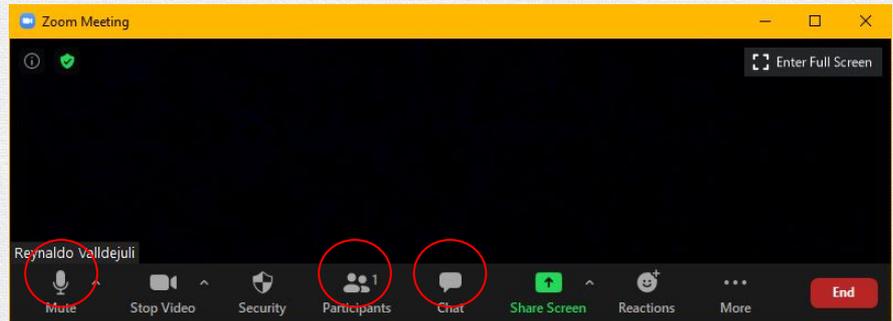


Zoom Meeting Preparations

- **All participants should ensure your participant name is accurate.**
To change your name, click on the “**Participants**” button at the top of the Zoom window. Next, hover your mouse over your name in the “Participants” list on the right side of the Zoom window. Click on “Rename”.
- **Public comment will be given at the end of each agenda item.**
Audience members are allowed to give public comment. To do so, enter comments into the “**chat**” located at the bottom of the screen or let the host know that you have a public comment and your microphone will be unmuted. You will be acknowledged to provide public comment at the appropriate time.
- **Closed Captioning is available.**
If you require an interpreter or have other accessibility needs for future LDOE meetings, please contact LDOEcommunications@la.gov.



LOUISIANA DEPARTMENT OF EDUCATION



Early Learning and Development Standards Review

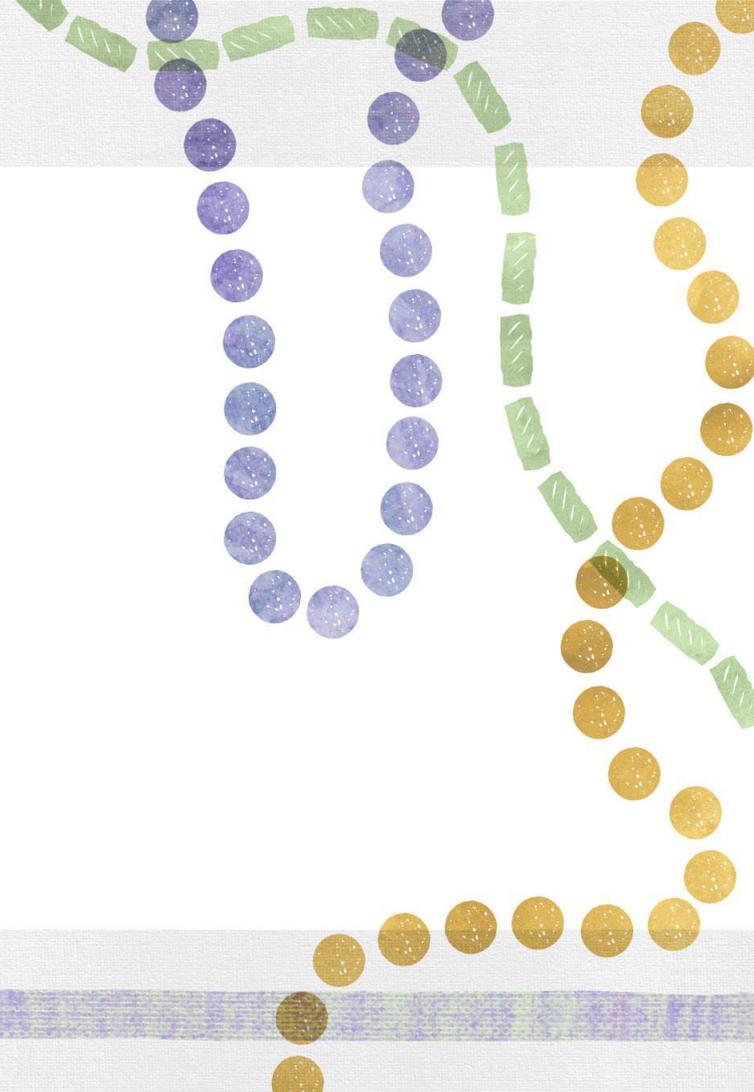
April 1, 2021

Agenda

- I. Welcome
- II. Roll Call and Committee Introductions
- III. Early Childhood Care and Education in Louisiana
- IV. Revision Goals and Guiding Principles
- V. Consideration of Proposed Structure
- VI. Overview of ELDS Review Process
- VII. Adjournment



Welcome



Consultants



Dr. Catherine Scott-Little
Professor, UNCG
Human Development &
Family Studies



Dr. Cindy Bagwell
Assistant Director, *retired*
Office of Early Learning
NC Department of Public Instruction



Dr. Amy Scrinzi
Adjunct Faculty, Meredith & ECU
NC Department of Public Instruction,
PreK-3rd grade, *retired*

LDOE Early Childhood Leadership Team



Dr. Jenna Chiasson
Assistant Superintendent,
Office of Teaching and
Learning



Taylor Dunn
Deputy Assistant
Superintendent,
Early Childhood Strategy



Lisa Brochard
Deputy Assistant
Superintendent,
Early Childhood Operations

LDOE Early Childhood ELDS Support Team

The Early Childhood Academic Team will oversee the revision process, manage communication with the committee and assist consultants in leading review workgroups.

- Leslie Doyle, Early Childhood Strategy Chief of Staff and Director of Academics
- Meredith Eckard, Early Childhood Academics
- Catasha Edwards, Early Childhood Academics
- Britt Braun, 619B Coordinator, Early Childhood Academics

Committee Members

<p>Holly Bell, Ph.D Easterseals Louisiana</p>	<p>Rachel Dugas Assumption Parish School System</p>	<p>Michelle Grantham-Caston, Ph.D. Louisiana State University ECE Lab Preschool</p>	<p>Niquelle Lackings, Ph.D. Director of a Type III early learning center, Early Childhood Mental Health Consultant</p>	<p>Kacy Patin Pre-K teacher, Caneview K-8 School</p>
<p>Michelle Fazio Brunson, Ph.D. Northwestern St. University of Louisiana</p>	<p>Stephanie Dunmiles St. Charles Parish School System</p>	<p>Leslie Hodges Washington Parish School System</p>	<p>LaTrese LeCour Louisiana Department of Children and Family Services</p>	<p>Libbie Sonnier, Ph.D. Louisiana Policy Institute for Children</p>
<p>Ali Curtis John Curtis Development Center</p>	<p>Sandee Clawson Louisiana Delta Community College</p>	<p>Anjenette Holmes, Ph.D. University of Louisiana at Lafayette</p>	<p>Toni Ledet, Ph.D Early Steps</p>	<p>Susan Spring, Ph.D. Regina Coeli CDC Head Start</p>
<p>Lacy Davis-Hitt, Ph.D. Southeastern Louisiana University</p>	<p>Kim Duncan Northwestern State Child and Family Network</p>	<p>Amy Honeycutt Pre-K teacher, Riser Elementary School</p>	<p>James McDuffie Teacher, Gentilly East Head Start Center</p>	<p>Derrick Toups Baton Rouge Community College, Fletcher Technical Community College, Green Trees EC Village</p>
<p>Cyndi DiCarlo, Ph.D. Louisiana State University</p>	<p>Julie Emory Bureau of Family Health</p>	<p>Angela Keyes, Ph.D. Tulane University</p>	<p>Karen Kelly Parrino Pre-K teacher, North Live Oak Elementary School</p>	<p>Eboni Walker Educational Consultant/LELA Lead Coach & Faculty</p>

Meeting Procedures

Public meetings: All meetings will be advertised, will be open to the public, and will be held pursuant to the Louisiana Open Meetings Law.

Public comment at meetings: Public comment will be received during each meeting and prior to any votes. Members of the public may also submit written comments for the record.

Working Groups: We will work collaboratively through this work, we expect active participation and discussion throughout the process.

Content of public comment: All public comment must relate to the review and development of standards, not other matters of policy.

Committee leadership: Each committee and subcommittee will be facilitated by a chairman.

Voting: Committee members will work together to finalize any recommended revisions or additions to standards. Votes will then be taken as a slate, not by individual standard or edit, to move proposed standards forward to the committee and to BESE.

Voting proxies: No proxies will be allowed for voting purposes. Participants must be in attendance to vote.

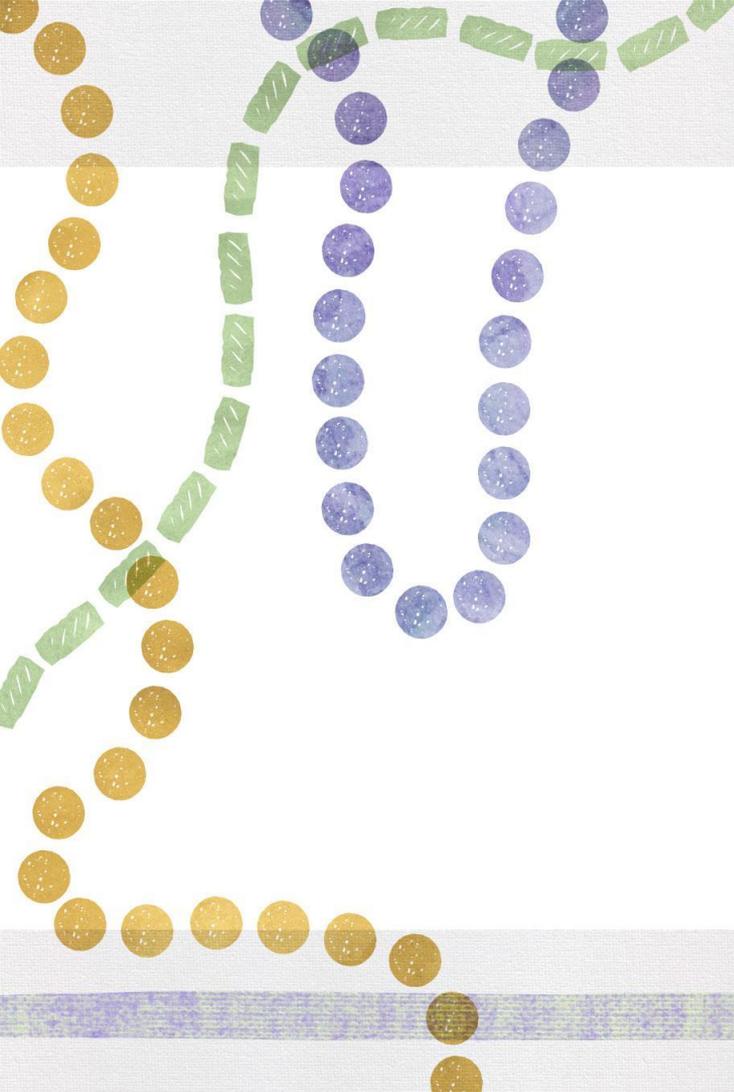
Legislative liaisons: Appointed legislative liaisons will attend all meetings and report back to the Legislature.

Minutes: Minutes from each meeting will be submitted to the legislature and videos, where available, will be posted to the LDOE's website.

Ice Breaker Poll

If you had to develop a curriculum based solely on one standard, which standard would you choose?





Background

History of Louisiana's ELDS

In 2012, the Louisiana State Legislature enacted the Early Childhood Education Act (Act 3) to unify all publicly-funded birth to five programs into a statewide early childhood care and education network.

- To support the goals outlined in Act 3, Louisiana developed the Birth to Five Early Learning and Development Standards (ELDS) which provide a continuum of developmental milestones for each age level.
- The ELDS were created to support the State's Kindergarten Readiness Definition and designed to be used as a daily reference and resource for those responsible for the care and education of our youngest learners.

High-Quality Instructional Tools

Students enter kindergarten ready is one of the critical goals of the Louisiana Department of Education.

In order to reach this goal, **every day**, children birth to five in Louisiana need classrooms that...



respond to their emotions with **sensitivity and warmth**,



are **organized** to manage their attention, time, and behavior,



promote their learning through **engaging language and interactions**, and



support their development with **high-quality instructional tools**.

High-Quality Instructional Tools

Using high-quality instructional tools ensures that all children have the opportunity to engage in meaningful learning experiences that prepare them for kindergarten and beyond.



Key Highlights from Louisiana's ELDS

The Early Learning and Development Standards are designed to assist educators in improving the quality of care for all children in all settings by presenting goals for children's development and learning.

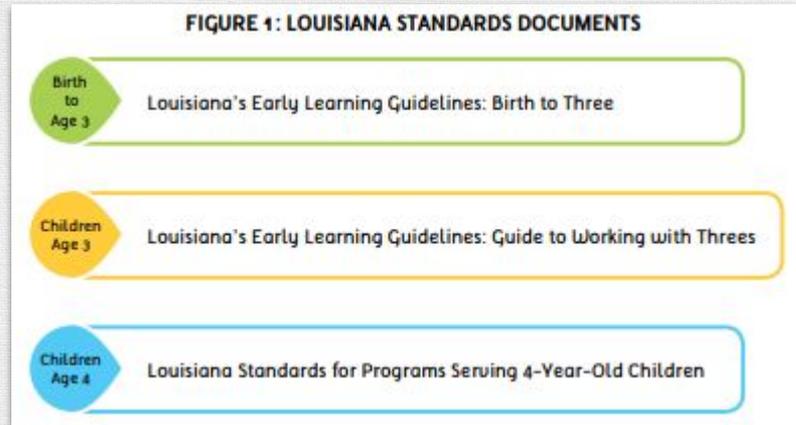
Louisiana's Birth to Five Early Learning and Development Standards are

- Applicable to all children;
- Reflect cognitive domains as well as social-emotional and physical development;
- Align with the K-12 standards for English Language Arts and Mathematics;
- Align with developmentally appropriate and research-based assessment tools; and
- Serve as a foundation for professional development for early childhood providers as well as a key tool for family engagement.

Louisiana Standards Documents

The early childhood community within Louisiana worked to combine the state's early learning Standards into a single document that describes a continuum of learning from birth to age five.

The current Early Learning and Development Standards replaced the previous sets of early learning guidelines and standards.



How Were the ELDS Created

The Louisiana Department of Education and the Department of Children & Family Services established a leadership team that was responsible for overseeing the creation of the Standards.

- Members of the leadership team examined research, looked at other states' Standards, and considered policy statements from state and national organizations.
- To ensure consistency with the current K-12 Standards, they also examined the Louisiana Grade Level Expectations for Kindergarten and the Common Core State Standards.
- Finally, they reviewed all appropriate research literature to make sure the expectations were inclusive of children from a variety of circumstances and with differing levels of ability.

Role of the Early Learning and Development Standards

- The Early Learning and Development Standards are intended to be a framework for high-quality, developmentally appropriate early childhood programs.
- These Standards establish a common vision for what the state of Louisiana wants children to learn before they enter kindergarten.
- They provide age-appropriate goals for children's learning and development that can guide teachers, caregivers and others on what types of experiences and activities children should have during their earliest years.

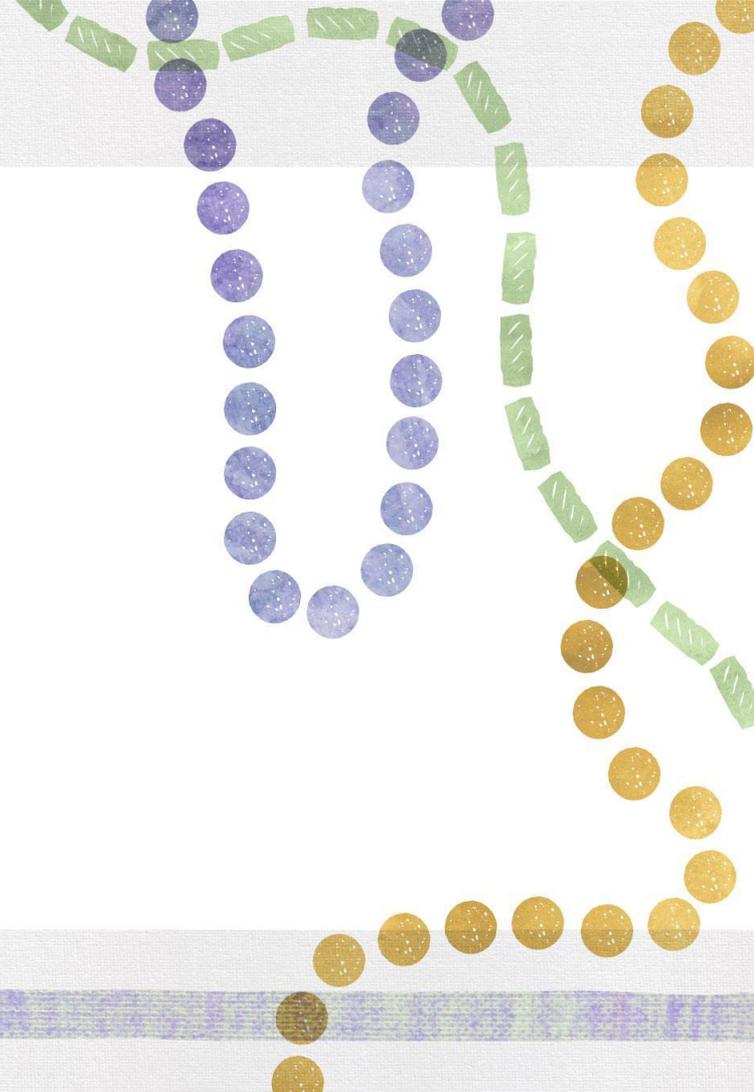


Kindergarten Readiness Definition

At the [beginning of kindergarten](#), it is expected that children will demonstrate:

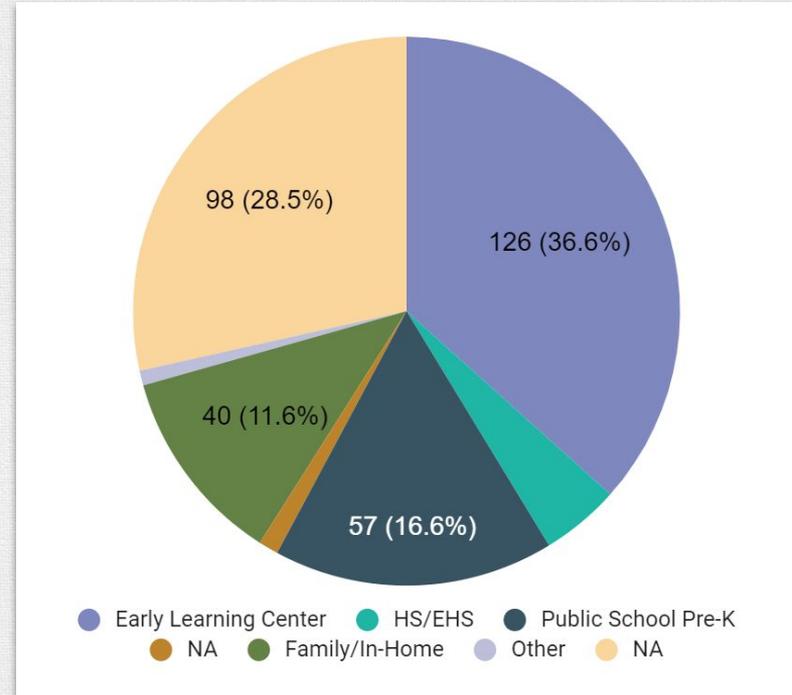
- Cognitive abilities, which include knowledge and skills in:
 - early literacy, such as phonological awareness, print concepts, alphabetic understanding, vocabulary, listening comprehension, and emergent writing
 - basic numeracy concepts, such as rote counting and number awareness, sorting, classifying, comparing, patterning, and spatial relationships
- Basic science concepts, such as making observations, exploring the world using their senses, and using appropriate scientific vocabulary related to topics
- Basic social studies concepts, such as self-awareness and their relationship to family and community,
- Response to and participation in music, movement, visual and dramatic arts experiences and activities
- Abilities, either assisted or unassisted, that show an awareness of health, hygiene, and environmental hazards, in addition to gross and fine motor skills
- Social and emotional competencies, including self-regulation, self-identity, self-reliance, respect for others, and interpersonal skills
- Approaches to learning, such as reasoning and problem-solving, engagement, persistence, and eagerness to learn

Revision and Guiding Principles



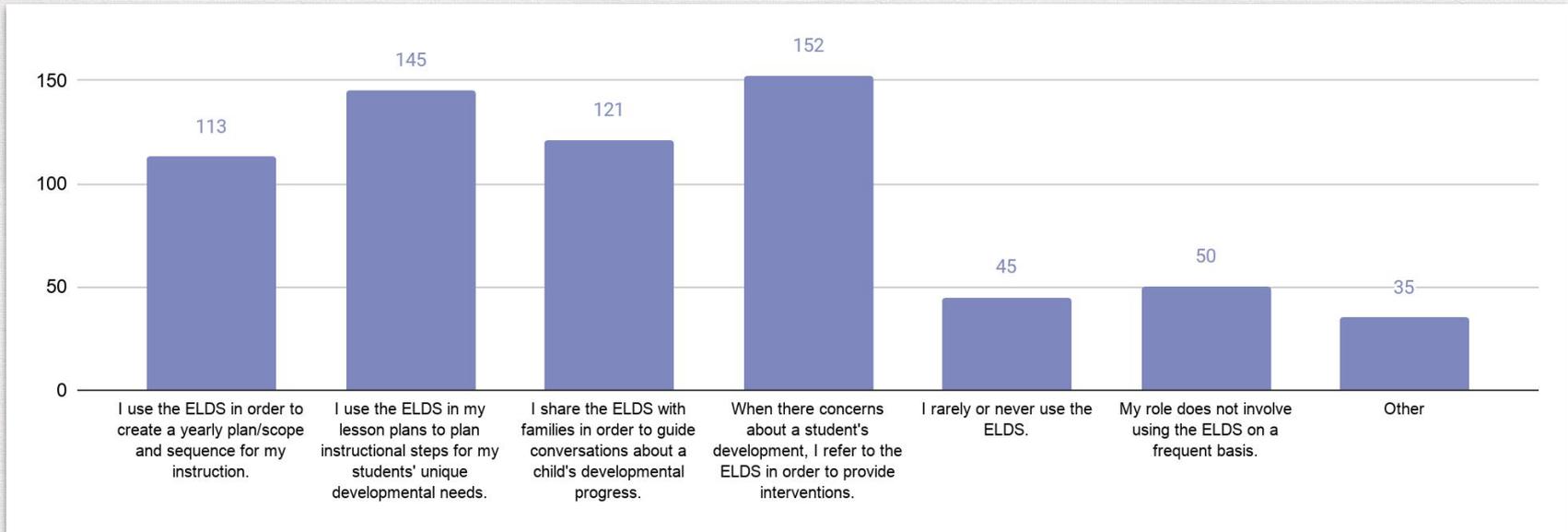
ELDS Stakeholder Survey

Describe the early childhood setting in which you work.



Experience with the ELDS

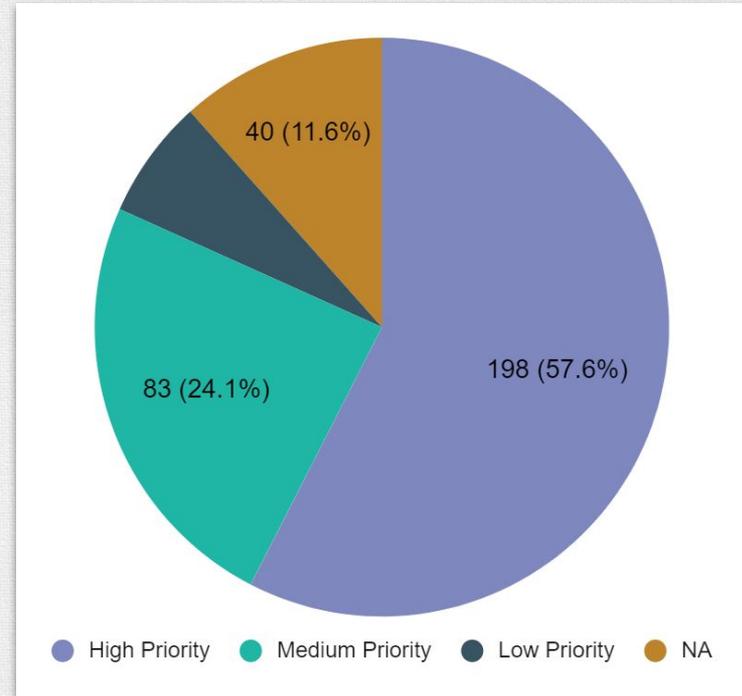
How do you use the Early Learning and Development Standards?



Proposed Revisions of the ELDS

Revision Goal 1

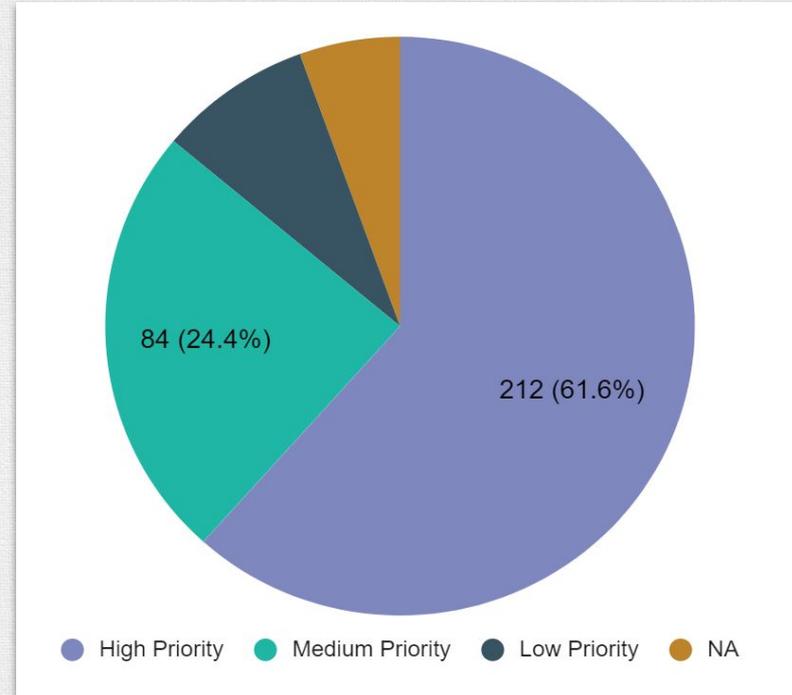
Ensure there is a stronger integration of language that supports children with disabilities and dual language learners.



Proposed Revisions of the ELDS

Revision Goal 2

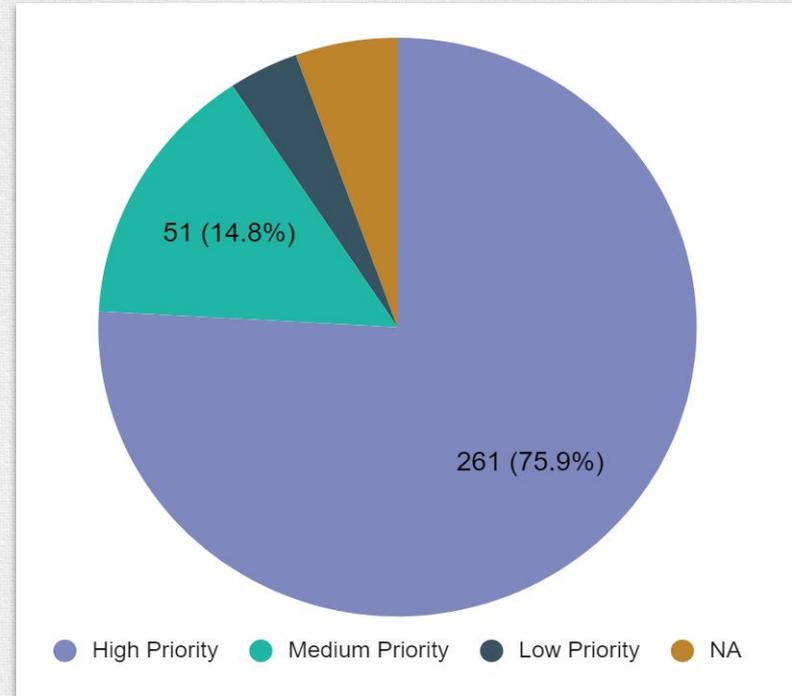
Reorganize the framework and structure of standards and indicators to make the resource more navigable and user-friendly.



Proposed Revisions of the ELDS

Revision Goal 3

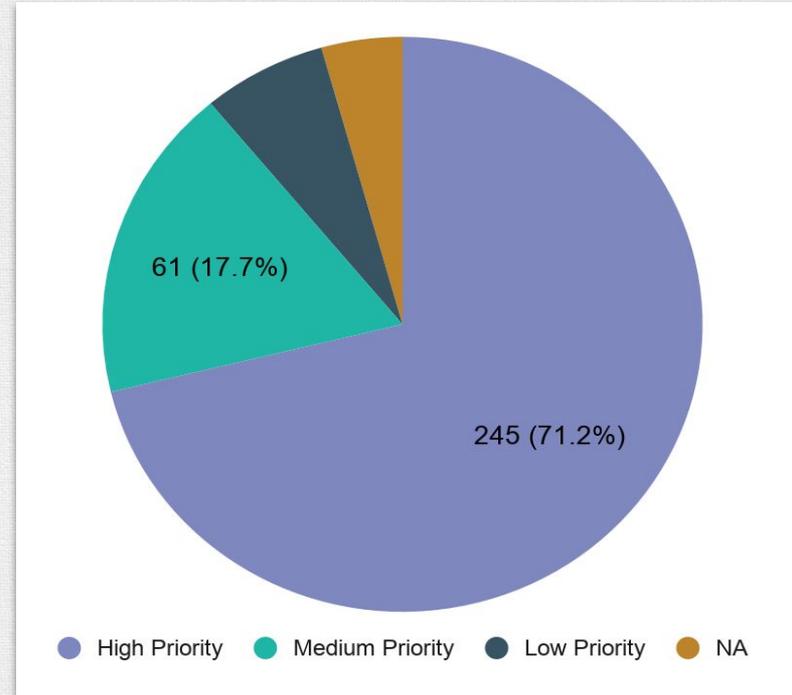
Make stronger connections to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands.



Proposed Revisions of the ELDS

Revision Goal 4

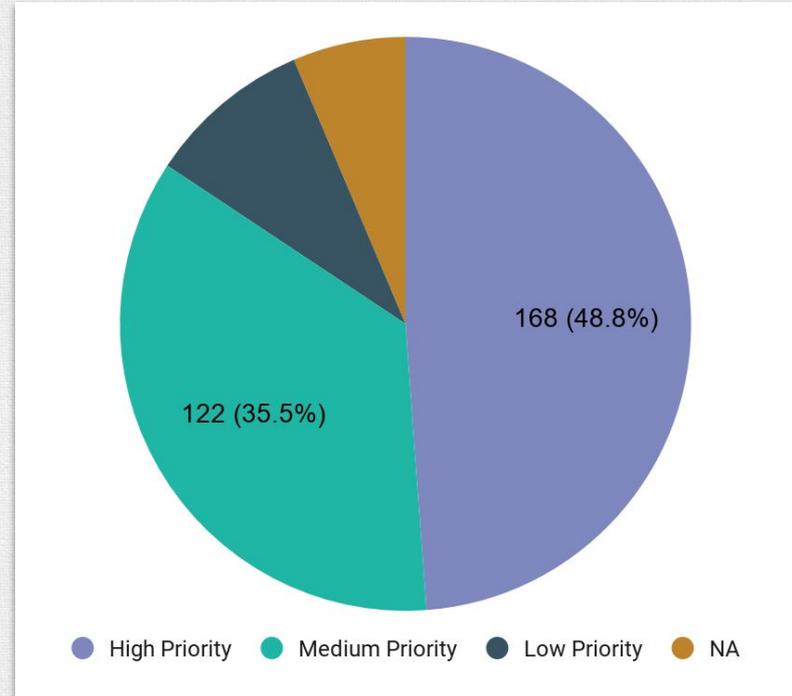
Embed commonly used assessments (i.e., Teaching Strategies GOLD) with intentionality to increase alignment.



Proposed Revisions of the ELDS

Revision Goal 5

Update the resources included in the ELDS document to reflect current research and the Department's initiatives.



Guiding Principles

Louisiana's Early Learning and Development Standards guiding principles were reprinted with permission from the Connecticut State Department of Education Preschool Curriculum Framework and Benchmarks for Children in Preschool Programs (May 1999).

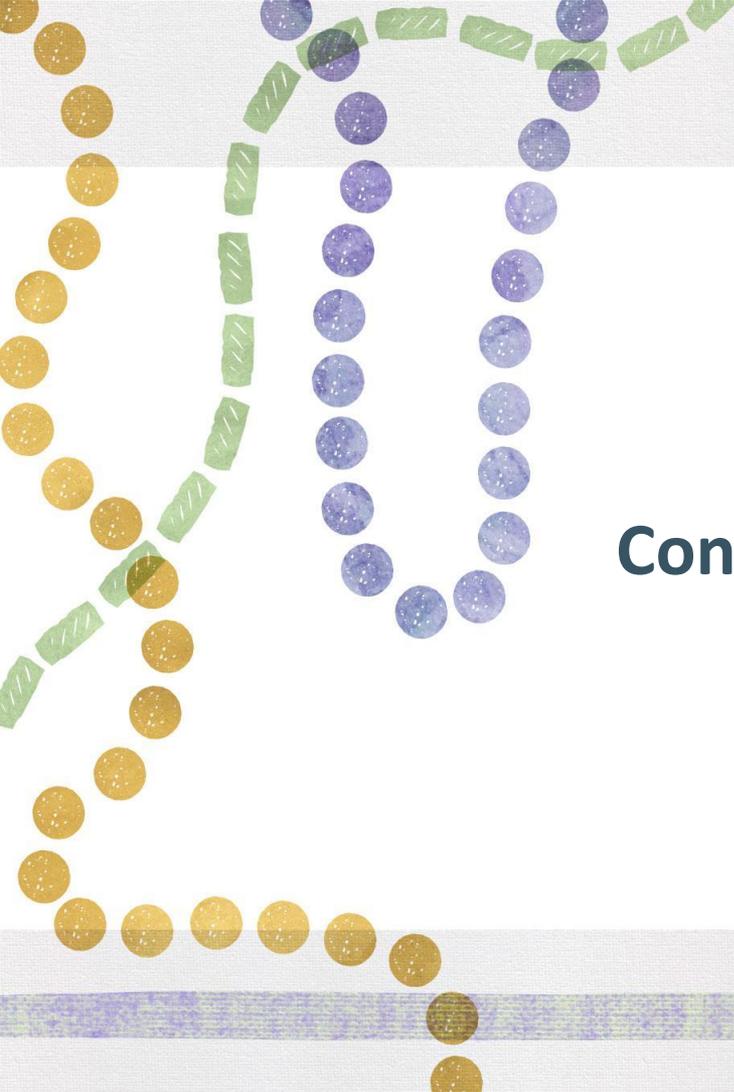
Throughout the revision process, LDOE will be simultaneously updating the guiding principles to reflect the ideas and perspectives of the committee.



LDOE Draft Guiding Principles

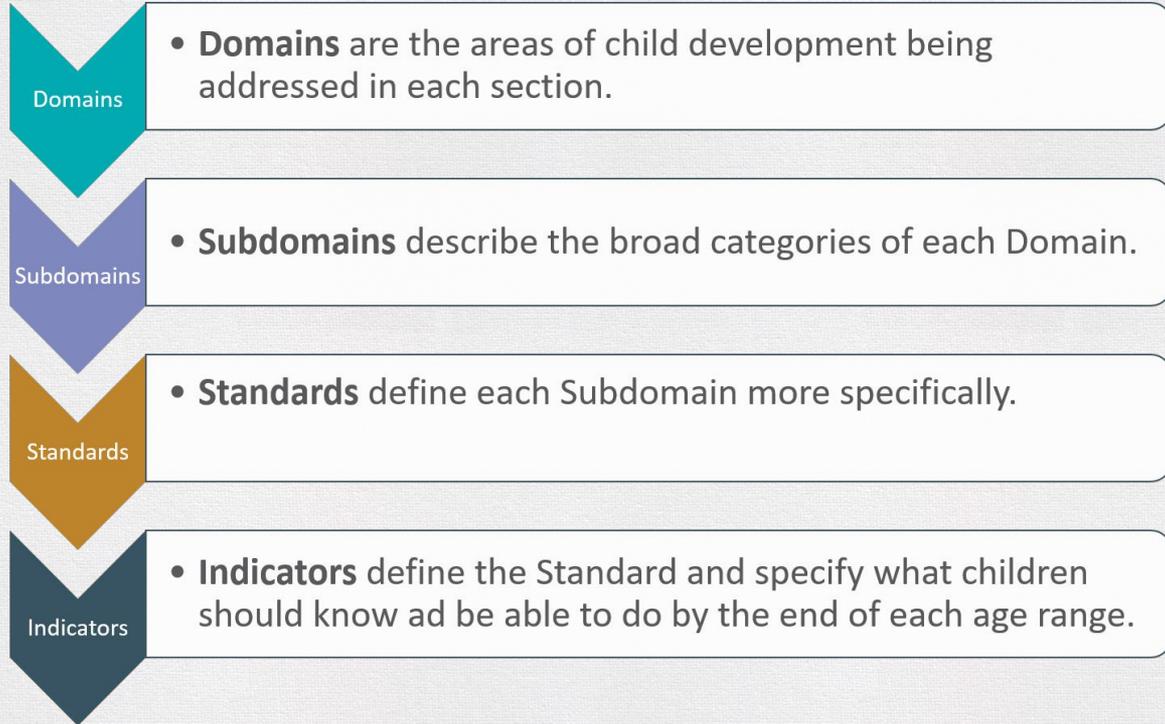
The following outline is a draft of the new working guiding principles developed by LDOE. Each header will be accompanied by a statement expanding on each guiding principle.

- Each child develops as a whole.
- All young children are competent and capable of positive developmental outcomes.
- Young children learn best through play.
- Children grow and develop at different rates.
- A child's development is shaped through responsive interactions and nurturing relationships.
- Family is a child's first teacher.
- Culturally responsive classrooms support a child's strengths by celebrating their background, languages and beliefs.
- Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose and agency. (Principles of Child Development and Learning Implications that Inform Practice, NAEYC)
- All children have the right to equitable learning opportunities that help them achieve their full potential as engaged learners and valued members of society. (Advancing Equity in Early Childhood Education, NAEYC)



Consideration of the Proposed Structure

Organization of the Standards



Organization of Standards and Indicators

APPROACHES TO LEARNING: AL 1

SUBDOMAIN: Initiative and Curiosity

Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.

Infants (Birth – 11 months)	Young Toddlers (9 – 18 months)	Older Toddlers (16 – 36 months)	Three-Year-Olds (36 – 48 months)	Four-Year-Olds (48 – 60 months)
AL 1 Indicators: <ul style="list-style-type: none">• Show interest in body parts (e.g., fingers, toes). (0.1)	AL 1 Indicators: <ul style="list-style-type: none">• Show curiosity and interest in actively exploring	AL 1 Indicators: <ul style="list-style-type: none">• Show curiosity and interest in daily experiences and activities. (2.1)	AL 1 Indicators: <ul style="list-style-type: none">• Demonstrate eagerness to learn through play and exploring the environment. (3.1)	AL 1 Indicators: <ul style="list-style-type: none">• Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)

Organization

The current Early Learning and Development Standards are organized into five domains of children's development:

- Approaches to Learning
- Cognitive Development and General Knowledge (including content areas of Creative Thinking and Expression, Mathematics, Science, and Social Studies)
- Language and Literacy Development;
- Physical Well-Being and Motor Development; and
- Social-Emotional Development

These five domains represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. The domains are designed to be interdependent and include all areas of children's learning and development.

Depicting the Age Continuum

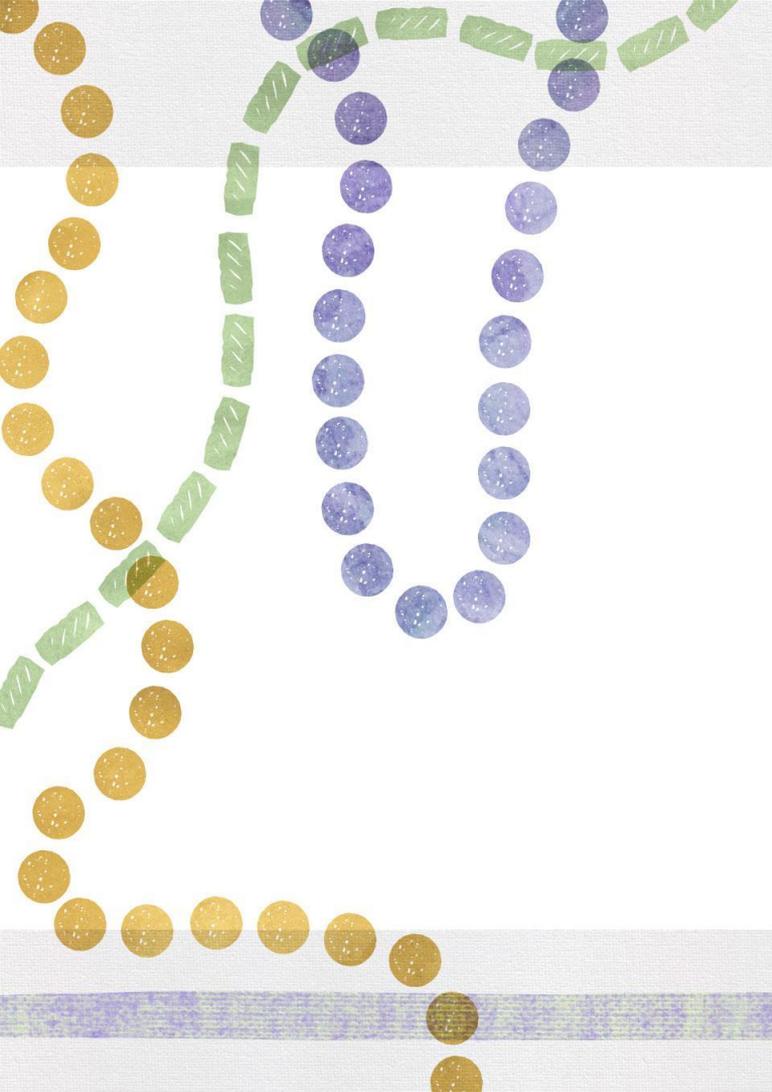
The five age levels were selected because they represent developmentally significant periods in a young child's life, however, it is important to note that young children's development is often uneven and progresses at different rates.



Motion to Approve Age Levels



- The Chair asks the committee for a motion and second to endorse the proposed age levels within the Early Learning and Development Standards.
- After the motion is received, the Chair asks if there is any public comment.
- After public comment, the Chair repeats the motion and asks if there are any objections.
- If no objections, the Chair states the endorsed motion.

A decorative graphic on the left side of the slide. It features a large, stylized gear-like shape composed of three main sections: a yellow section on the left, a green section at the top, and a purple section on the right. The sections are made of small, circular beads. The background has a light gray textured top and bottom band, and a white central area. A purple and green textured horizontal band is at the bottom.

Gearing Up for Our Work

Our Work will Focus on the Standards and Indicators

APPROACHES TO LEARNING: AL 1

SUBDOMAIN: Initiative and Curiosity

Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.

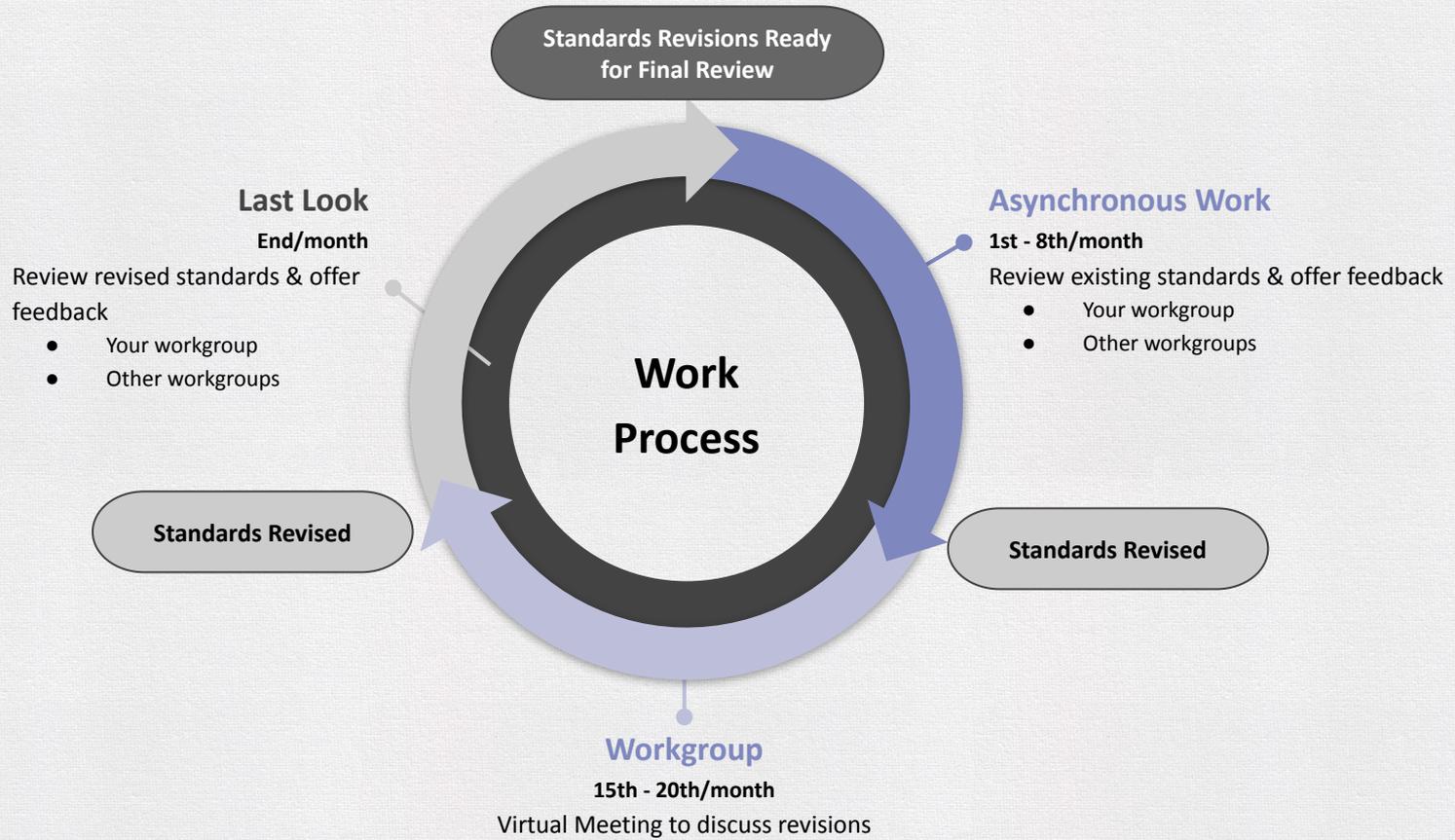
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Work Group Revisions



Feedback from work group members will be used to make revisions.

- Review/Comment Asynchronously
- Work Group Meeting to Share Revisions
- Final Feedback



Work Groups

Group 1: Approaches to Learning, Social-Emotional Development, and Creative Thinking & Expression

Group 2: Language Development and Early Literacy

Group 3: Mathematics, Science, Social Studies

Pending Group Assignment: Physical Well-being and Motor Development

Feedback Process

We have designated Work Groups to work on specific domains but all members will have the master schedule and can enter comments on any standard during the Feedback Windows



General Timeline

April	April 1	Kickoff Full Group Meeting and first Work Group
May	TDB - doodle poll	Work Group Meeting
June	June 24, 1pm-4pm	Full Group Meeting
July	TDB - doodle poll	Work Group Meeting
August	TDB - doodle poll	Work Group Meeting
September	TDB - doodle poll	Work Group Meeting
October	October 28, 1pm-4pm	Full Group Meeting

Final Product

Revised Standards and Indicators
for all Domains



LET'S TAKE A SHORT BREAK



Work Group Assignments

Approaches to Learning, Social-Emotional, Creative Arts	Language Development and Literacy	Math, Science, Social Studies
<p>Dr. Cindy Bagwell Britt Braun (LDOE)</p> <p>Derrick Toups Sande Clawson Dr. Cynthia DiCarlo Kacy Patin Dr. Toni Ledet Holly Bell Eboni Walker</p>	<p>Dr. Catherine Scott-Little Meredith Eckard (LDOE) Catasha Edwards (LDOE)</p> <p>Ali Curtis Michelle Brunson Lacy Hitt Libbie Sonnier Leslie Hodges Rachel Dugas Julie Emory</p>	<p>Dr. Amy Scrinzi Leslie Doyle (LDOE)</p> <p>Michelle Grantham-Caston Anjenette Holmes Latrese Lecour Dr. Niquelle Lackings Karen Parrino Kim Duncan Susan Spring Stephanie Dunmiles</p>

Work Group Time

- Introductions
- Learn more about the revision process
- Get organized



Next Steps

- Asynchronous “homework” due April 10.
- Upcoming full meetings:
 - June 24, 1-4 p.m.
 - October 28, 1-4 p.m.

