



NATIONAL CENTER ON EARLY CHILDHOOD
DEVELOPMENT, TEACHING, AND LEARNING

**Alignment
Self-Assessment Tool
STATE EARLY LEARNING
STANDARDS**

**HEAD START
CHILD OUTCOMES**

Table of Contents

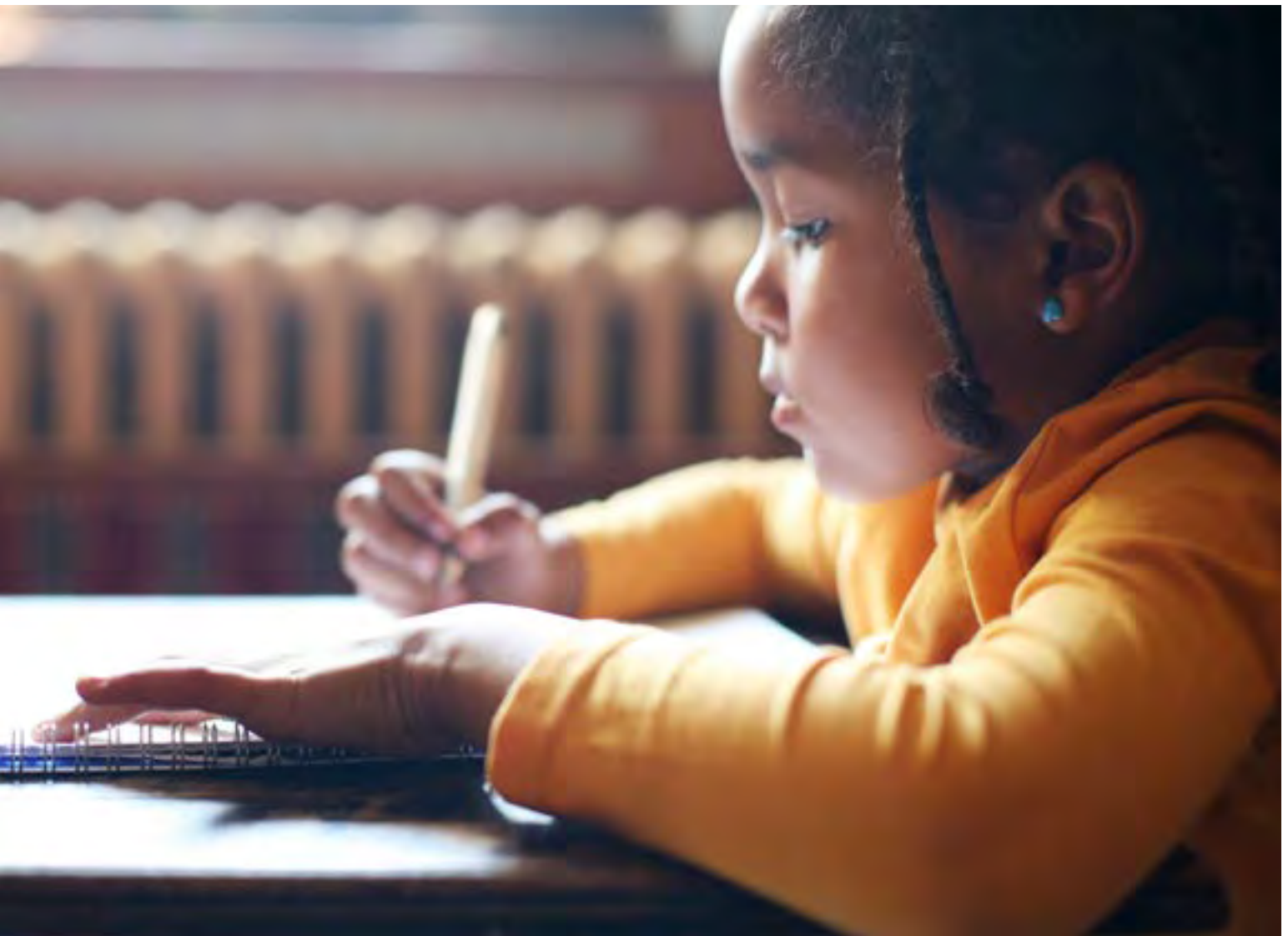
- 1** Background and Purpose
- 3** The Head Start Early Learning Outcomes Framework
- 5** Organization
- 7** Suggested Self-Assessment Process
- 8** Using the Alignment Self-Assessment Tool

- 9** **Self-Assessment Alignment Chart: Infant and Toddler Domains**
 - Approaches to Learning
 - Social and Emotional Development
 - Language and Literacy
 - Cognition
 - Perceptual, Motor, and Physical Development

- 30** **Self-Assessment Alignment Chart: Preschooler Domains**
 - Approaches to Learning
 - Social and Emotional Development
 - Language and Communication
 - Literacy
 - Mathematics Development
 - Scientific Reasoning
 - Perceptual, Motor, and Physical Development

- 54** Action Plan
- 55** Resources
- 56** Sample Review





Background and Purpose

The Alignment Self-Assessment Tool is designed for state systems and program leaders whose responsibility it is to assess the status of the alignment between the new Head Start Early Learning Outcomes Framework (HSELOF) and state Early Learning and Development Guidelines (ELDGs). Its primary purpose is to determine the degree to which state ELDGs align with the HSELOF. Ultimately, using this self-assessment tool will contribute to building partnerships and strengthening coordination between programs by engaging in meaningful dialogue around this issue. The outcome for children and families will be a system in which children will have known, consistent expectations that meet families' needs, no matter what early learning environment they chose. The alignment will help those working in early care and education across systems to:

- develop common expectations for children's school readiness goals;
- assure the continuity of early learning experiences;
- assist parents of young children in their understanding of developmentally appropriate expectations for their children;
- understand implications for practice — such as choosing a curriculum, observing and assessing young children and individualizing the curriculum for all children, including those that are dual language learners or have special needs;
- develop and align teacher competencies;
- inform the needs for targeted professional development; and
- identify areas where additional alignment may be necessary.

Alignment

What is alignment and why is it important? One definition of alignment includes the phrase coordinated functioning (Dictionary.com). *Coordinated functioning* is a useful term to describe the purpose of developing the alignment between state ELDGs and the HSELOF.

Both state early care and education programs and Head Start share a vision of and commitment to high quality early education that changes the lives of children and families. Developing an alignment between state ELDGs and the HSELOF is one opportunity to help in the ongoing work to align programs within the early childhood community. This effort will build on lessons learned from Head Start to help and inform the rest of the early childhood field. It will also encourage the elimination of barriers between the Head Start and child care communities, thus creating a pathway for child care programs and Head Start/Early Head Start programs to share the same level of quality standards.

Definitions of Alignment

...arrangement in a straight line, or in correct or appropriate relative positions.

...adjustment of components for the purpose of coordinated functioning.

...a state of agreement or cooperation among persons, groups, nations, etc., with a common cause or viewpoint.



Many states have aligned their pre-k standards to the previous version of the HSELOF, the Head Start Child Development and Early Learning Framework, but fewer of them have addressed or aligned standards for children ages birth to three. States are now beginning to recognize the importance of ensuring alignment and coordination of all standards that apply to infant, toddler, and preschool-aged children. They are continually reviewing and revising their ELDGs to reflect best practice, and almost all states indicate they have ELDGs and that they have worked to align those guidelines with the previous version of the HSELOF.

Many state alignment efforts include a basic crosswalk of relevant standards, with a few states engaging in higher-complexity work that includes vertical and horizontal alignments and/or an examination of the depth and difficulty of the standards or guidelines being aligned. Some states may have already completed the alignment process and are ready for more, such as providing professional development opportunities to examine and strengthen teaching practices or aligning curriculum and assessment in order to optimize outcomes for young children birth to age five. The alignment of state ELDGs and the HSELOF can lay the foundation for this work.

The Head Start Early Learning Outcomes Framework

The HSELOF builds on the work of previous Head Start frameworks to which states may have already aligned their ELDGs. **It is important to note as you assess the current status of alignment between state ELDG and the new HSELOF that the ELOF was developed to reflect the following:**

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	

- **RESEARCH-BASED:** Informed by research as being reasonably achievable, age appropriate, and aligned with kindergarten expectations.
- **COMPREHENSIVE:** Cover the central domains of early learning and skills children need to succeed in school and provide sufficient breadth and depth in each area.
- **INCLUSIVE:** Relevant for children from diverse linguistic, economic, and cultural backgrounds and for children with disabilities.
- **MANAGEABLE:** Include a reasonable number of domains, sub-domains, goals, and indicators that programs can effectively implement.
- **MEASURABLE:** Reflect observable skills, behaviors, and concepts.

The HSELOF is designed to

- foster a deeper understanding of the timing and sequence of child development and learning from birth to 5; and
- guide implementation of effective learning experiences that promote strong outcomes for all children.

The HSELOF is grounded in a comprehensive body of research regarding what young children should know and be able to do during these formative years. The intent of the document is to assist programs in their efforts to create and impart stimulating and foundational learning experiences for all young children and prepare them to be school ready.

It is also very important to note that while the HSELOF uses specific definitions in the organization of the document such as domains, sub-domains, goals, developmental progressions, and indicators, each state may use different language when organizing their guidelines. For example, while the HSELOF defines Domains as broad areas of learning, some states ELDGs have determined the broad areas of learning to be Content Areas or Key Areas of Learning. What the HSELOF defines as Goals some states have defined as Widely Held Expectations, or Learning Standards. Therefore, it is important that states and Head Start are able to identify “what is what” when aligning their respective guidelines and standards. The following definitions from the HSELOF will assist in the alignment process:

DOMAINS: Broad areas of early learning and development from birth to 5 years that are essential for school and long-term success. The HSELOF central domains are Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; Perceptual, Motor, and Physical Development.

SUB-DOMAINS: Categories or components of development within a domain – such as Relationships with Adults within the Social and Emotional Development domain.

GOALS: Broad statements of expectations for children’s learning and development. The goals describe broad skills, behaviors, and concepts within a sub-domain that are important for success in school.

DEVELOPMENTAL PROGRESSIONS: Describe the skills, behaviors, and concepts that children will demonstrate as they progress towards a given goal within an age period.

INDICATORS: Indicators are identified for each goal for children 36 months and 60 months of age. They describe specific, observable skills, behaviors, and concepts that children should know and be able to do at the end of Early Head Start (36 months) or at the end of Head Start (60 months). Given children’s individual differences, some children may demonstrate these indicators before the designated age period and some may demonstrate them later. The indicators listed for each age are not exhaustive—other indicators related to the goal may be observed.



Organization

The Alignment Self-Assessment Tool consists of the five domains of early learning and development from birth to five years that are essential for school and long-term success, with corresponding sub-domains, goals, developmental progression, and indicators.

Each domain and sub-domain includes a scale to rate the perceived level of alignment and a space for notes to capture strengths as well as gaps in alignment. These notes will assist in planning the next steps to strengthen the alignment of the expectations for children, capture ideas for professional development needed for staff, or enhance the depth of the indicators.

		Breadth				
		Central Domains				
		Approaches to Learning	Social and Emotional Development	Language and Literacy	Cognition	Perpetual, Motor, and Physical Development
Depth	Infant and Toddler	Emotional and Behavioral Self-Regulation Cognitive Self-Regulation (Executive Functioning)	Relationships with Adults Relationships with Other Children Emotional Functioning	<u>Language and Communication</u> Attending and Understanding Communicating and Speaking Vocabulary Emergent Literacy	Exploration and Discovery Memory Reasoning and Problem Solving Emergent Mathematical Thinking Imitation and Symbolic Representation and Play	Perception Gross Motor Fine Motor
	Preschool	Initiative and Curiosity Creativity	Sense of Identity and Belonging	<u>Language and Communication</u> Attending and Understanding Communicating and Speaking Vocabulary <u>Literacy</u> Phonological Awareness Print and Alphabet Knowledge Comprehension Text and Structure Writing	<u>Mathematical Development</u> Counting and Cardinality Operations and Algebraic Thinking Measurement Geometry and Spatial Sense <u>Scientific Reasoning</u> Scientific Inquiry Reasoning and Problem Solving	Health, Safety, and Nutrition



Important definitions to consider for determining alignment include the following:

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

For example, do both documents address Language and Literacy with sub-domains that cover listening and speaking as well as emergent literacy?

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

For example, do indicators in Approaches to Learning define “flexibility” in the same way for what children do (e.g., flexibility in using objects rather than flexibility in thinking and behavior)? Are the expectations/goals at the same level of difficulty for children at the same developmental level, e.g., are toddlers expected to be achieving goals that are more appropriate for a preschooler?).

The Alignment Self-Assessment Tool allows for a rating from 1 to 3. The definition of each rating is as follows:

- 1. I feel confident about the degree of alignment.*
- 2. I am somewhat confident about the degree of alignment (more work needs to be done to align).*
- 3. I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).*

An example is provided in Appendix A.

Suggested Self-Assessment Process

Use this suggested self-assessment process to guide reflection and discussion. In doing this, you will begin to develop a common understanding of expectations for young children’s growth and development as well as implications for practice between and within programs.

Decide on your approach

There is no one-size-fits-all approach to conducting the assessment. Determine a process that will best work for you. One example might be to consider establishing workgroups, assigning specific domains to each that will be responsible for assessing the alignment between the ELDGs and the HSELOF.

Identify key people, form a team and nominate a leader

Responsibility for managing the assessment can sit with one person (champion/project leader), or supported by a team. Recruit stakeholders with the expertise in early childhood development, teaching and learning, and/or experience in aligning systems and services.

Determine the time-frame for the assessment

Timing is an important consideration for planning the assessment as well as establishing agreed upon meeting dates and times to move the self-assessment process forward.

Communication strategy

Define how and when you will keep key stakeholders informed of the progress or status of the alignment self-assessment.

Analyze results and determine next steps

This step will assist in gaining insight into the breadth and depth of the alignment between ELDGs and the HSELOF and will assist you in developing a plan of action to strengthen the alignment if needed.



“It is important to note here that “when interpreting the results of the Breadth and Depth analyses, consider both their level of “match” (the degree to which any two documents are aligned along each dimension), and “quality” (the degree to which the documents address the critical areas of early learning and development). It is important to remember that documents may be well aligned, but of low quality because they do not cover essential constructs of early learning and development.”

***-Kagan, S. L.; Reid, J. L.’
Scott-Little, C. (2013).***



Using the Alignment Self-Assessment Tool

- Form your alignment self-assessment team.
- Create domain workgroups.
- Ensure each workgroup has a copy of the state ELDS/ELGs and a copy of the HSELOF or access to the [interactive HSELOF](#).
- Review alignment definitions for Breadth and Depth on page 5.
- Review the Alignment Self-Assessment Tool rating definitions on page 5.
- Meet in workgroups to discuss each area and determine the level of alignment based on a review of that area (domain, sub-domain, goal, developmental progression, indicators), taking notes to inform next steps.
- Meet as an alignment team to share and analyze results of domain.
- Develop the action plan to strengthen areas of alignment that are of concern.
- Use resources to assist as needed.
- Implement the action plan and meet as a team as needed.

Self-Assessment Alignment Chart: Infant and Toddler Domains

1. Approaches to Learning

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Emotional and Behavioral Self-Regulation			
Goals:			
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.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)			
Goals:			
Goal IT-ATL 3. Child maintains focus and sustains attention with support.			
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.			
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Initiative and Curiosity			
Goals:			
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.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Age: Infant and Toddler

Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Creativity			
Goals: 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.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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2. Social and Emotional Development

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Relationships with Adults			
Goals: Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. Goal IT-SE 3. Child learns to use adults as a resource to meet needs.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Relationships with Other Children			
Goals:			
Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.			
Goal IT-SE 5. Child imitates and engages in play with other children.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Emotional Functioning			
Goals: Goal IT-SE 6. Child learns to express a range of emotions.			
Goal IT-SE 7. Child recognizes and interprets emotions of others with others with the support of familiar adults.			
Goal IT-SE 8. Child expresses care and concern towards others.			
Goal IT-SE 9. Child manages emotions with the support of familiar adults.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler

Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Sense of Identity and Belonging			
Goals: Goal IT-SE 10. Child shows awareness about self and how to connect with others.			
Goal IT-SE 11. Child understands some characteristics of self and others.			
Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.			
Goal IT-SE 13. Child develops a sense of belonging through relationships with others.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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3. Language and Literacy

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Attending and Understanding			
Goals:			
Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.			
Goal IT-LC 2. Child learns from communication and language experiences with others.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Attending and Understanding			
Goals: Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.			
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.			
Goal IT-LC 5. Child uses increasingly complex language in conversation with others.			
Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler

Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Vocabulary			
Goals: Goal IT-LC 7. Child understands an increasing number of words used in communication with others.			
Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Emergent Literacy			
Goals: Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.			
Goal IT-LC 10. Child handles books and relates them to their stories or information.			
Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.			
Goal IT-LC 12. Child comprehends meaning from pictures and stories.			
Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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4. Cognition

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDS/ELG Perceived Level of Alignment to the ELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Cognition			
Sub-Domain: Exploration and Discovery			
Goals:			
Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.			
Goal IT-LC 2. Child uses understanding of causal relationships to act on social and physical environments.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Cognition			
Sub-Domain: Memory			
Goals: Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions or events.			
Goal IT-C 4. Child recognizes the stability of people and objects in the environment.			
Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler

Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Cognition			
Sub-Domain: Reasoning and Problem-Solving			
Goals: Goal IT-C 6. Child learns to use a variety of strategies in solving problems. Goal IT-LC 7. Child uses reasoning and planning ahead to solve problems.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Age: Infant and Toddler

Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Cognition			
Sub-Domain: Emergent Mathematical Thinking			
Goals:			
Goal IT-C 8. Child develops sense of number and quantity.			
Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.			
Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Cognition			
Sub-Domain: Imitation and Symbolic Representation and Play			
Goals:			
Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.			
Goal IT-C 12. Child uses objects or symbols to represent something else.			
Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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4. Perceptual, Motor, and Physical Development

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Perception			
Goals: Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.			
Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Gross Motor			
Goals: Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.			
Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.			
Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Fine Motor			
Goals: Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions. Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines. Goal IT-PMP 8. Child adjusts reach and grasp to use tools.			
Developmental Progression			
Indicators			

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Age: Infant and Toddler

Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Health, Safety, and Nutrition			
Goals: Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.			
Goal IT-PMP 10. Child uses safe behaviors with support from adults.			
Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Infant and Toddler

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Self-Assessment Alignment Chart: Preschooler

1. Approaches to Learning

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Emotional and Behavioral Self-Regulation			
Goals: Goal P-ATL 1. Child manages emotions with increasing independence.			
Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.			
Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.			
Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)			
Goals: Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.			
Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.			
Goal P-ATL 7. Child persists in tasks.			
Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.			
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Initiative and Curiosity			
Goals:			
Goal P-ATL 10. Child demonstrates initiative and independence.			
Goal P-ATL 11. Child shows interest in and curiosity about the world around them.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSEL0F. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning			
Sub-Domain: Creativity			
Goals:			
Goal P-ATL 12. Child expresses creativity in thinking and communication.			
Goal P-ATL 13. Child uses imagination in play and interactions with others.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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2. Social and Emotional Development

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Relationships with Adults			
Goals: Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.			
Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Relationships with Other Children			
Goals: Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.			
Goal P-SE 4. Child engages in cooperative play with other children.			
Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Emotional Functioning			
Goals: Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.			
Goal P-SE 7. Child expresses care and concern toward others.			
Goal P-SE 8. Child manages emotions with increasing independence.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Social and Emotional Development			
Sub-Domain: Sense of Identity and Belonging			
Goals: Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.			
Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.			
Goal P-SE 11. Child has sense of belonging to family, community, and other groups.			
Developmental Progression			
Indicators			

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3. Language and Communication

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Attending and Understanding			
Goals:			
Goal P-LC 1. Child attends to communication and language from others.			
Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Communicating and Speaking			
Goals: Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.			
Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.			
Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
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	Breadth	Depth	
Domain: Language and Communication			
Sub-Domain: Vocabulary			
Goals:			
Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.			
Goal P-LC 7. Child shows understanding of word categories and relationships among words.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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4. Literacy

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Literacy			
Sub-Domain: Phonological Awareness			
Goals: Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Literacy			
Sub-Domain: Print and Alphabet Knowledge			
Goals: Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).			
Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Literacy			
Sub-Domain: Comprehension and Text Structure			
Goals: Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/ re-telling.			
Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Literacy			
Sub-Domain: Writing			
Goals: Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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5. Mathematics Development

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Mathematics Development			
Sub-Domain: Counting and Cardinality			
Goals: Goal P-MATH 1. Child knows number names and the count sequence. Goal P-MATH 2. Child recognizes the number of objects in a small set. Goal P-MATH 3. Child understands the relationship between numbers and quantities. Goal P-MATH 4. Child compares numbers. Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Mathematics Development			
Sub-Domain: Operations and Algebraic Thinking			
Goals: Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away.			
Goal P-MATH 7. Child understands simple patterns.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Mathematics Development			
Sub-Domain: Operations and Algebraic Thinking			
Goals: Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

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Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Mathematics Development			
Sub-Domain: Operations and Algebraic Thinking			
Goals:			
Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.			
Goal P-MATH 10. Child explores the positions of objects in space.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

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6. Scientific Reasoning

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Scientific Reasoning			
Sub-Domain: Scientific Inquiry			
Goals: Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).			
Goal P-SCI 2. Child engages in scientific talk.			
Goal P-SCI 3. Child compares and categorizes observable phenomena.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Scientific Reasoning			
Sub-Domain: Reasoning and Problem-Solving			
Goals: Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.			
Goal P-SCI 5. Child plans and conducts investigations and experiments.			
Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).

7. Perceptual, Motor, and Physical Development

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Gross Motor			
Goals: Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.			
Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELDF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Fine Motor			
Goals: Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).

Age: Preschooler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Perceptual, Motor, and Physical Development			
Sub-Domain: Health, Safety, and Nutrition			
Goals: Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.			
Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.			
Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.			
Developmental Progression			
Indicators			

Alignment Self-Assessment Tool: Preschooler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

Depth: The degree to which the documents address the same specific skills and knowledge and reflect a similar level of difficulty within domains (intellectually challenging for children at developmentally appropriate levels).

Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).

Action Plan

As you move forward with action planning, keep in mind the result of going through the alignment process, which may include developing common expectations between programs, aligning teaching practices to achieve common expectations, determining professional development needs of staff, or having continuity of early learning experiences as children transition between programs.

Alignment: Early Learning Guidelines to the Head Start Early Learning Outcomes Framework

State Team Action Planning Form

Date: _____

Domain(s) Reviewed: _____

Work Group Members: _____

Domain, Sub-Domain, Goal, Developmental Progression, or Indicators	Next Steps	Persons Responsible	Timeline	Resources Needed	Date Completed

Resources

Early Childhood Learning and Knowledge Center: The Head Start Early Learning Outcome Framework. (2015). Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>.

Early Childhood Learning and Knowledge Center: Head Start Early Learning Outcomes Framework Intersection with States. (2015). Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/docs/001489-sel-systems-and-the-hselof.pdf>.

Kagan, S. L., Reid, J. L., Scott-Little, C. (2013). Massachusetts Department of Early Education and Care Alignment Study Deliverable V: Summary of Findings and Recommendations. Retrieved from <http://www.mass.gov/edu/docs/eec/2014/20140306-alignment-mapping-project.pdf>.

National Center on Early Childhood Development, Teaching, and Learning. (2017). Early Learning Outcome Framework Implementation Toolkit. Appendix D: Alignment Tool. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/elof-04-inform-assessment.pdf>.

Scott-Little, C. (2010). Early Learning Standards: Variation Across States and Issues to Consider. Listening and Learning about Early Learning Meeting. Retrieved from <https://www2.ed.gov/about/inits/ed/earlylearning/scottlitledeck.pdf>.



Sample Review

Age: Infant and Toddler			
Head Start Early Learning Outcomes Framework	ELDG Perceived Level of Alignment to the HSELOF. Indicate 1, 2, or 3 for each level of alignment.		Considerations for Action Planning: • Strengths • Gaps • Questions
	Breadth	Depth	
Domain: Approaches to Learning	1	1	Aligned breadth and depth—called Approaches to Play and Learning in ELDGs.
Sub-Domain: Cognitive Self-Regulation (Executive Functioning)	1	1	Breadth: The Creativity sub-domain of HSELOF is weaved throughout the Topic of Flexibility in the ELDGs, so it is there. Depth: No issues
Goals: Goal IT-ATL 3. Child maintains focus and sustains attention with support.	1	2	The ELDGs have attention and persistence as the same goal rather than separate. Level of difficulty makes it harder to determine for each.
Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	1	2	The ELDGs have attention and persistence as the same goal rather than separate. Level of difficulty makes it harder to determine for each.
Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	1	1	ELDGs—demonstrates development of flexible thinking skills through play which would incorporate both actions and behaviors.
Developmental Progression	1	2	The broad age ranges for each document align: Birth to 9 months, 8 to 18 months, 16 to 36 months. Each range in the ELDGs does not have what you might see children doing in each progressive stage.
Indicators	1	2	Though combined, the breadth and depth of sustained attention and persistence indicators are good. There are indicators for each age level. However, the focus is on flexibility in using objects for most of them rather than in flexibility in actions or behavior.

Alignment Self-Assessment Tool: Infant and Toddler

Breadth: The degree to which the documents cover and address the same items (coverage and balance).

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Rating Scale: **1.** I feel very confident about the degree of alignment. **2.** I am somewhat confident about the degree of alignment (more work needs to be done to align). **3.** I am not confident in the degree of alignment (the domain, sub-domain, goal, developmental progression, or indicator is missing or very limited).