Tennessee Early Learning and Developmental Standards (TN ELDS)
Last Revision of TN ELDS

- August 2012
- Key research and resources used:
  - Early learning standards from states nationally recognized for their standards
  - 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
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
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.
Teaching & Learning Relationships

Child

Teacher

Environment
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
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
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

<table>
<thead>
<tr>
<th>2012 Version</th>
<th>2017 Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Informational. Pre-K. Standard 1</td>
<td>Pre-K. Reading Informational. Key Ideas and Details. Standard 1</td>
</tr>
<tr>
<td>RI.PK.1</td>
<td>PK.RI.KID.1</td>
</tr>
<tr>
<td>PK.CC.1</td>
<td>PK.CC.A.1</td>
</tr>
<tr>
<td>Approaches to Learning. Pre-K. Standard 1</td>
<td>Pre-K. Approaches to Learning. Standard 1</td>
</tr>
<tr>
<td>AL.PK.1</td>
<td>PK.AL.1</td>
</tr>
</tbody>
</table>

- Standard coding is uniform
  - Grade
  - Content
  - Standard number
### Example of Restructured Standard

<table>
<thead>
<tr>
<th>2012 Version</th>
<th>2017 Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>PK.CC.B.5 Understand that a number represents a corresponding quantity.</td>
</tr>
<tr>
<td></td>
<td>a. Subitize quantities up to 5 (the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).</td>
</tr>
<tr>
<td></td>
<td>b. Given a number from 1-10, count out that many objects.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>d. With guidance and support, count to answer “How many?” questions about as many as 5 things in a scattered configuration.</td>
</tr>
</tbody>
</table>
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