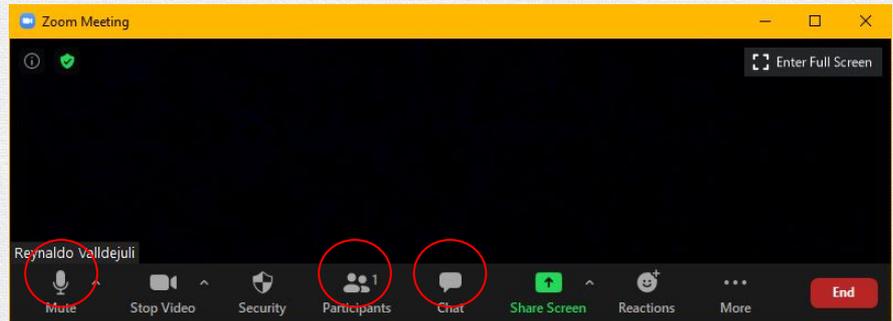


Zoom Meeting Preparations

- **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

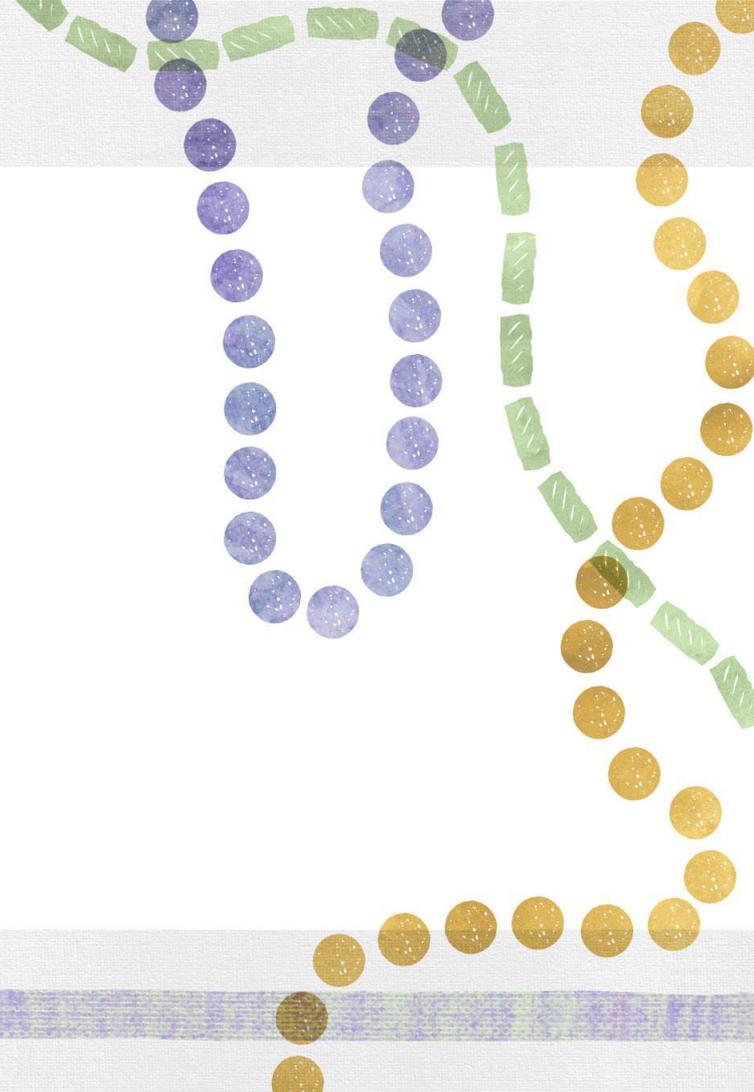
June 24, 2021

Agenda

- I. Call to Order
- II. Roll Call
- III. Approval of the Minutes of April 1, 2021
- IV. Review of Project Goals
- V. Update on Workgroup Process and Recommendations
- VI. Workgroup Charge and Timeline
- VII. Adjournment



Welcome



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 MHC</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>Karen Kelly Parrino Pre-K teacher, North Live Oak Elementary School</p>	<p>Eboni Walker Educational Consultant/LELA Lead Coach & Faculty</p>

A decorative graphic on the left side of the slide. It features three vertical strands of beads: a yellow one on the left, a green one in the middle, and a blue one on the right. The beads are arranged in a pattern that curves at the top and bottom. At the bottom, there is a horizontal purple brushstroke that spans the width of the slide.

Review of Project Goals

ELDS Revision Goals

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

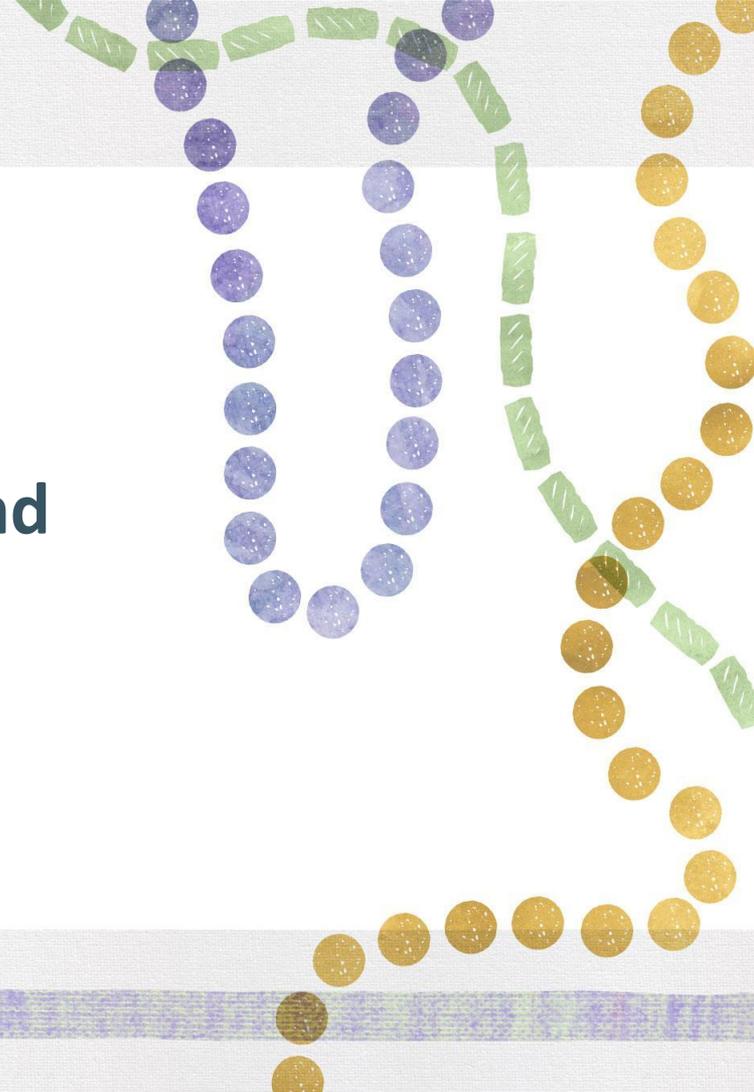
1. Make **stronger connections** to kindergarten readiness expectations and ensure a scaffolded alignment across age-bands.
2. Ensure there is a **stronger integration** of language that supports children with disabilities and dual language learners.
3. Reorganize the **framework and structure** of standards 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.



Update on Workgroup Process and Recommendations



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

Working in the Online Environment

We started with one process in mind, but have discovered that we need to revise our process.

One goal for today's meeting is to give each workgroup a chance to hear about other workgroups

- What the groups have been working on
- How the groups have worked together

Then each workgroup will have a chance to take stock of where you are, work on your domain, and make plans for next steps.



Group 1 Update

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

Process

Synchronous Work

- Move to the beginning of the monthly work process
- Create an interactive document to collect written feedback and prompt group discussion
- Use Lead Reviewer as note taker to capture feedback in Review Comment Sheet

Last Look Feedback

- Reformat revisions to mirror current standard layout
- Work group members review revisions in google doc
- Add comments and suggestions

Revision Considerations

Standards

- Revise to more clearly define what children will demonstrate by the end of preschool

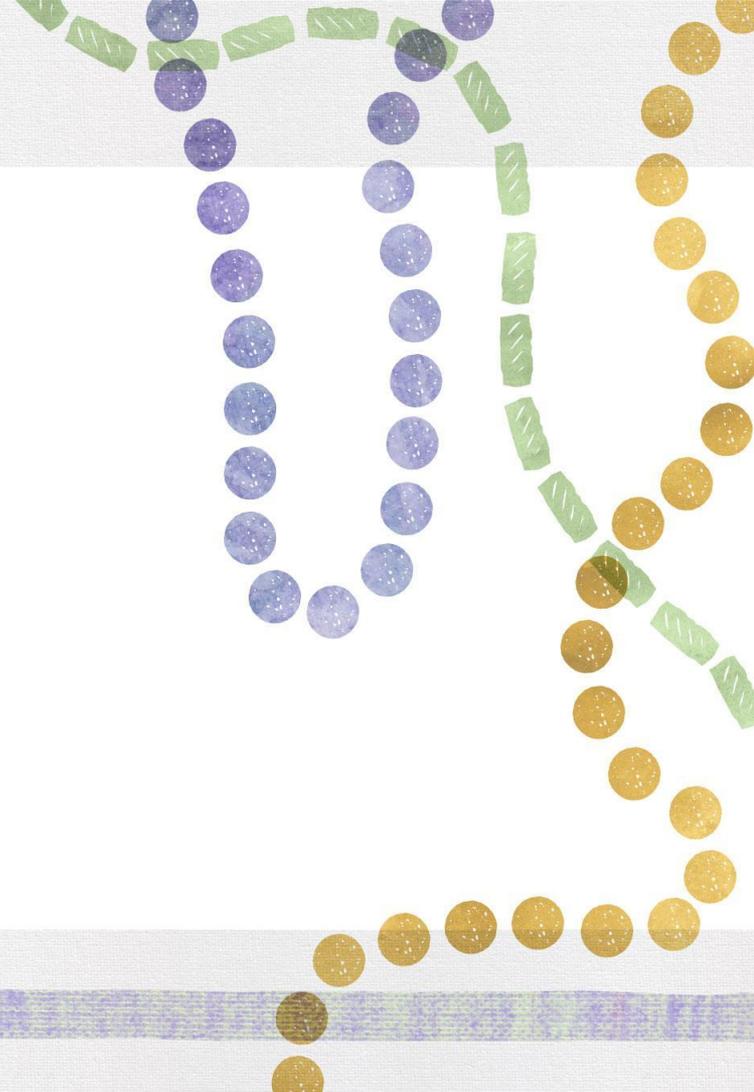
Indicators

- Use of more observable language that is age appropriate
- Remove duplicate indicators in multiple age bands and move to most appropriate
- Add inclusive language where appropriate and to provide examples of observable behaviors (i.e. use of assistive technology, gestures, other non-verbal cues)

Creative Thinking and Expression DRAFT Standards

Standard	Revision
CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	CC 1: Demonstrate an appreciation for, and participate in, music and movement experiences that represent a variety of genres and cultures
CC 2: Develop an appreciation for visual arts from different culture and create various forms of visual arts.	CC 2: Demonstrate an appreciation for visual arts from a variety of cultures and create various forms of visual art.
CC 3: Explore roles and experiences through dramatic art and play.	CC 3: Engage in various forms of dramatic play.

Group 2 Update
Language Development
and Early Literacy



Questions to Ask Ourselves

Questions the Workgroup has considered:

- Are these the major areas we think of when we consider children's development?
- How well do these buckets fit with infants and toddlers and with preschool-age children?
- Will this organization support ECE providers working in a variety of settings?

Questions for Feedback:

- *What do you think about the overall direction that the work is going?*
- *What do you see as the strengths of the work that has been done?*
- *Do you have any advice to strengthen the group's work as they move forward?*

Language and Literacy: Proposed Standards Buckets

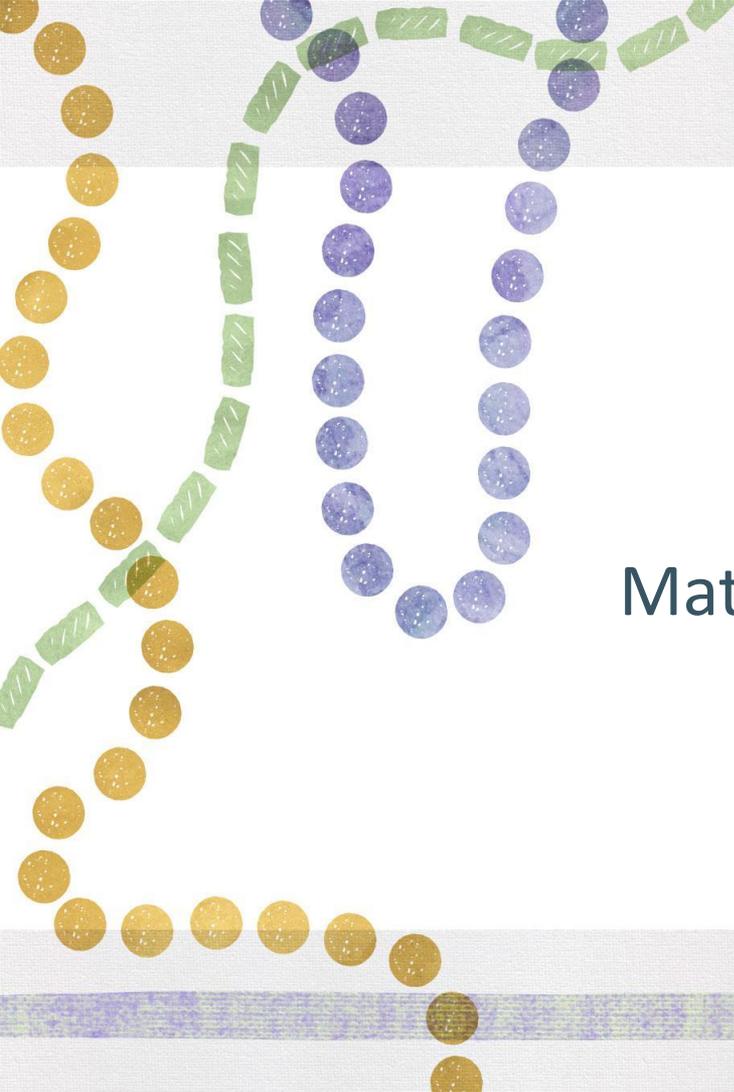
Original	Proposed
<p>Language</p> <ul style="list-style-type: none">● Comprehend and use language● Increased and varied vocabulary	<p>Language</p> <ul style="list-style-type: none">● Expressive<ul style="list-style-type: none">○ Vocabulary● Receptive<ul style="list-style-type: none">○ Vocabulary● Communication<ul style="list-style-type: none">○ Vocabulary
<p>Early Literacy</p> <ul style="list-style-type: none">● Interest in books & their characters● Understand basic features of print● Understand units of sound● Familiarity with writing utensils, conventions and skills	<p>Early Literacy</p> <ul style="list-style-type: none">● Pre-reading<ul style="list-style-type: none">○ Speaking & Listening○ Vocabulary● Pre-writing

Language Concepts (so far)

Receptive	Expressive	Communication
<ul style="list-style-type: none">● Responding to sounds of language● Identifying objects● Answering questions● Following directions● Vocabulary	<ul style="list-style-type: none">● Verbal Expression● Vocabulary● Increasingly complex language (one word, two word sentences)	<ul style="list-style-type: none">● Rules of conversation● Vocabulary● Grammar

Early Literacy Concepts (so far)

Pre-Reading	Pre-Writing
<ul style="list-style-type: none">● Book awareness● Comprehension● Print features● Phonological awareness● Vocabulary● Speaking and listening (comprehension?)● Questions about text/ literacy activities	<ul style="list-style-type: none">● Use of writing tools● Marks and scribbles● Digital tools● Communication through representation



Group 3 Update

Mathematics, Science, and Social Studies

Processes

Start with the Big Picture.

- Keep same number of standards or reduce?
- What is of highest priority? How does this align with K+ Standards?
- Is there anything that could be removed?
- Is there anything missing?

Offer synchronous meetings 2x a month to provide a space for workgroup members to talk, discuss, and think together.

Provide a Google Doc with the standards displayed in a horizontal manner

- Easier look across age spans and content “threads” when working on indicators for each of the 2 standards

Revision Considerations

- Reduce the total number of standards to be more consistent with the rest of the ELDS (currently 1 or 2 standards per domain)
- Identify concepts more appropriate for Birth-Five and less like kindergarten standards; Identify content of most significance
- Reduce duplication/redundancy
 - Within the domain
 - Across domains

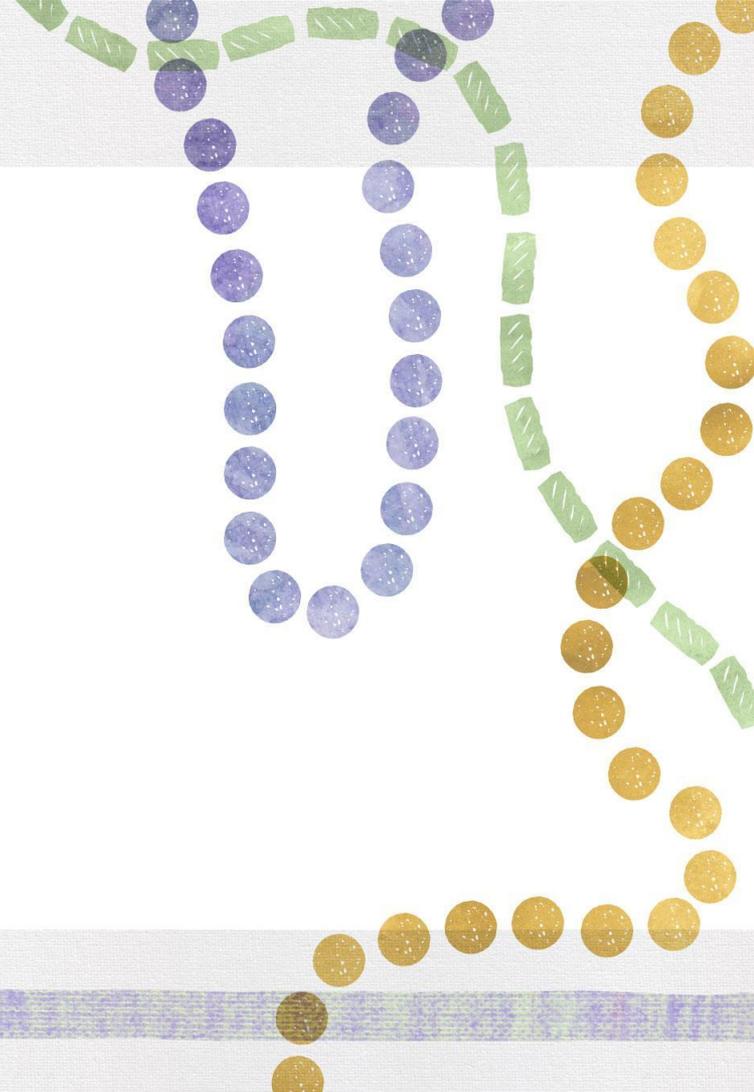
Social Studies DRAFT Early Learning Standards

Moved from 6 standards to 2 standards

NEW Standard: Demonstrates awareness of time (past, present, and future) and place within the community.

NEW Standard: Demonstrates an awareness of culture as it relates to self, family, and community.

Break Out Rooms



Breakouts to Provide Initial Feedback

Each group will have a chance to hear about the work of the other domain workgroups and to provide feedback on the direction each group is going, rather than on specific indicators.

Questions to consider:

- *What do you think about the overall direction of the revisions?*
- *What do you see as the strengths of the work that has been done?*
- *Do you have any advice to strengthen the group's work as they move forward?*

The consultant will be listening to feedback and will take it back to the workgroup so that they can use it to move forward.

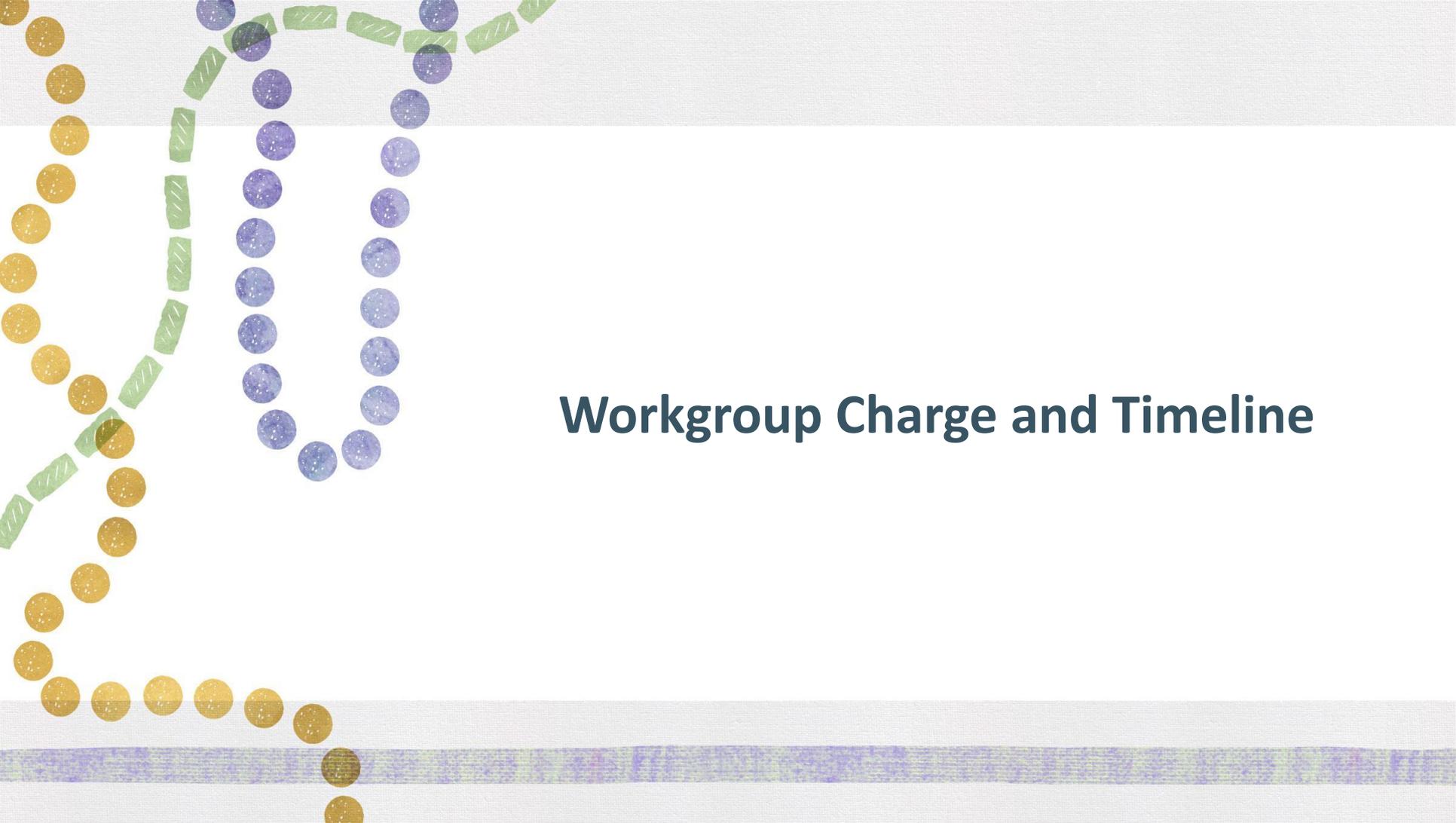
Logistics for the Breakout Groups

- You will be invited to join a breakout session along with your workgroup members.
- You will have the chance to hear about both of the other groups:
 - First 15 minutes: A consultant who has been working with a DIFFERENT group will describe their group's work and ask you for feedback.
 - Second 15 minutes: A consultant who has been working with a DIFFERENT group will describe their group's work and ask you for feedback.
- Everyone will return to the main room for the conclusion of the full group meeting and transition to the workgroup sessions.

Welcome Back!

In the chat, enter something you heard that you are excited about or feel is a strength of the work completed so far.





Workgroup Charge and Timeline

Looking Ahead

- Today we will continue working in our workgroups to make progress
- We are looking at our progress and our overall timeline
- We recognize that our timeline will be a little different from our original plan, so we would like to adjust the timeline for our full group meetings:
 - September
 - November
- We anticipate completing all domains by November

We will use Doodle polls
to find dates for these meetings.

Plans for the Process

Full-group

- Provides advice on all domains and ultimately approve the recommended standards

Workgroups

- Include an LDOE liaison, a consultant, and workgroup members
- Charged with making revisions but can work in the way that fits best

Leadership Team

- The LDOE and consultants touch base to coordinate and identify issues that are common across the groups
 - Inclusive Language: e.g., “Communicates with gestures, words, or phrases” or “communicates” with the understanding that this word embraces all forms of ways to communicate?

Workgroup Assignments



- We will adjourn to meet in our workgroups until 4:00
 - Discuss the process your workgroup is using to work together
 - Hear the feedback from other groups
 - Work on your domains
-
- Please see your workgroup meeting invite for the Zoom link for your workgroup:
 - Group 1 (AL/SE/Creative Thinking)
 - Group 2 (Language/Literacy)
 - Group 3 (Sci/SS/Math)

Adjournment

