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.

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LOUISIANA DEPARTMENT OF EDUCATION
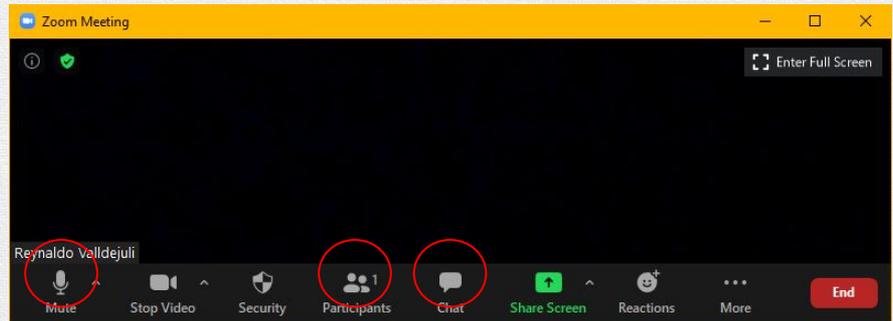
**Early Learning and Development Standards Review**

November 22, 2021

Agenda

I. Call to Order

II. Roll Call

III. Approval of the Minutes of September 21, 2021

IV. Update on Early Learning Standards Revisions

V. Projected Timeline for Completion

VI. Adjournment
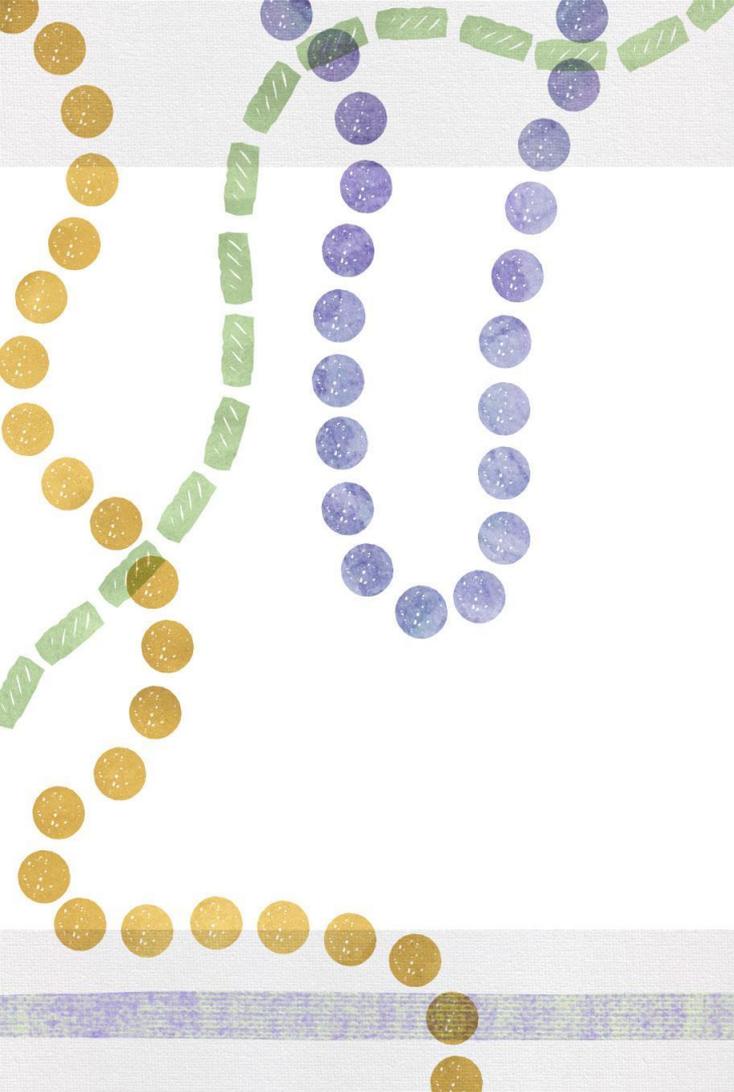
Welcome!

Committee Members

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

Believes

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.


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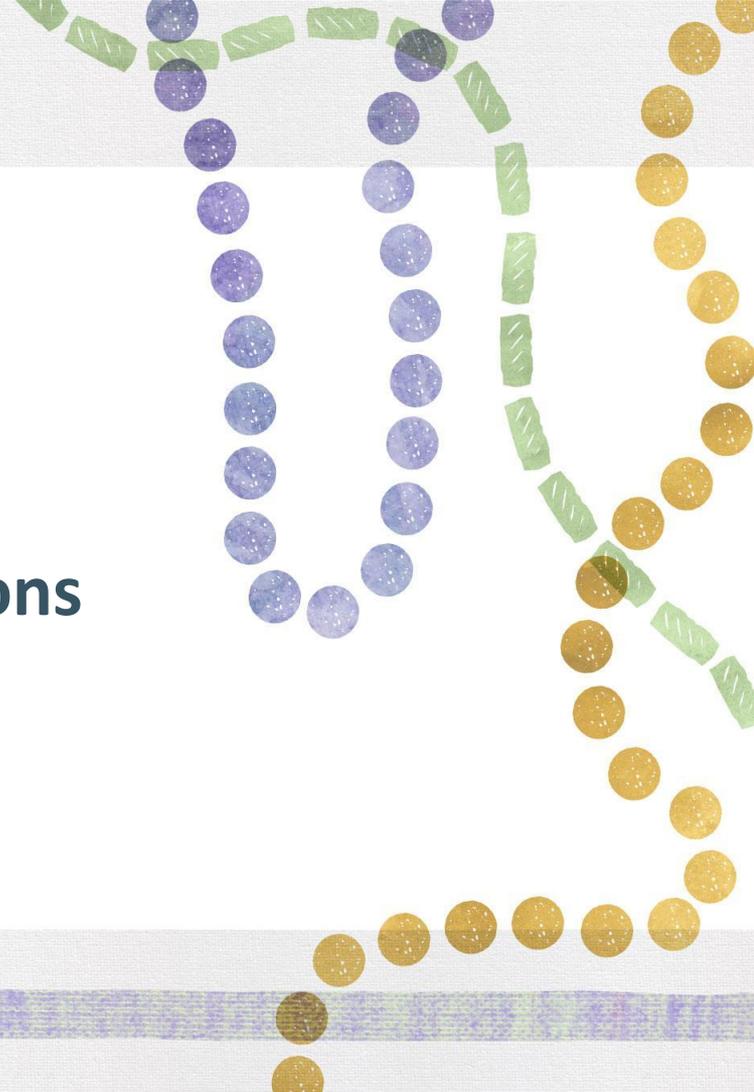
Work Groups

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

Pending Group Assignment: Physical Well-being and Motor Development
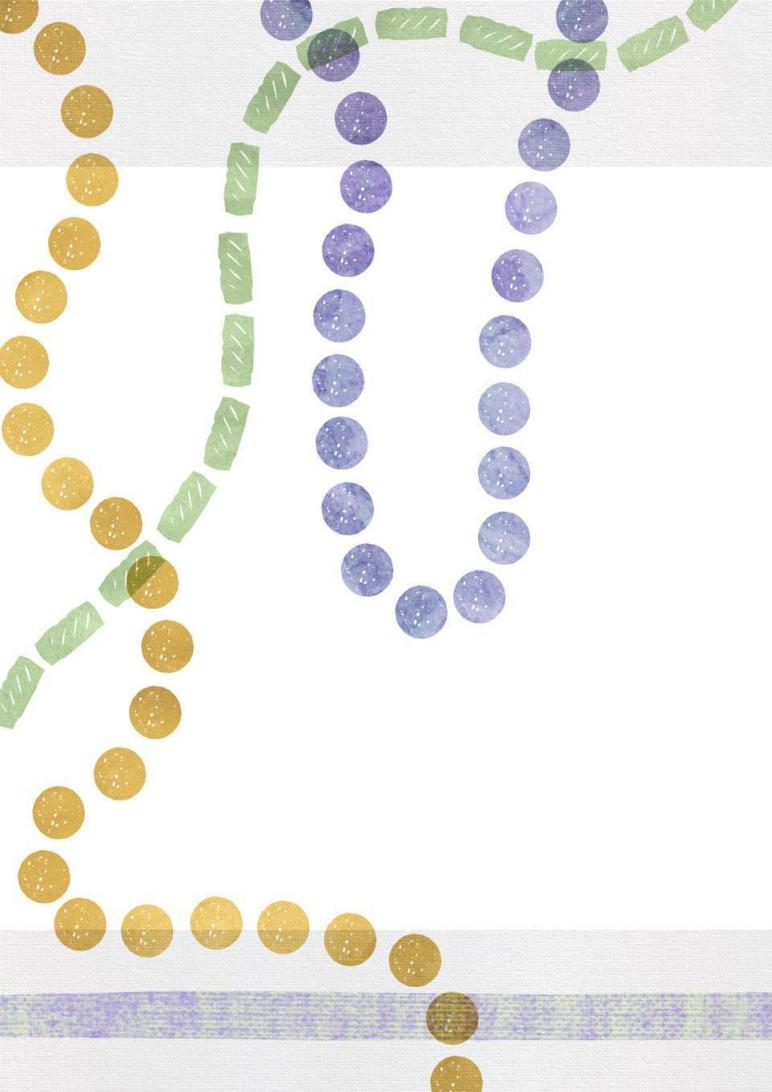
Language and Early Literacy

Alphabet Knowledge

- **Standard:** Children recognize and identify letters and make letter-sound connections.

- **Constructs Addressed:**
  - Letter Sounds
  - Knowledge of Letters
  - Recognize Letters in Words
  - Motivation/Interest

- **Questions for Feedback:**
  - *Are the important constructs covered and are indicators expressed clearly?*
  - *How to express indicators related to interest?*

Print Concepts

- **Standard:** Children demonstrate knowledge of books and how print conveys meaning.

- **Constructs Addressed:**
  - Environmental Print
  - Book Awareness
  - Print Conventions
  - Motivation/Interest

- **Questions for Feedback:**
  - *Are the important constructs covered and are indicators expressed clearly?*
  - *What do you think about how "shared reading" is included and the age at which it is reflected in the indicators?*

Emergent Writing

- **Standard:** Children write and draw to express their ideas, using some letters and print conventions.

- **Constructs:**
  - Writing Skills
  - Writing Conventions
  - Writing for Meaning
  - Motivation

- **Questions for Feedback:**
  - *Are the important constructs covered and are indicators expressed clearly?*
  - *What do you think about including "digital tools" within an indicator?*
  - *What do you think about how "shared writing" is included and the age at which it is reflected in the indicators?*
  - *What do you think about how interest is addressed within indicators?*

Believes

Social and Emotional Development

Revisions to Social and Emotional Development

- **Standards revised to...**
  - More clearly define what children will demonstrate by the end of preschool
  - Reduce overlap and duplication

- **Indicators revised to...**
  - Reduce duplication
  - Be more observable
  - Provide greater clarity
  - Articulate greater distinction across indicators
  - Ensure a good developmental fit
  - Extend developmental progression

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Existing SE Standards	Revised SE Standards
SE 1: Develop healthy relationships and interactions with peers and adults.	**SE 1**: Children engage in and maintain positive relationships and interactions with adults.
	SE 2: Children engage in and maintain positive relationships and interactions with other children.
SE 2: Develop positive self-identify and sense of belonging.	**SE 3:** Children recognize themselves as unique individuals and express confidence in their abilities.
SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	*Standard deleted due to overlap with new SE 3. Indicators moved to new SE 3 as needed.*
SE 4: Regulate own emotions and behavior.	**SE 4:** Children regulate their emotions and behaviors and respond to the emotions of others.
SE 5: Regulate attention, impulses, and behavior	*Standard deleted due to overlap with SE 4. Indicators will be moved to SE 4 as needed.*

Social and Emotional Development Constructs

- **SE 1: Children engage in and maintain positive relationships and interactions with adults.**
  - Security
  - Affection
  - Interactions
  - Adults as resources

- **SE 2: Children engage in and maintain position relationships and interactions with other children.**
  - Interactions
  - Friendships
  - Conflict Resolution

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Social and Emotional Development Constructs

- **SE 3: Children recognize themselves as unique individuals and express confidence in their abilities.**
  - Self-awareness
  - Sense of belonging
  - Self-confidence

- **SE 4: Children regulate their emotions and behaviors and respond to the emotions of others.**
  - Recognizing emotions
  - Responding with care and concern
  - Impulse control
  - Self-regulation

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Social and Emotional Development Feedback

- *Are the important constructs covered and are the indicators clearly written?*

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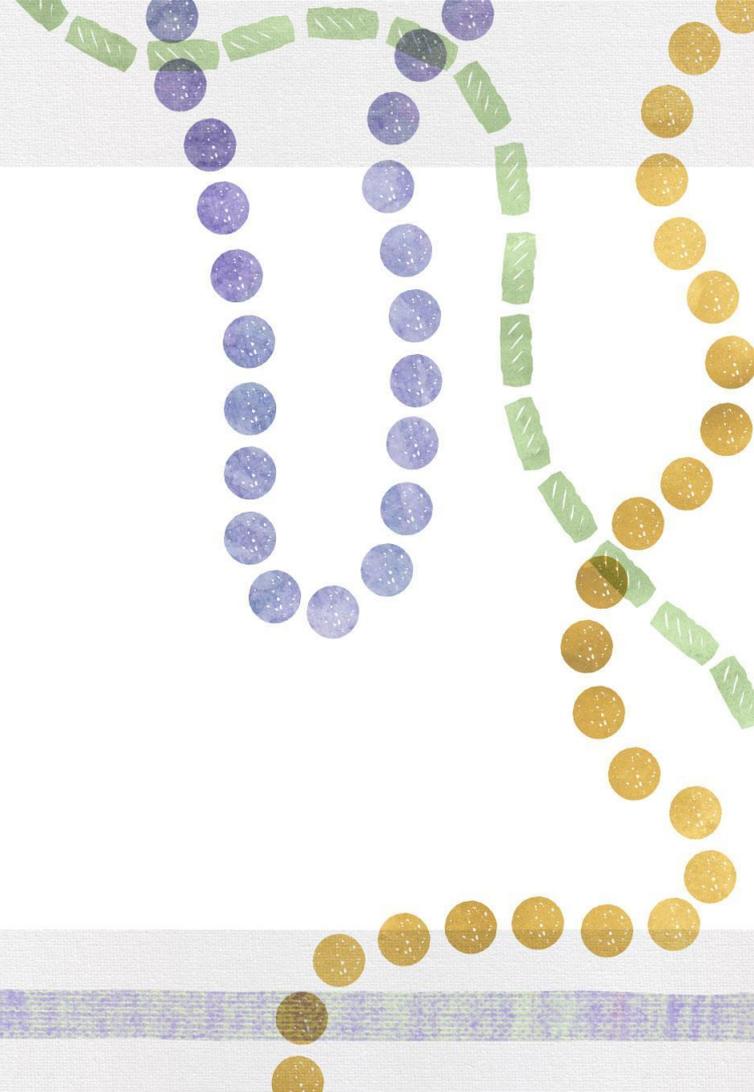
Mathematics

Revisions to Mathematics

- **Standards revised to...**
  - More clearly define what children will demonstrate by the end of preschool
  - Be more observable

- **Indicators revised to...**
  - Be more observable
  - Provide greater clarity
  - Ensure a good developmental fit
  - Reduce duplication
  - Focus on expectations vs activities
  - Extend developmental progression

Believes

Revisions to Mathematics Standards

Existing CM Standards	Revised CM Standards
CM 1: Understand numbers, ways of representing numbers, and relationships between numbers and quantities.	**CM 1**: Demonstrate knowledge of numbers and the relationships between numbers and quantities.
CM 2: Understand basic patterns, concepts, and operations.	**CM 2**: Demonstrate knowledge of patterns and operations.
CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	**CM 3:** TBD
CM 4: Understand shapes, their properties, and how objects are related to one another in space.	**CM 4**: TBD

Mathematics Constructs

- **CM 1: Demonstrate knowledge of numbers and the relationships between numbers and quantities.**
    - Rote counting
    - Numerals
    - Quantities
    - Comparing numbers
    - Positional terms

- **CM 2: Demonstrate knowledge of patterns and operations.**
    - Patterns
    - Addition and subtraction

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Mathematics Feedback

- *Are the important constructs covered and are the indicators clearly written?*
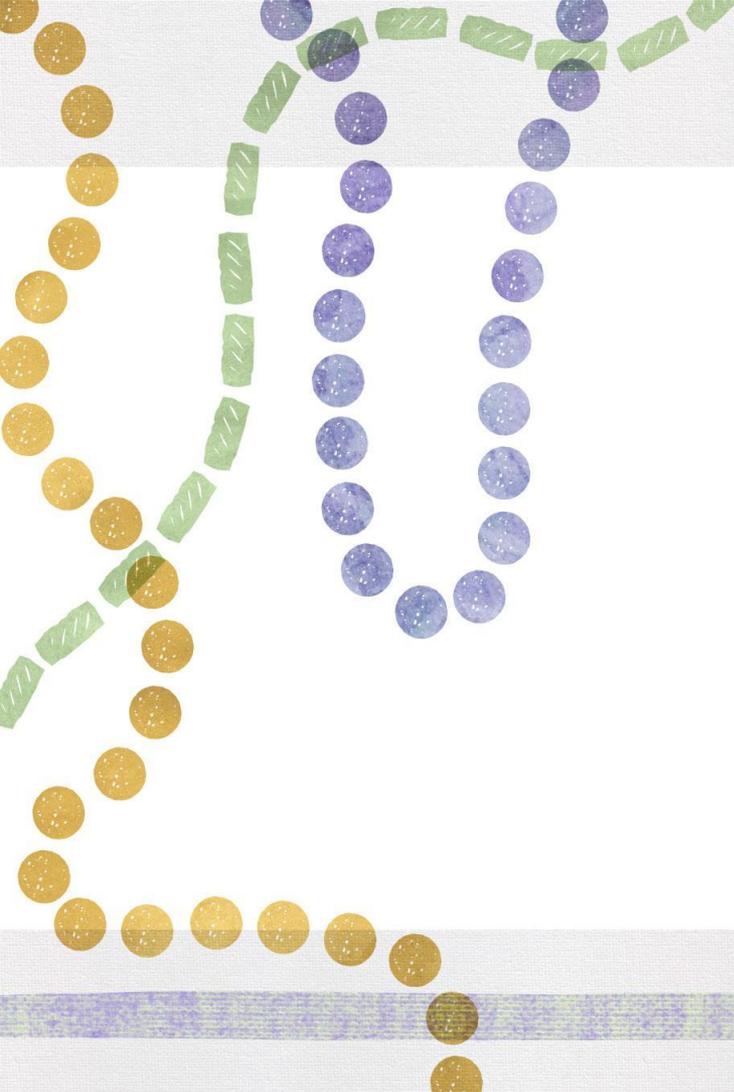
Next Steps

General Timeline

November 2021	Full Group Meeting 4
January 2022	Full Group Meeting 5
February 2022	Public Comment/Final composing and incorporating public feedback
	Full Group Meeting 6 (Final Meeting for recommended standards)
March 2022	ECCE Advisory Council, Bulletin 136 Revisions
	Begin building materials to support implementation of updated ELDS
April 2022	BESE, Bulletin 136 Revisions
Spring 2022	Document designed
Summer 2022	Promoting Revised ELDS
Fall 2022	Providing PD on revised ELDS

Believes

Remaining Areas to be Addressed

- **Physical Well-being and Motor Development**
  - Distributed across Work Groups with additional resource persons

- **Language & Early Literacy**
  - New Development Phonological Awareness and Comprehension
  - Final revisions based on feedback from the Full Group

- **Approaches to Learning & Social-Emotional Development**
  - Final Revisions to all standards based on feedback from Full Group

- **Math/Social Studies/Science**
  - Math Standards 3 and 4
  - Final revisions based on feedback from the Full Group

Adjourn Full Group Meeting for Workgroup Feedback
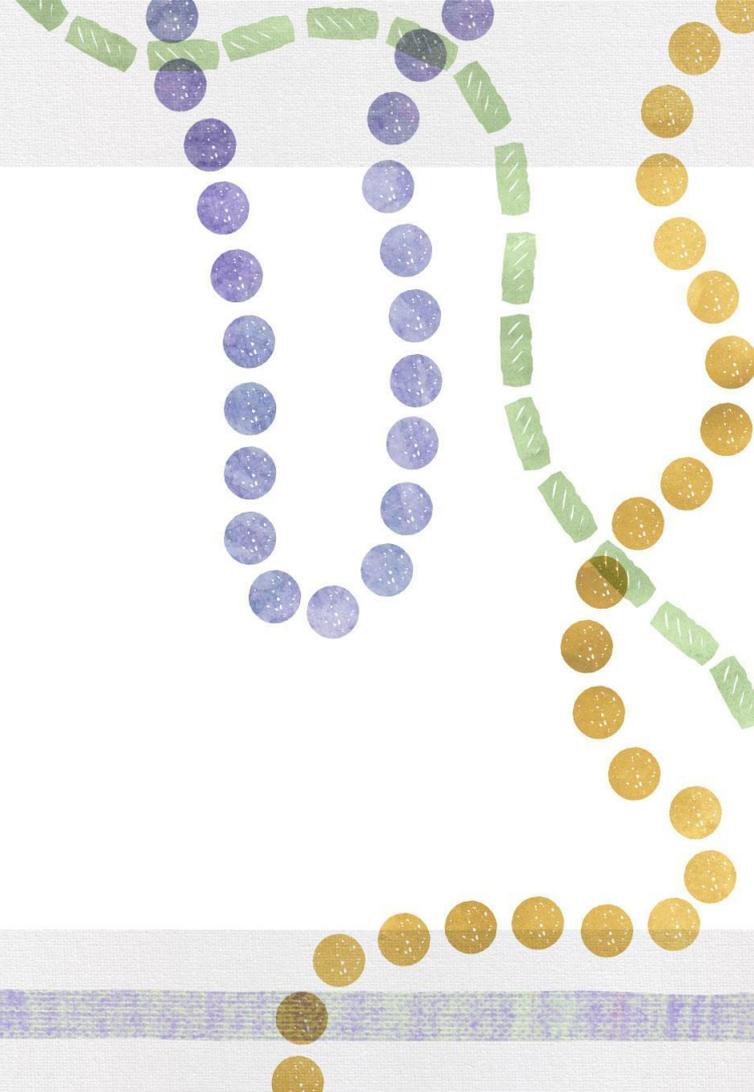
Instructions for Work Groups

- Select the Breakout Room for your Work Group
- Each Work Group will review drafts from two other Work Groups

- **Round 1** (approximately 30 minutes)
    - *Room 1: Language & Literacy* will review Social-Emotional
    - *Room 2: Social-Emotional* will review Mathematics
    - *Room 3: Math/SS/Science* will review Early Literacy

- **Round 2** (approximately 30 minutes)
    - *Room 1: Language & Literacy* will review Mathematics
    - *Room 2: Social-Emotional* will review Early Literacy
    - *Room 3: Math/SS/Science* will review Social-Emotional