



Office of the State Superintendent of Education

# DC Early Learning Standards

State Board of Education Public Meeting  
February 20, 2013



To ensure strong birth to 12<sup>th</sup> grade educational continuum that reflects a cohesive aligned unified approach to student education within the District of Columbia

# What are the Benefits of Early Learning Standards?



- A child's development before kindergarten has a significant impact on their success throughout school
- A high quality pre-k will prepare children to meet the rigorous standards expected of them in kindergarten
- School Readiness is a key concept in aligning Pre-K standards with elementary and secondary education standards since they can help measure important foundational skills for achievement in later grades
- Children who attend high quality programs early learning programs are more likely to graduate from high school

# National Movement Towards Alignment



The District of Columbia will serve as one of many states that has adopted Common Core Early Learning Standards.


Some States that have already adopted Common Core Early Learning Standards are:

- Illinois – Early Learning and Development Standards (draft form as of Jan. 2013)
- Washington State – Early Learning and Guidelines (adopted 2012)
- Massachusetts – Curriculum frameworks for Pre Kindergarten to 12<sup>th</sup> grade (adopted July 2010, crosswalk posted 2011)
- New York – Common Core Learning Standards P – 12 (adopted Jan. 2011)
- California – The alignment of the CA preschool learning foundation with early education resources (adopted 2012)
- Maryland – Common Core State Curriculum Framework (adopted June 2011)

# What are the major shifts from prior ELS?

- One comprehensive document versus 2 separate documents
- Consistency in Domains for all ages
  - Current: 4 Domains for infants/toddlers and 8 for pre-k
  - New: 9 Domains for all
- Indicators include supportive practices
- Pre-K and K exit expectations with examples and supportive practices

# Examples of Standards

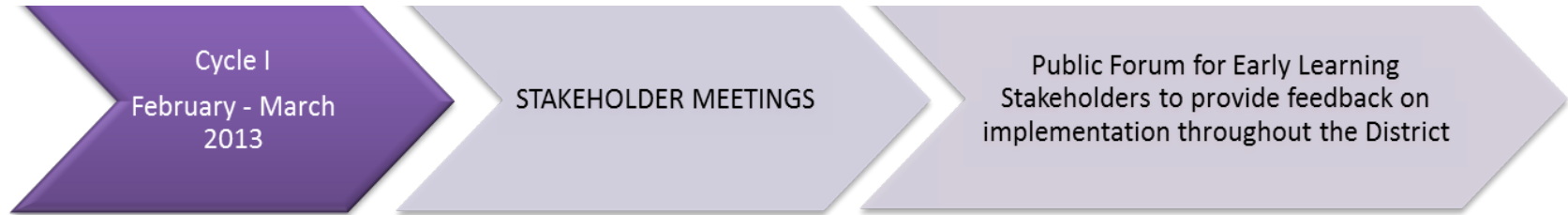
Approaches to Learning/Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
1. Attends and engages with curiosity	<p><b>1a.</b> Uses all senses to explore</p> <p><i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.</p> <p><b>Supportive Practice:</b> Provide safe spaces and materials for infants to explore.</p>	<p><b>1a.</b> Manipulates objects; observed and explores surroundings by using all senses</p> <p><i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in.</p> <p><b>Supportive Practice:</b> Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"</p>	<p><b>1a.</b> Explores new places and materials; chooses a variety of tasks, especially those with adult support</p> <p><i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.</p> <p><b>Supportive Practice:</b> Provide a variety of familiar and unfamiliar experiences and objects for children to explore.</p>	<p><b>1a.</b> Chooses tasks of interest; responds to adult encouragement</p> <p><i>Example:</i> Completes a new five-piece puzzle while a parent/volunteer encourages his effort by saying, "You turned it, and now it fits."</p> <p><b>Supportive Practice:</b> Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.</p>	<p><b>Approaches to Learning</b></p> <p><b>1a.</b> Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks</p> <p><i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.</p> <p><b>Supportive Practice:</b> Encourage children's interests by following children's leads as you choose study topics</p>	
2. Shows persistence	<p><b>2a.</b> Attends to sights and sounds</p> <p><i>Example:</i> Bangs a plastic bowl and spoon again and again.</p> <p><b>Supportive Practice:</b> Arrange the environment and the daily schedule to encourage infants to explore objects and interact with people for as long as they are interested.</p>	<p><b>2a.</b> Repeats actions with the goal of achieving a result</p> <p><i>Example:</i> Puts small blocks in a bucket and dumps them out again and again.</p> <p><b>Supportive Practice:</b> Provide materials that encourage children to practice new skills.</p>	<p><b>2a.</b> Continues to work on a self-selected task, especially with adult support</p> <p><i>Example:</i> Works with an adult to stack large cardboard blocks over and over until he can get them to stand as tall as he is.</p> <p><b>Supportive Practice:</b> Provide challenging but achievable activities and tasks that help children build on existing skills.</p>	<p><b>2a.</b> Continues an activity even when there are challenges; may stop and later return to a self-selected activity</p> <p><i>Example:</i> Stops painting when the colors run together. Resumes painting after the teacher suggests waiting until parts of the painting are dry.</p> <p><b>Supportive Practice:</b> Support children's attempts to complete tasks and activities that they might not be able to do alone by suggesting they ask a classmate for help.</p>	<p><b>2a.</b> Perseveres to understand and accomplish a challenging, self-selected activity despite interruptions and distractions</p> <p><i>Example:</i> Builds an elaborate structure out of a variety of materials, working on it for several days.</p> <p><b>Supportive Practice:</b> Provide opportunities for children to engage in activities for extended periods of time and to return to their projects over the course of several days.</p>	
3. Approaches tasks flexibly	<p><b>3a.</b> Emerging</p>	<p><b>3a.</b> Notices how others approach a task and imitates their attempts</p> <p><i>Example:</i> Watches the teacher play peek-a-boo with an infant and joins the game.</p> <p><b>Supportive Practice:</b> Play different types of music and model a range of ways to move to the beat.</p>	<p><b>3a.</b> Uses trial-and-error approaches; asks for help</p> <p><i>Example:</i> Stands on a stool to reach a toy and asks for help when he still cannot reach it.</p> <p><b>Supportive Practice:</b> Talk about alternative solutions for new challenges. For example, suggest, "We don't have any more dolls. Why don't you take care of the baby bunny?"</p>	<p><b>3a.</b> Finds solutions without having to try every possibility; may change approach</p> <p><i>Example:</i> Uses a wagon when he cannot carry three balls in his arms.</p> <p><b>Supportive Practice:</b> Model problem solving. For example, when too many children want to be in the playhouse, put a sheet over a table and ask, "Who wants to play in the tent?"</p>	<p><b>3a.</b> Uses multiple strategies to solve problems and complete tasks</p> <p><i>Example:</i> Works with a group of classmates to build a model car from cardboard boxes.</p> <p><b>3b.</b> Initiates cooperative activities with peers</p> <p><i>Example:</i> Says to two other children, "Let's make a car out of this box."</p> <p><b>Supportive Practice:</b></p> <ul style="list-style-type: none"> <li>• Discuss the pros and cons of potential solutions, encouraging children to experiment with possibilities until they solve the problem.</li> <li>• Provide sufficient time for cooperative activities and encourage turn taking and sharing as part of cooperative interactions.</li> </ul>	
4. Uses symbols and takes on pretend roles	<p><b>4a.</b> Emerging</p>	<p><b>4a.</b> Observes other people's use of objects; imitates simple actions; uses realistic objects in pretend play</p> <p><i>Example:</i> Pretends to fit toy keys into a cabinet door lock.</p> <p><b>Supportive Practice:</b> Model a new use for a material, like moving a block across the floor and announcing, "Boop-boop! Here comes a car!"</p>	<p><b>4a.</b> Uses props and imitates actions to re-enact familiar events</p> <p><i>Example:</i> Puts a doll in the dramatic play area, tells it that it's time for "night, night" and puts it in the toy bed.</p> <p><b>Supportive Practice:</b> Encourage children to talk about familiar things, like berries, as they explore materials. For example, talk about the different sizes of plastic cups. Ask, "Which cup is the mother? How about the baby? Which is the biggest cup?"</p>	<p><b>4a.</b> Uses props in pretend play with one or more children; substitutes one object for another; activity is often theme-based</p> <p><i>Example:</i> Tells two children, "I'm a dinosaur. You'd better run. I'm going to eat you!"</p> <p><b>Supportive Practice:</b> Provide children with a range of open-ended materials for dramatic play. For example, they might make a sign that means "Doctor's Office" for the dramatic play area.</p>	<p><b>Symbolic Thinking</b></p> <p><b>4a.</b> Uses objects, materials, actions, and images to represent other objects</p> <p><i>Example:</i> Uses blocks and animal figurines to create a model zoo.</p> <p><b>4b.</b> Plays with a few other children for periods of as long as 10 minutes, agreeing on scenarios and roles</p> <p><i>Example:</i> Pretends to be a veterinarian, playing with stuffed animals, office props, and children who are "pet owners."</p> <p><b>Supportive Practice:</b></p> <ul style="list-style-type: none"> <li>• Provide materials for children to document their observations as they investigate pine cones during a study of trees.</li> <li>• Encourage children to explore various roles by offering props such as hard hats and child-sized shovels outside.</li> </ul>	

# What are the 9 domains?

**What are domains?** *Areas of developmental learning.*

- Approaches to Learning/Logic and Reasoning
- Communication and Language
- Literacy
- Mathematics
- Scientific Inquiry
- Social Studies
- The Arts
- Social-Emotional Development
- Physical Development/Health and Safety

# Cycle I: Stakeholder Meetings



Feedback sessions are targeted to assist OSSE with fully developing rollout and implementation strategy

## OSSE Strategic Action:

- Share crosswalk document that compares the current standards and proposed standards
- Collect feedback from stakeholders in person, via e-mail, and phone, online OSSE website portal
  - February 15, 2013 - Early Learning Stakeholders (Administrators)
  - February 19, 2013 - Early Learning Stakeholders (Practitioners & Parents)
  - March 12, 2013 – Early Learning Stakeholders (Practitioners, Parents & Community Stakeholders)

\*Additional Meetings with Early Learning Stakeholder Groups (PCSB, HeadStart, New Family Child Care Association of DC, etc.) to be scheduled



# Cycle II: Implementation and Awareness



These trainings will provide an introduction to the common core aligned Early Learning Standards and collect feedback from participants, which will serve to inform future development of PD modules.

## OSSE Strategic Action:

- Schedule face-to-face, webinars, videos, podcasts, and develop written materials
- Establish a train-the-trainer model to create a cohort of DC ELS “Lead Teachers”
- Build Communities of Best Practices throughout DC
- Continue to collaborate with early learning contractual partners to schedule and deliver PD

# Cycle III: Focused Support



This cycle of trainings and support move beyond awareness and is designed to support programs/staff in the implementation of the Early Learning Standards.

## OSSE Strategic Action:

- Revise CCSS aligned Early Learning Standards PD modules, based on observations/feedback and infuse “real world” scenarios into modules
- Schedule and deliver continuous training for lead teachers while continuing to build on the Communities of Best Practices
- Continue to collaborate with early learning contractual partners to schedule and deliver PD