactly right. Interacting with the physical world really requires two things. One is that secure attachment, again, with the caregiver so babies feel safe and confident. And the other is interesting materials that they can engage with. And that doesn't mean that they have to be expensive materials. But it means that they need to be, kind of, appropriate to the child's development and that they can be used to scaffold, so that the teachers really can understand what each child's developmental level is, and how they can stimulate the child's continued development. One important observation is that children who have mobility limitations may have difficulties accessing the physical world in the same way that other babies and toddlers do, and one important role for Early Head Start teachers is to bring objects and experiences to children with physical limitations. Or bringing the children to the experiences so that they are also fully included and engaging. And Jamie, do you have anything to add to that?

Jamie: No, I think that exploration and discovery of, you know, watching the babies, you know, sort of use their bodies and themselves in their environment, looking at, sort of, the memory of where that little block went. So, just exposure to different objects and seeing where things might be in their environment.

Sharon: You know, we haven't been and it wasn't the purpose of today to go deep into the Framework. Amanda, you were really clear that we are just trying to get people really excited about using the Framework. But, maybe this is an appropriate place to talk about a couple of the goals that come up in Cognition that really exemplify what Jamie was just sharing, as well. The first one. There is, "The child actively explores people and objects to understand self and others," which is very clearly – And another one under this Cognition for infants and toddlers is, "The child uses understand of causal relationships." So, those are just a couple of examples to pull in the Framework language in particular.

Amanda: I think that's right, Sharon. And I, it also helps us reflect that while a person could look and say, "Well, babies look and do those things. Why do we need – what was the role of the teacher?" What we're seeing is calibrated, and it's a result of teachers really planning experiences and creating relationships with children to let them engage in that way, and to make progress.

[Video clip begins]

Teacher: So what did you guys find out when you put the salt on the ice? What did the salt do? It turned it into water when you touch it. Oooh. And it made it very rough. Didn't it? Ariel, what happened when we put the salt on the water?

Ariel: Like this?

Teacher: Did dinosaurs start to come out because we melted the wa – the ice around it? What happened with the Lego?

Child: [Inaudible]

Teacher: Yeah! Yeah. And then, did you see the texture? So, the salt also made it get all sorts of little grooves. Did you guys – did – Was there anything different between the big salt and the little salt? No. It was about the same. What about you, Armando? Was the big salt faster to melt it, or the little salt?

Armando: The little one.

Teacher: The little salt. So you thought that the little salt made it melt much more quickly.

Armando: Yeah.

Teacher: Umm-hmm. I like your strategy there. Stroking it on. So when we get back to the circle today, we're going to talk about how warm things melt ice. But we also learned today that salt melts ice. Okay.

[Video clip ends]

Amanda: Okay. Well that's a really for me an amazing segment because it really shows how children change. From the video – the earlier video we saw, you know, a toddler in a tube an some babies playing with some blocks. And now we got this group of preschool children. Jamie, what does this bring to mind for you?

Jamie: I think it's really great to see these preschool children involved in an investigation, whether it's set up or maybe it was, you know, spontaneous. Obviously, this was set up, because there were lots fun materials, the goggles. But just the scientific inquiry, lots of science talk. Also look at language and communication around grooves, and textures, and strategies. And we know that using science is a way to really get at some good interactions with children, and really looking at novel words, and exciting words, and getting them excited about what's happening.

Amanda: Absolutely. Sharon, did you –

Sharon: Yeah. And I think just to jump tale what Jamie's saying, you know. This doesn't just happen. I mean, Jamie, you know, is clear that this was an intentionally planned experience, and I think that the teacher really knew in terms of the children, who she had pulled in. What was her goal of the experiment. And she also made the tie back to how they were going to discuss it at circle time, you know. So, you know, as they, kind of, the children trailed away. So, I think that intentional planning as it relates to the scientific investigation is really key.

Amanda: Alright, terrific. And it sounds like this was built on another activity, too, because – or something that they've been working on for a while, because she said, "We know that, you know,

warmth melts ice. And now we've learned that salt also melts ice." So, and again I also liked the language modeling she was doing, which is a term that will be familiar to many of the preschool programs from CLASS. But she both, kind of, uses the children's own language and introduces new vocabulary words, which I think is a terrific way, again, to kind of scaffold, and help them benefit from this experience. Okay, so the next thing we're going to see doesn't have any sound. But just watch and see what you can, you can think about from this one.

[Video clip begins]

[Silence]

[Video clip ends]

Amanda: Okay. So we, again, had this in the Physical, Perceptual, Motor – Physical – Perceptual, Motor, and Physical Development domain. We have this baby with her hands in some water and flour. Sharon, what do – What does this bring to mind for you?

Sharon: Well, you know, obviously the baby knew that water was for drinking. She wants to drink. But it also – She's now learning that it's used to moisten that flour that makes the masa. I think that it was really beautiful to see how gentle the caregiver teacher there was not interfering with her experience and just supporting her. So, those were a few things that I saw.

Amanda: And yeah. Jamie would you add anything to that?

Jamie: The last little clip that you saw them all sitting at the table, sort of, looking at daily routines. You know, health and safety, nutrition. So, getting at some of those physical developmental pieces.

Sharon: Right and I – This domain in our Framework is really about – This is not about so much about the developmental milestones that all children acquire by virtue of getting older. This is about the kinds of intentional things that programs, and teachers, and home visitors do to really support children's learning about their own physical capacity and their own nutrition needs, and that kind of thing. So, it's a little bit different than just saying, you know, that kids are getting, you know – As they move from infancy to toddlerhood, they learn to walk. This is more about the specific things that teachers and programs, and home visitors do, and family childcare teachers do to support that development very intentionally.

Amanda: And this is another video on Perceptual, Motor, and –

[Video clip begins]

[Silence]

[Video clip ends]

Amanda: Okay, great. Those of you in some parts of the country, that was a little preparation for getting ready for winter. Get your snowsuits out. And Sharon, what's your reaction to the, to that clip?

Sharon: Well, I think I'll stay in the summer. We really saw – Obviously there had been preparation in terms of the children carefully using the scissors. That was really exciting to see their fine motor skills being used there. And, how excited you could see that they were all discovering different parts of nature. You know, overall, the children are so interested in how their bodies grow and change, and how other things in nature grow and change, as well. Cutting the pea. Using actual tools. So that all

contributes to their increasing control, fine and gross motor, and their independence. Right? Which is in some essential way one of the best, most important self-help. And it's all happening outdoors. That's really exciting, as well. Okay.

Jamie: Jackie's, keep stealing all of my answers.

[Laughing]

Sharon: We think that much alike.

Jamie: I thought it was great, too about the outdoor learning, looking definitely at the independence and the responsibility that they can use with different types of tools. And this would, you know, this outdoor learning doesn't have to just happen in a large group setting. This could easily be done with home visiting, with family child care, through the CLASS program option, as well. Amanda: And this outdoor learning. Is that limited to just Perceptual-Physical domain would you say, or are there other domains that can occur during outdoor time?

Jamie: There's lots of opportunities for outdoor play Which I think we're going to see pretty soon, coming up.

Sharon: I guess it's – And the last thing, again, if we could just keep the video playing in our head, you think about the whole healthy eating with the peas. What were they going to do with those peas afterward? Were they going to eat them? Were they going – How were they going to, you know – How where they going to use that to bring that back into the learning environment.

Amanda: Absolutely, and there's an abundance of research showing that when children are interested in growing their own food, they tend to eat more healthy food. So, thank you for that, Sharon. And, we have got one final video for you to look at. And why don't you out there try to imagine what the Office of Head Start is getting at when we show you this video. And don't worry, we'll give you the answer.

[Video clip begins]

Teacher: How are you getting all this water over here?

Children: [Inaudible]

Teacher: Let me see? Wow!

Teacher: But I see a big difference. Look at [Inaudible]

Teacher: [Speaking in Spanish] It's turning into sand? Muddy and murky water?

Child: Mmmhmm.

Teacher: Mmmhmm.

Child: Why did, why did it thing – why did it turn into this color?

Teacher: Well, what do you think will happen to it?

Child: [Inaudible]

Teacher: It got a little murky from all the dirt?

Children: Yeah!

Teacher: Yeah. Very – It's almost like mud, huh?

Child: Yeah.

Teacher: Oh yes. Let me see, Anthony. Let me see how it goes down. Over here. What? What's making it go down?

Children: The water! The water's making it go down?

Children: Yeah, it does.

[Inaudible]

Teacher: It is. Jason said it's very, very strong.

Child: [Inaudible]

Teacher: It is. But look! Look how much is going all the way over there.

Children: [Inaudible]

Teacher: So, if you just leave this sand right here, without the water, will it go all the way down? What do you think? Do you want to try? Okay. Go ahead.

[Video clip ends]

Amanda: Terrific. So, who should I ask first? Jamie! It's your turn. What were we getting at with that video?

Jamie: Sure. Again, loved the outdoor learning. Lot's of things taking place outside. The novel words coming up and the open-ended questions. I loved that she introduced the word "murky." Maybe they've discussed murky before. We're not exactly sure. But definitely the expanding and extending the conversation, the turn-taking. There was questions and comments. Back and forth. And back forth. So many times that I might have lost count between those, sort of, looping, and the turn-taking. Lots of extended thinking about what was happening. I think that there was a lot of rich cross-domain learning and moving towards progress and outcomes in that clip.

Amanda: Right.

Sharon: The only thing I would add, again, bringing back in children who are dual language learners. If we heard this video played longer, we'd probably hear more. But I heard the boy saying, "Ten cuidado." You know, "Be careful," talking to the other boy. And I also heard the teacher respond in Spanish. Probably to the child who is needing to have more support in Spanish, because she has that language to offer, you know, she offers it there. But then, talks to the other boys in English. So, I think there's a lot more we could unpack about that. But, that what's I observed.

Amanda: Yeah. Yeah, I agree. And, of course there's a lot going on in terms of science and probably mathematics around spatial relationships there. Language. Communication. I think there was a lot of physical development happening as the children poured – picked up and poured sand or dirt, and poured water, and made predictions. That would be math or science. So, I think that we wanted to really

demonstrate there is this Framework is not about teachers sitting down with flash cards that cover each of the domains or sub-domains, or goals. This is about the rich, integrative, and exciting learning experiences that happen in Head Start and Early Head Start. And how adults, again, intentionally planned and scaffold children's learning and provide instruction that supports the continued development as they engage in what is really a very interactive and joyful opportunity in early childhood programs.

Jamie: And I think this video. It could be another way to use coaching to also look at some of the intentional teaching that can happen, and how purposeful teaching can be. When we're talking about exploration, and sort of setting up the situations, where we are looking at, sort of, the teacher behavior about about happening – that the teacher's also then watching what I've set up, then I'm going to watch how the child is able to sort of meet the variety outcomes.

Amanda: Right. I think that's a very good point, as well. And I think where – We have a few more left. But I will say we got one question about, you know, intentional teaching and how do you get teachers to really engage in these practices. And I think that one ways, reasons we wanted to show you these webinars was to spark that, sort of, conversation. We show you these videos, I mean. You, you can use these videos, or other videos to start these kind of coaching conversations with teachers about how they can continue to improve their practice and increasingly Head Start programs have inexpensive video cameras, iPhones, or other – I can't mention iPhones. Smart phones. But you can use, you can look at with your ed manager, or with another teacher, and just kind of reflect on a practice and be able to see if you can explicitly identify the goals and the domains that you are fostering as you work with children in your program. Okay.

Sharon: So, we wanted to give you a really quick – This has appeared in our earlier webinars, as well. We'll probably keep going over and over it, backward and forward, but these are things the Framework is not. It must not be used as a curriculum, an assessment, or a checklist. Programs need to work to align their curriculum and assessments with the Framework to make sure that they're providing instruction, and experiences, and support along the elements of the Framework, and to make sure they are adequately and accurately measuring children's progress. But the Framework itself is neither a curriculum or an assessment. And, we also, again, want to emphasize, the Framework is not – its purpose is in no way to promote instruction that would be considered developmentally inappropriate or to promote any kind of rote learning experiences for kids. Children's interests, play, small-group time, teacher plans, scaffolding experiences, instruction, both direct and indirect, and relationships are part of the formula, as they have always been in Head Start and Early Head Start. A few quick words about implementation. We want you to, or we suggest what – The first thing is not on the slide, but I would suggest reading the Framework. We're getting a lot of really nice feedback. We know people really like the pictures, which are great, but it is worth a complete front-to-back read, starting with the introduction.

Now, then you could convene a planning meeting with the key stakeholders, review your current school readiness and program goals, the practices that you have in place. You know, around such things as professional development and the classroom practices, your assessments, instruments that classes use in the curriculum or curricula that you have in place. Develop a plan. What areas do you think may need to change, and what is your approach for training staff? Decide how you're going to provide ongoing support to staff as they implement this Framework. And finally, establish a timeline. The Office of Head

Start expects it will take up to two years for implementation of the Framework. But, this is the time to begin on that path. And Amanda, we did have several questions that, kind of, asked us, or suggestions on how they should get started, and so I think you've just given people some really good ones. You've also let them know that we re – programs need to take time, you know. Obviously they need to transition between what they're currently using, and how this matches up, which it aligns very nicely.

I think the other piece is, as Jamie suggested, even using these video clips, or other video clips we have to elicit the kind of conversation with the staff as they begin to delve into the Framework. Others have also started to have reading groups of just taking one part – one domain and working with it. So, I think there are several examples. I did want to say to answer the other question around do we have printable Framework. Are there resources? So, as everybody knows, we just, this has recently come out. Amanda alluded to the fact that we've had a change in our Training and Technical Assistance system. So, we've started a new National Center system, a joint lead with the Office of Child Care, four days ago, or five days ago.

The implementation guides for the Framework are the top priority. So, you're not going to find a lot right now on the ECLKC in that vain. But you will in the future. I do also want to share that, there are lots of places with video on there. We can actually – people have very specific questions around video. There are the year-long series on dual language learners school readiness, which is some of the videos that we used, the year-long series that we had several years ago is available. There are early essential podcasts, there are the -minute in-services, which people just put us right into the –

Amanda: And I know, Sharon, we also had a question around finding the EC – the Framework itself, and we're going to give you a slide with the – the web link to find the Framework. We also wanted to say – someone asked do we have a printable version. And you can download and print it. We also were delighted to be able to send a hard copy of the Framework to every grantee and delegate agency, Head Start agency, in the country. We will also be sending those to our collaboration offices and to our federal staff.

Sharon: In terms of programs, it may be worth, we know printing, we know we have limited ability, so we're very excited to be able to send out one copy. We know that's not enough by any stretch. So, you can print out the PDF in color. You can also get it copied in, you know, people need to budget for that. But I think that will be very worthwhile in terms of putting the Framework into the hands of teachers, ed managers, and others.

Amanda: So, if you go to the ECLKC, this is the whole link. If you don't get it all written down, don't panic, that you find the Framework if you go to the frontpage of the ECLKC, you can download the Framework, you can put it on a flash drive, and you can take it to a copy store if you don't have high-speed printers at your own office. You can copy parts of it if you need to work with it, one part at a time. So we've done our best to make it accessible short of being able to send one to every, every classroom, or home visitor, or family child care, which we can't do. But, we did try to make it as accessible as we can. What's the next –

Sharon: Let's see what we got here. We have – We had another question on approaches to learning for dual language learners. I think, again, you will be seeing much more in the future in terms of supports for the Framework, in implementing it. Most programs serve children who are dual language learners. Some have many more than others. I think the particular question as we think about the prior

Framework, it's the same. The expectation is that children, all children will develop skills, behaviors, knowledge in the Framework in home language, English, or in both. And that is one of the reasons why we wanted to make sure that it was very clear that it was integrated. And then in terms of the goals the program has around progress towards English, that is also the – The Framework can be used and should be used for that, as well.

Amanda: Terrific. That's right, Sharon. I don't, I think we're nearly out of time. Again, you can, we got a question about where to view the previously recorded webinar. You can also find that on ECLKC. You can just google ECLKC for the Early Childhood Learning and Knowledge Center, and that will, you know, you'll get ECLKC, and you can find it. And I, I just, in conclusion, really want to thank everyone for joining us today. We – This – We know was not exhaustive, but we hope that it got you excited. We're going to be continuing to work with you over the next year, providing resources that support each and every domain that are evidence-based, as well as resources that will help you to support your staff as they, as they move forward. Head Start is, I think, with this new Framework, continuing to lead, lead the work in early childhood education, and we look forward to seeing you next time. Thanks everybody. This concludes today's presentation. [End video]