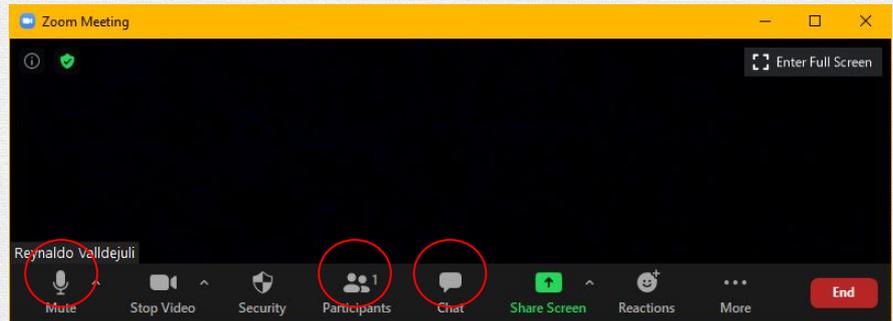


# Zoom Meeting Preparations

- **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](mailto:LDOEcommunications@la.gov).





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## Early Learning and Development Standards Review

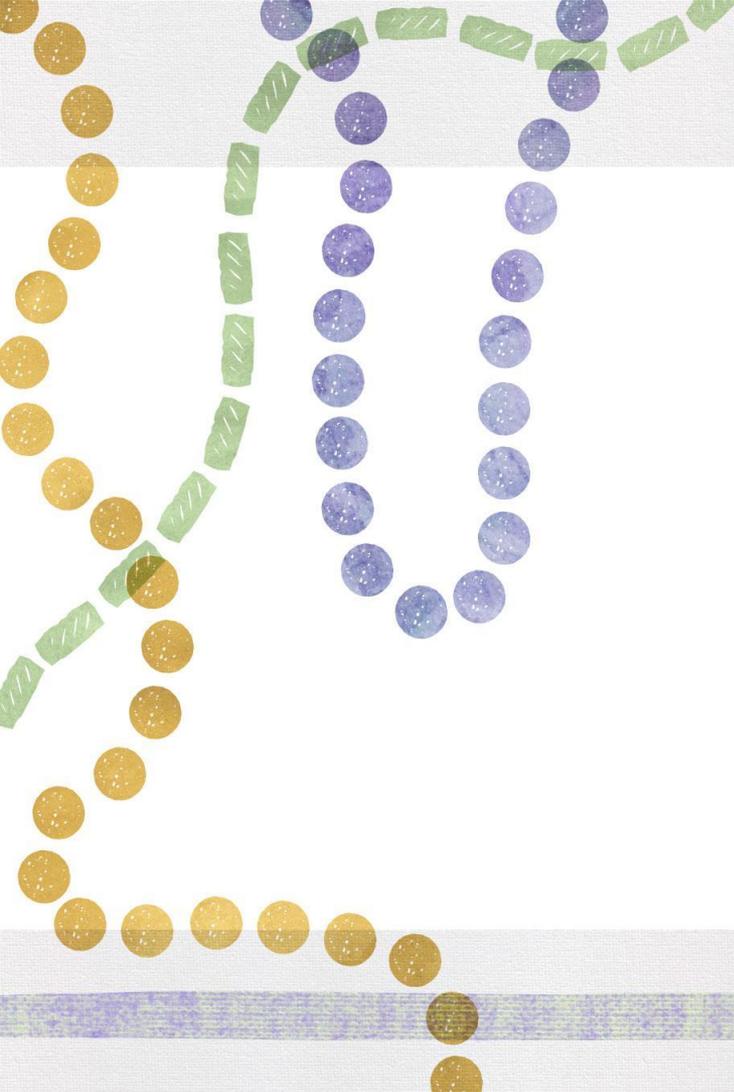
January 25, 2022

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# Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of November 22, 2021
- IV. Recap of Standards Revisions Process
- V. Update on Early Learning Standards Revisions
- VI. Projected Timeline for Completion
- VII. Adjournment

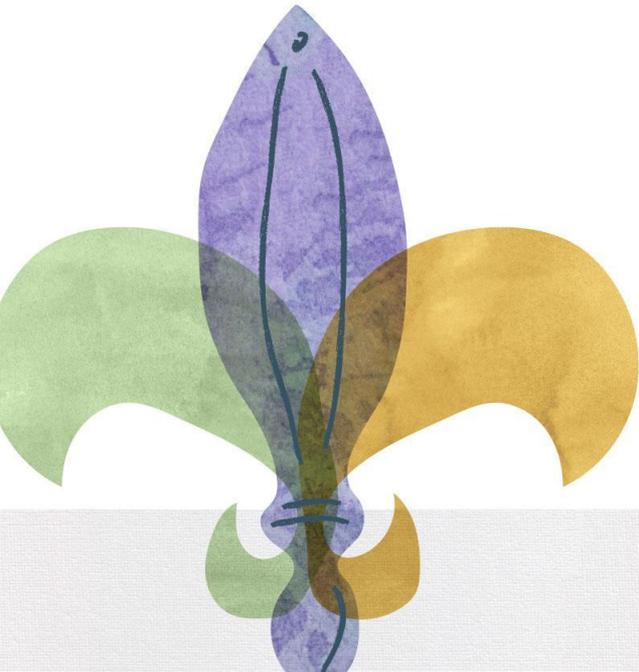




**Welcome!**

# Committee Members

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



## Recap of the Standards Revision Process

# Review of ELDS Revision Goals

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

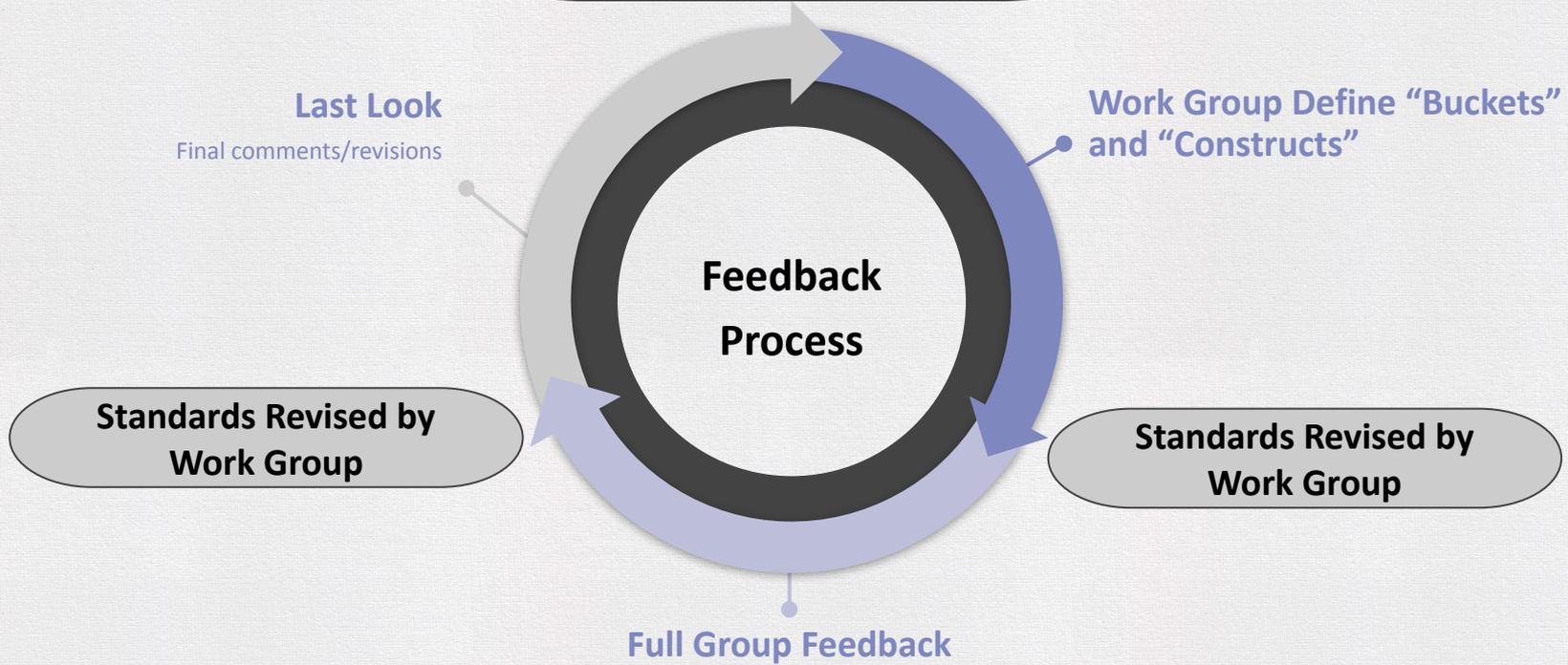
1. Make **stronger connections** to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands.
2. Ensure there is a **stronger integration** of language that supports children with disabilities and dual language learners.
3. Reorganize the **framework and structure** of standards and indicators to make the resource more navigable and user-friendly.
4. Embed commonly used assessments with intentionality to **increase alignment**.
5. **Update the resources** to reflect current research and the Department's initiatives.

# Stakeholder Feedback

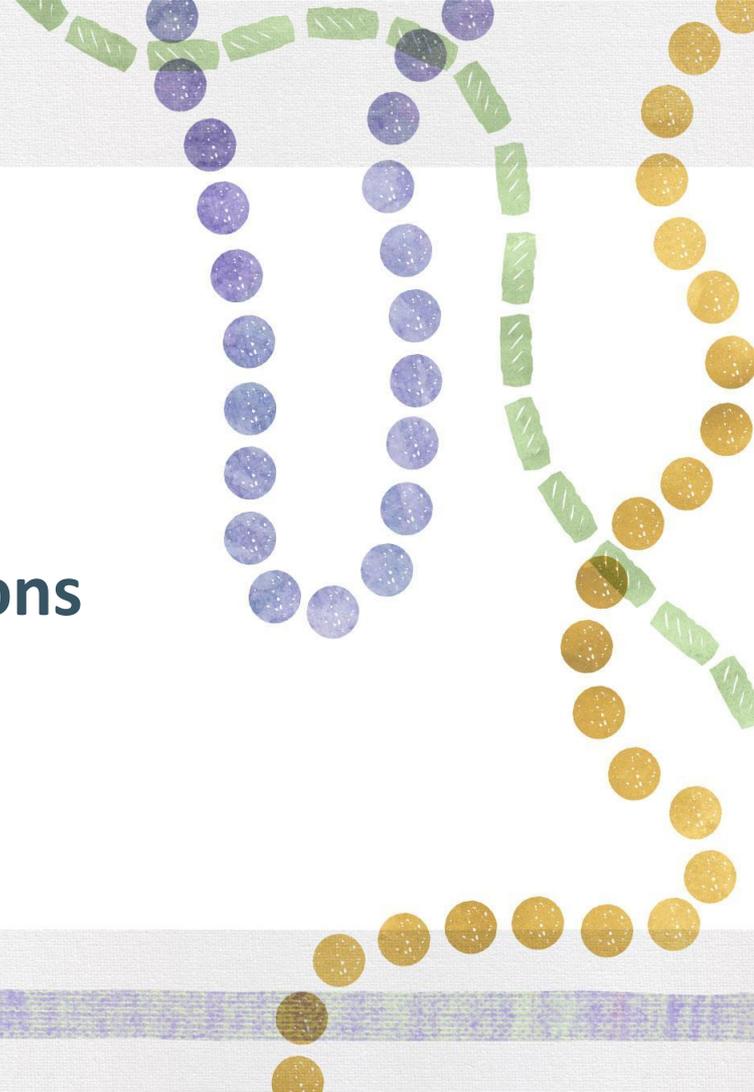
The goal is for all revisions to reflect a variety of perspectives from stakeholders who represent a variety of roles and geographic regions of the state.



# Standards Revisions

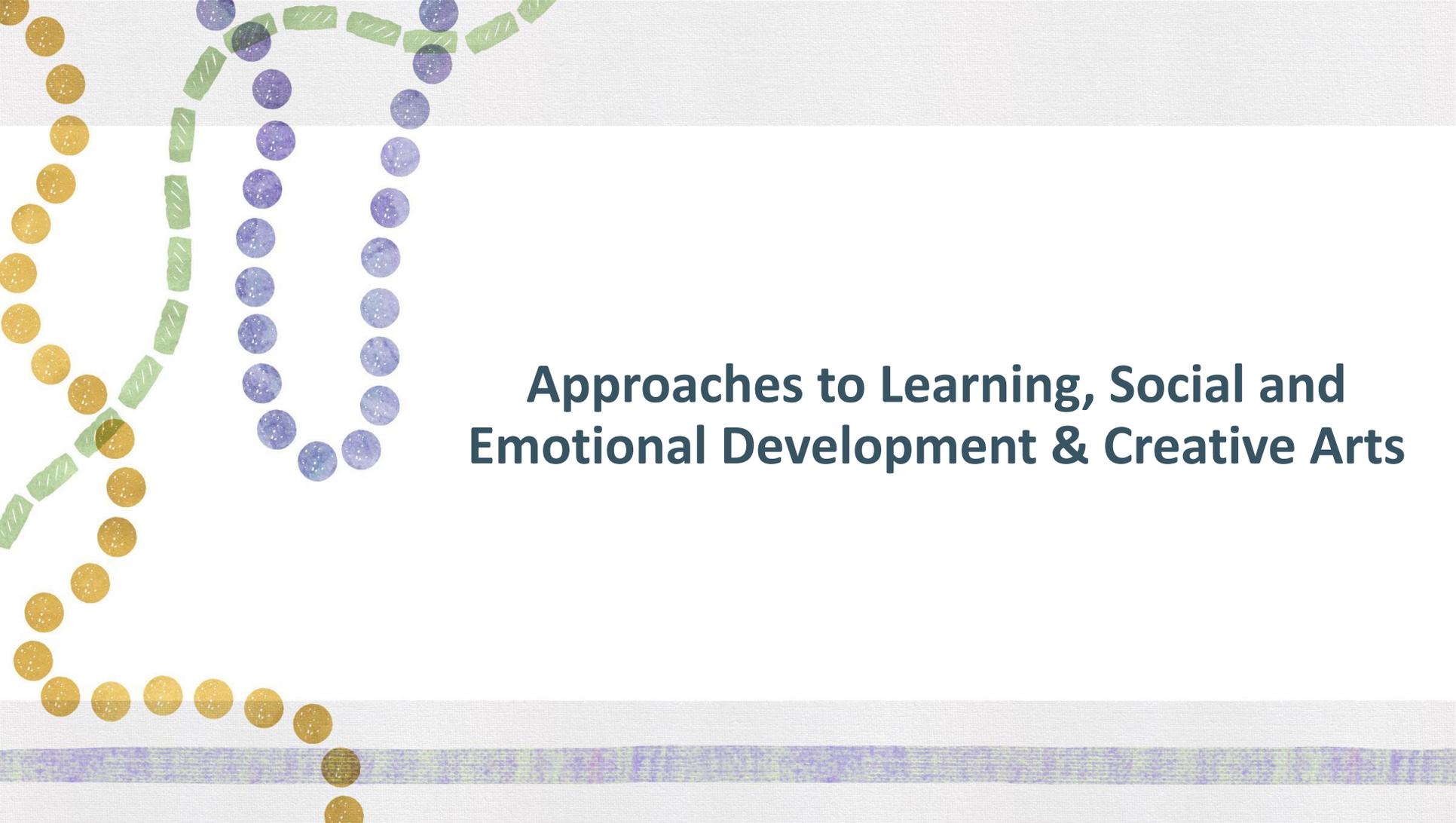


# Updates on Early Learning and Developmental Standards Revisions



# Work Groups

Group	Domain Workgroups
Group 1	Approaches to Learning, Social and Emotional, Creative Arts
Group 2	Language Development and Literacy
Group 3	Mathematics, Science, Social Studies
Groups 1 and 3	Physical Development and Well-Being



**Approaches to Learning, Social and  
Emotional Development & Creative Arts**

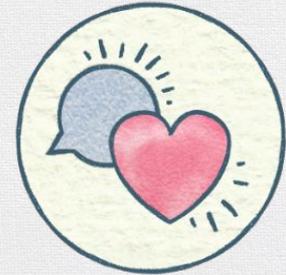
# Approaches to Learning, SEL, & Creative Arts Work Completed Since November Meeting

## Final Revisions to:

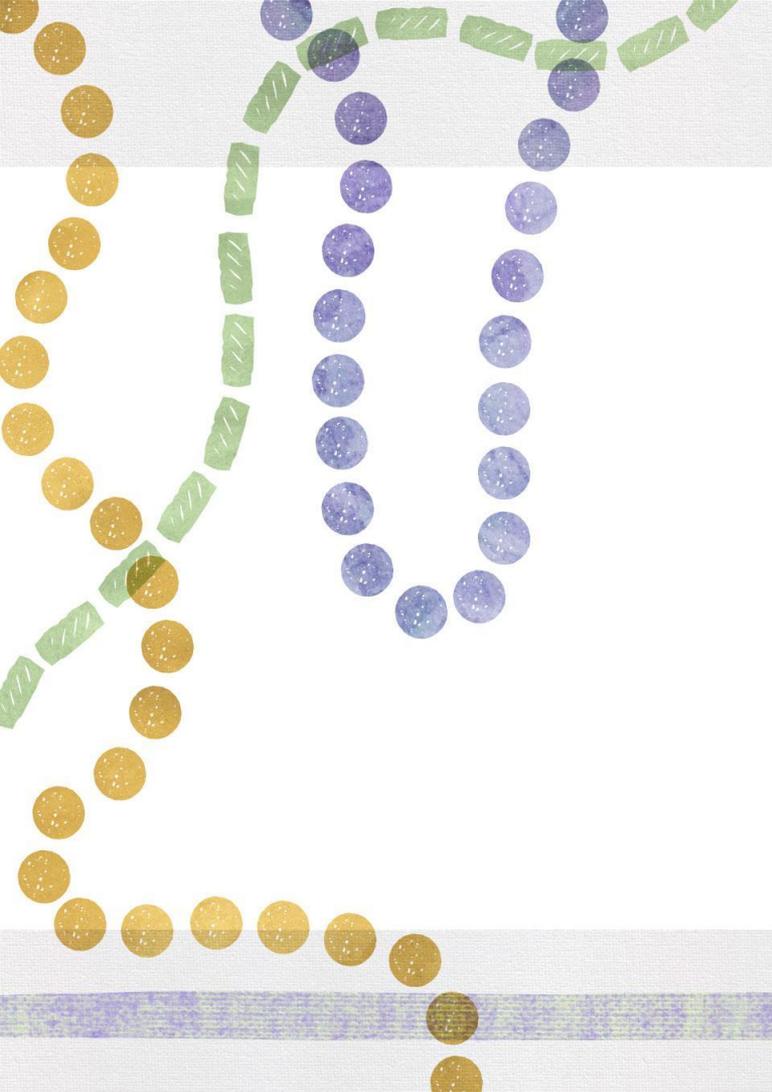
- Approaches to Learning Standard 1, Curiosity & Initiative
- Approaches to Learning examples
- Social and Emotional Standard 4, Emotion Regulation



APPROACHES  
TO LEARNING



SOCIAL-EMOTIONAL  
DEVELOPMENT



# Language and Early Literacy

# Language & Early Literacy Work Completed Since November Meeting

Final Revisions were completed on:

- **Language:**

- Expressive Communication
- Receptive Communication
- Social & Conversational Rules

- **Early Literacy**

- Alphabet Awareness
- Print Concepts
- Emergent Writing
- *Phonological Awareness (Completed after November meeting)*
- *Comprehension (Completed after November meeting)*



LANGUAGE  
DEVELOPMENT

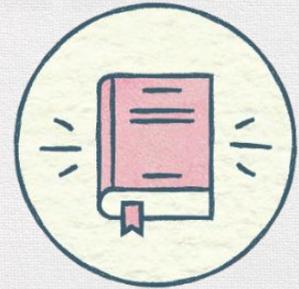


EARLY LITERACY

# Language & Early Literacy Work Presented for Feedback Today

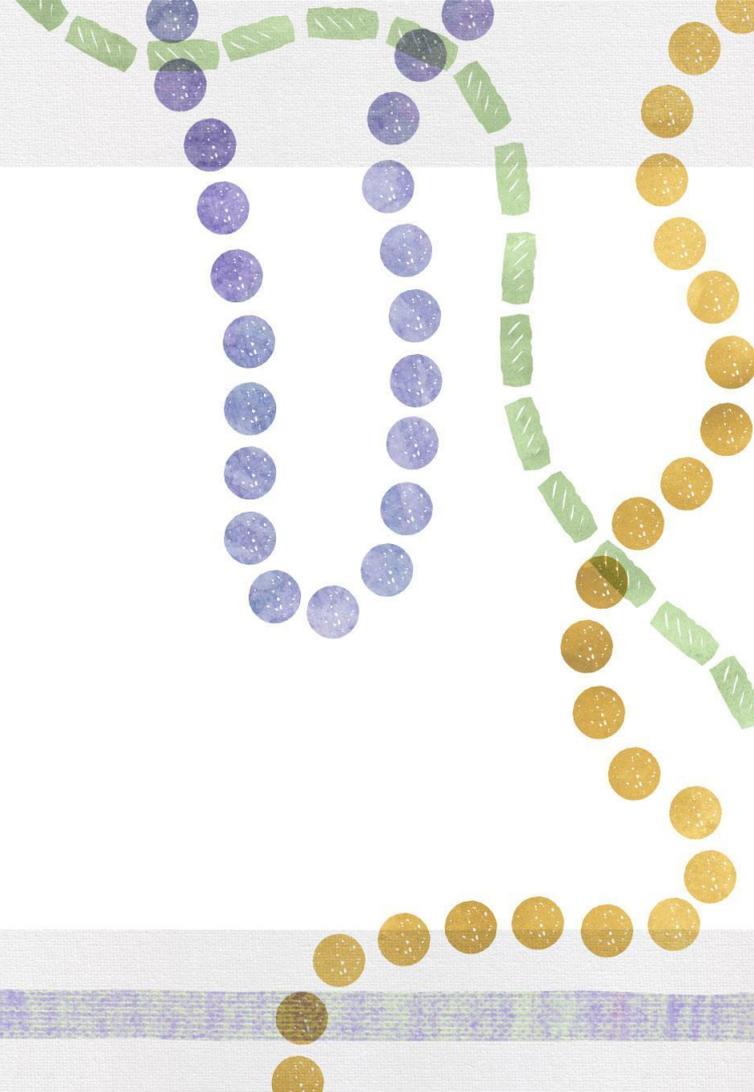
## Early Literacy

- **Alphabet Awareness**
- **Print Concepts**
- **Emergent Writing**
- **Phonological Awareness**
  - Interest
  - Word & Syllable Awareness
  - Rhyming
  - Beginning Sounds/Onset & Rimes
- **Comprehension**
  - Key details/memory
  - Story sense
  - Analysis/Making Connections



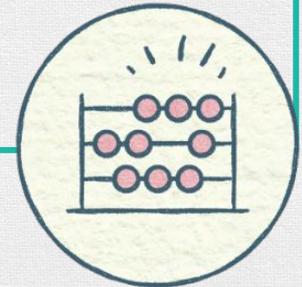
EARLY LITERACY

# Mathematics



# Math Standards

- **Standard 1:** Children demonstrate knowledge of numbers and the relationships between numbers and quantities.
- **Standard 2:** Children demonstrate knowledge of patterns and operations
- **Standard 3:** Children measure objects by their various attributes and use differences in attributes to make comparisons.
- **Standard 4:** Children identify shapes and their properties and describe the positions of objects in space



MATH

# Mathematics

## Work Completed Since November Meeting

**Standard 3:** Children measure objects by their various attributes and use differences in attributes to make comparisons.

- Attributes
- Measurement

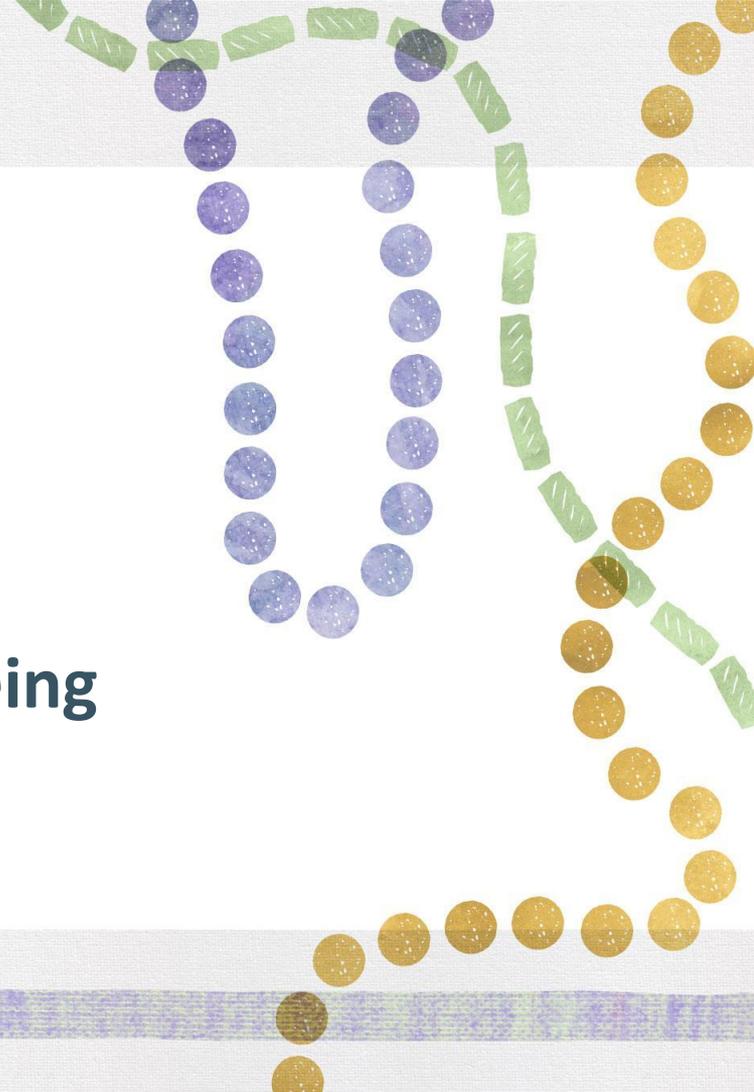
**Standard 4:** Children identify shapes and their properties and describe the positions of objects in space

- Identifying shapes
- Properties of shapes
- Composing 2-D shapes
- Spatial Relationships

# Physical Well-Being and Motor Development

*changed to*

# Physical Development and Well-Being



# Physical Development & Well-Being Work Completed Since November Meeting

## Gross Motor

- Perceptual Development
- Large Muscle Coordination & Control
- Strength & Stamina

## Fine Motor

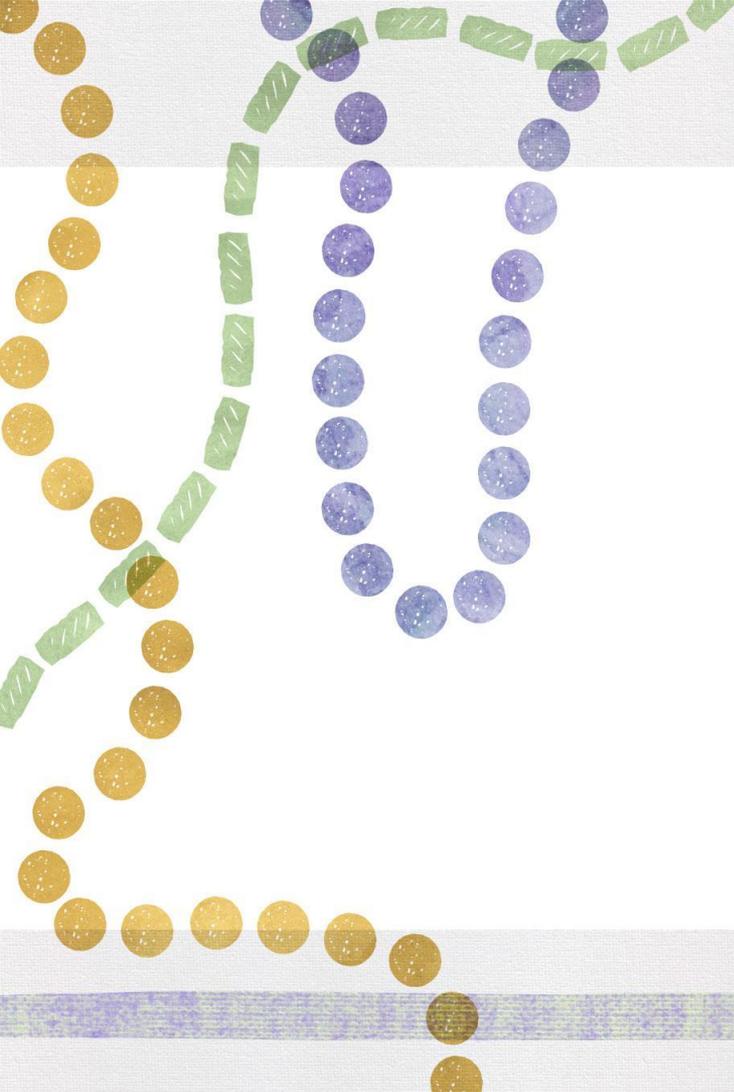
- Small Muscle Coordination & Control
- Eye-Hand Coordination

## Healthy Behaviors

- Physical Activity
- Nutrition
- Personal Care
- Safety



PHYSICAL WELL-BEING  
& MOTOR DEVELOPMENT



## Next Steps

# Remaining Areas For Revisions

*An optional work group meeting will be scheduled to discuss final feedback and make final revisions. These meetings will be scheduled the week of January 31.*

- **Physical Development & Well-being: Meeting date TBD**
  - Feedback from Full Group considered for final revisions on full domain
- **Language & Early Literacy: February 2 from 8:00 - 10:00 am**
  - Feedback from Full Group considered for final revisions on Phonological Awareness and Comprehension
- **Math/Social Studies/Science: Meeting date TBD**
  - Feedback from the Full Group considered for final revisions on Math Standards 3 and 4

# Last Call for Comments

*ELDS Committee members will be given the final version from each work group the week of February 14 for final comments and suggested edits.*

- The final version from each work group will be proofread
- All standards will be combined into one document which will be distributed as a PDF
- Committee members will be asked to return any final comments by February 18
- Recommendations that are substantive will be shared with the Full Group on February 22 when the group considers endorsement of the revised standards document

# Endorsement Process on February 22

- This group is charged with recommending revised standards that move forward into additional steps for finalization and approval by the Board of Elementary and Secondary Education (BESE)
- Each domain will be presented to the group with:
  - An explanation of what is included in the final version
  - A description of how feedback from the full group was incorporated
- We will need a motion and second to endorse the domain as presented (or to endorse the domain with a specific change)
- There will be a vote on endorsement for each domain

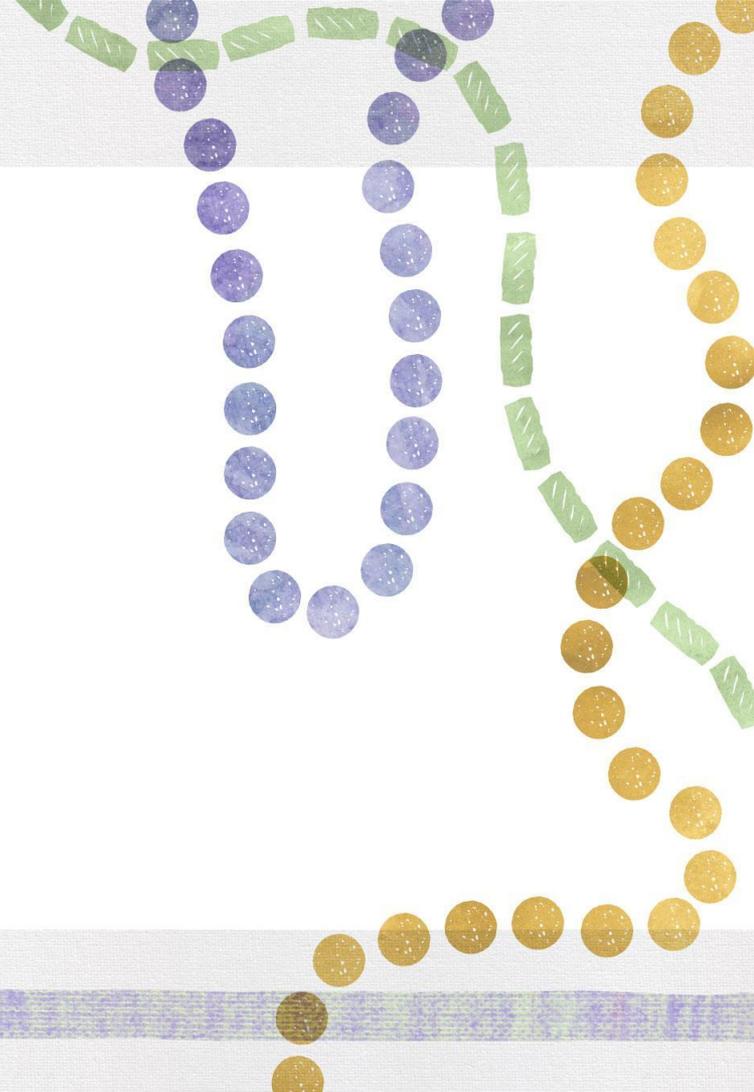
# Summary of Final Steps for This Committee

<b>Week of January 31</b>	Final Work Group meetings to revise the last areas based on feedback from today's meeting
<b>Week of February 14</b>	Opportunity to review the full document and submit comments
<b>February 22, 2022</b>	Final meeting to endorse the revised standards

# General Timeline for Completing the Standards

February 22, 2022	Full Group Meeting 6 (Final Meeting for recommended standards)
March 2022	Public Comment/Feedback Process
April 2022	Revisions completed by LA DOE
Spring 2022	Document designed
May 2022	ECCE Advisory Council, Bulletin 136 Revisions
June 2022	BESE, Bulletin 136 Revision
Fall 2022	ELDS roll out

# Adjourn Full Group Meeting for Workgroup Feedback



# Instructions for Work Groups

- **Round 1** (approximately 20 minutes)
  - *Room 1: Language & Literacy* will review Mathematics
  - *Room 2: Social-Emotional* will review Gross & Fine Motor
  - *Room 3: Math/SS/Science* will review Physical Activity & Health
- **Round 2** (approximately 20 minutes)
  - *Room 1: Language & Literacy* will review Gross & Fine Motor
  - *Room 2: Social-Emotional* will review Mathematics
  - *Room 3: Math/SS/Science* will review Phonological Awareness & Comprehension
- **Round 3:** (Approximately 20 minutes)
  - Room 1: Language & Literacy will review Physical Activity & Health
  - Room 2: Social-Emotional will review Phonological Awareness & Comprehension
  - Room 3: Math/SS/Science will review Gross & Fine Motor