Tennessee Early Learning and Developmental Standards (TN ELDS)

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Last Revision of TN ELDS

- August 2012
- Key research and resources used:
  - Tennessee Early Learning Developmental Standards (2004)
  - Early learning standards from states nationally recognized for their standards
  - Head Start Child Development and Early Learning Framework (2011)
  - National Association for the Education of Young Children (NAEYC)

Intent of TN ELDS

- A resource for guiding the design, selection, and implementation of a high quality curriculum
- A guide for planning meaningful experiences and instructional activities which enable children to meet the standards
- A guide for selecting assessment tools appropriate for children with differing abilities and challenges
- A framework of developmental milestones for all children regardless of language, background, or diverse needs
- A framework of learning expectations to develop and nurture the relationship between early learning and K-12 so all schools are ready for children and children are ready for school
- A focus for discussions regarding the education of young children by educators, policy makers, families, and community members
- A template for planning professional development opportunities

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TN ELDS are *NOT*

- Intended to be used as a checklist, but can inform the development or selection of screening
- Intended to be used as an assessment tool
- Intended to be used as a curriculum
- Meant to exclude children from kindergarten
- Meant to stifle the creativity of teachers, caregivers, or parents
- Intended to mandate specific teaching practices and/or materials

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TN ELDS and Instruction

- The TN ELDS and K-12 Standards inform *what* students need to know and learn.

- The instructional strategies based in developmental science inform *how* students will learn and grow toward the standards.

- The instructional structures inform *where* the learning will occur.
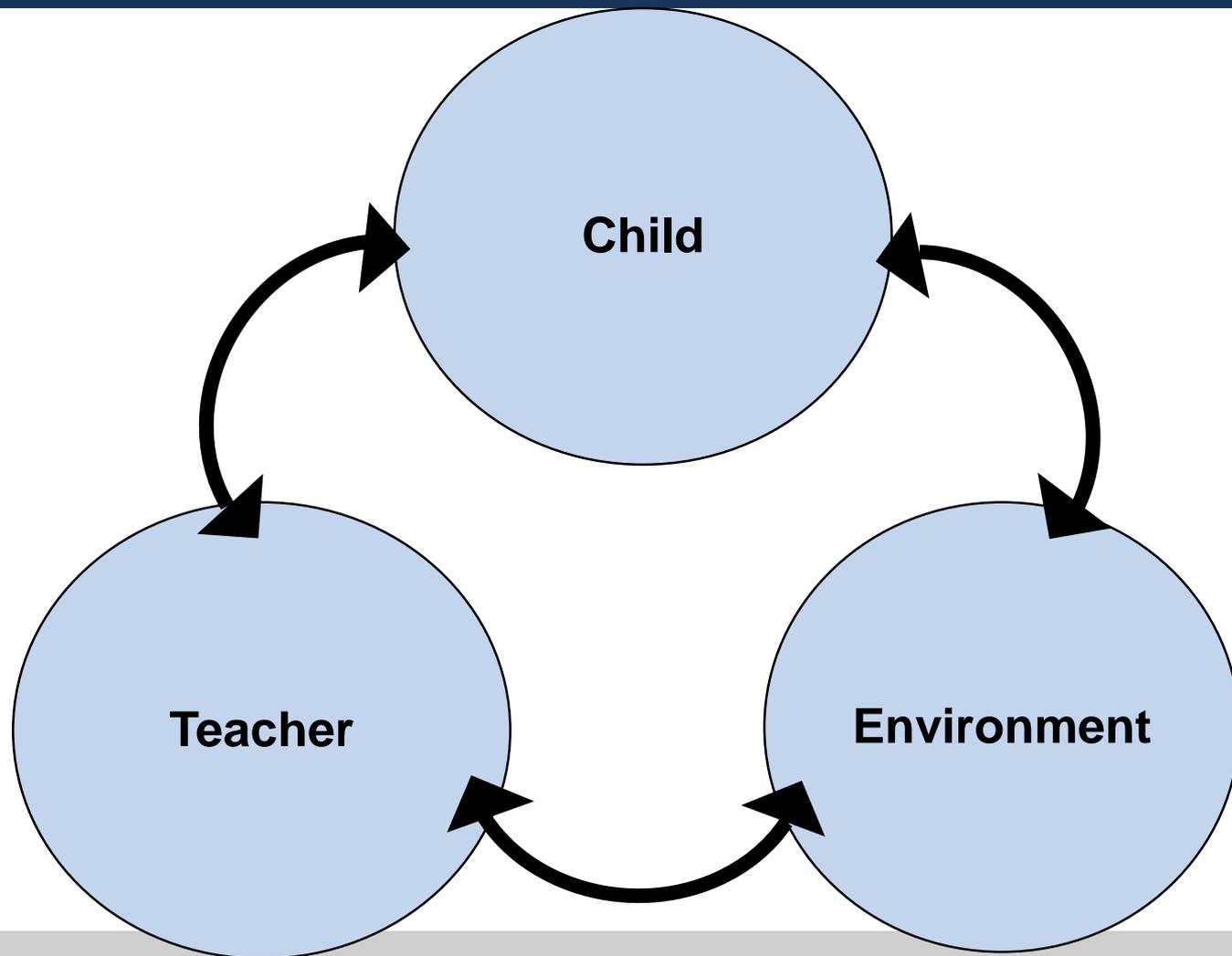
Developmental Domains

- Approaches to Learning
- Social and Personal Competencies
- Math
- English Language Arts (ELA)
- Science
- Social Studies
- Creative Arts

Kindergarten Readiness

- Domains measured by Kindergarten Entry Inventory
    - Approaches to Learning – Self Regulation
    - Social Emotional Development
    - Language and Literacy Development
    - Cognition: Math
    - Physical Development

Purpose for Changes

- Continued alignment between TN ELDS and K-12 standards
  - Integrity of content was not changed
    - Well-researched
    - Aligned to Head Start and other states
    - Teams of experts
  - Realignment only
    - Changes in coding
    - Shifts in language
    - Clarity provided

Methods

- Because this was a realignment and not a revision, approach was less intensive than 2012.
  - OEL staff realigned standards to match K-12 structure and language.
  - TN ELDS were posted for public comment
  - TN ELDS were presented at roundtable meetings in all three Grand Divisions.
    - Classroom teachers
    - Voluntary Pre-K (VPK) directors
    - Head Start content experts
    - University experts
    - TDOE content experts

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What Changed

- A few standards were added:
  - Math – standard regarding money
  - Social Studies – geography standards
- A few standards were deleted:
  - ELA – some standards were duplicative and deleted when realigned
  - ELA – content around using technology to write was deleted

What Changed (cont.)

- Language changed for consistency
  - Within document
  - K-12 alignment
- Coding of standards
  - Aligned with K-12 standards
- Standards broken apart
  - Some standards had multiple "verbs" or multiple skills embedded.

Additional Guidance

- All guidance from 2012 revisions

- Research used to inform Kindergarten Entry Inventory (NAEYC)

- Research used to inform Read to Be Ready

Example of Coding

2012 Version	2017 Changes
Reading Informational. Pre-K. Standard 1 **RI.PK.1**	Pre-K. Reading Informational. Key Ideas and Details. Standard 1 **PK.RI.KID.1**
Pre-K. Counting and Cardinality. Standard 1 **PK.CC.1**	Pre-K. Counting and Cardinality. Cluster A. Standard 1 **PK.CC.A.1**
Approaches to Learning. Pre-K. Standard 1 **AL.PK.1**	Pre-K. Approaches to Learning. Standard 1 **PK.AL.1**

- Standard coding is uniform
  - Grade
  - Content
  - Standard number

Example of Restructured Standard

2012 Version	2017 Changes
PK.CC.5. With guidance and support count to answer "how many?" questions about as many as 10 things arranged in a line or as many as 5 things in a scattered configuration; given a number from 1-10, count out that many objects	PK.CC.B.5 Understand that a number represents a corresponding quantity. a. Subitize quantities up to 5 (the ability to look at a quantity and say the quantity [1-5] quickly, just by looking). b. Given a number from 1-10, count out that many objects. c. With guidance and support, count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle. d. With guidance and support, count to answer "How many?" questions about as many as 5 things in a scattered configuration.

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Example of Feedback

- Recommendations from roundtables:
  - RF.PK.1d. Recognize frequently occurring uppercase letters and some of the most frequently occurring lowercase letters
    - Change "frequently" to "familiar" to eliminate requests for "lists of letters."
    - Develop guidance document regarding what familiar means.
  - Subitize quantities up to 5 (the ability to look at a quantity and say the quantity [1-5] quickly, just by looking)."
    - Move from Cluster "A" to Cluster "B" of counting and cardinality.

Next Steps

- Review any additional feedback
- Meet with a roundtable for key stakeholders
  - University partners
  - Department of Human Services – private childcare facilities
  - Private school agencies
  - Head Start partners
  - Leaders of local agencies
- Make adjustments accordingly
- Final read for State Board in January

Training and Implementation

- Spring to Summer 2018 – Districts will receive training on TN ELDS
  - Early Learning Model Phase II
  - Webinars
  - Guidance documents
- Implementation 2018-19

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