

LOUISIANA DEPARTMENT OF EDUCATION



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**Louisiana Early Literacy  
Commission  
December 8, 2021**

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# Agenda

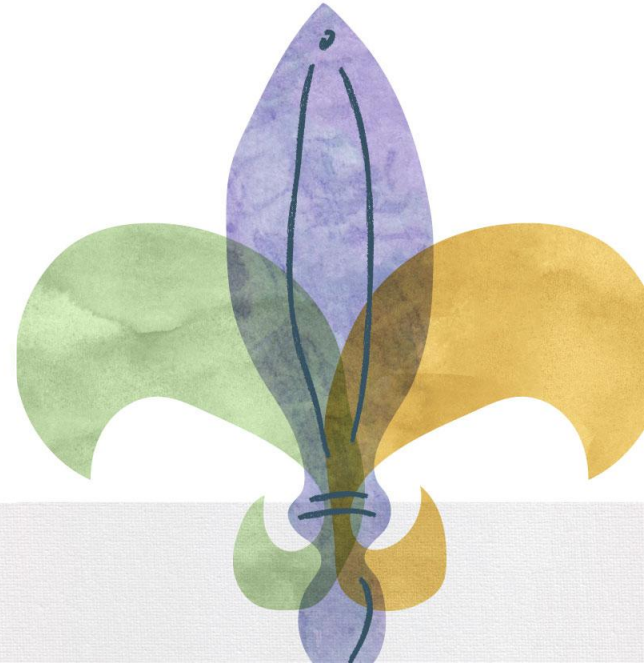
- I. Call to Order
- II. Roll Call
- III. Approval of minutes from November 15, 2021
- IV. Consideration of an Update on the Early Learning and Development Standards review
- V. Consideration of an endorsement of the Early Literacy Coaching Report
- VI. Consideration of an approval of the Early Literacy Commission Report
- VII. Public Comment
- VIII. Adjournment



## I. Call to Order

**II. Roll Call**

**III. Approval of minutes**

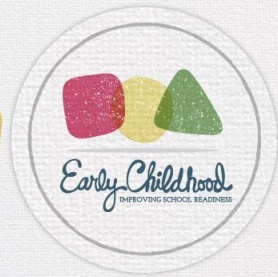




## **IV. Consideration of an Update on the Early Learning and Development Standards Review**



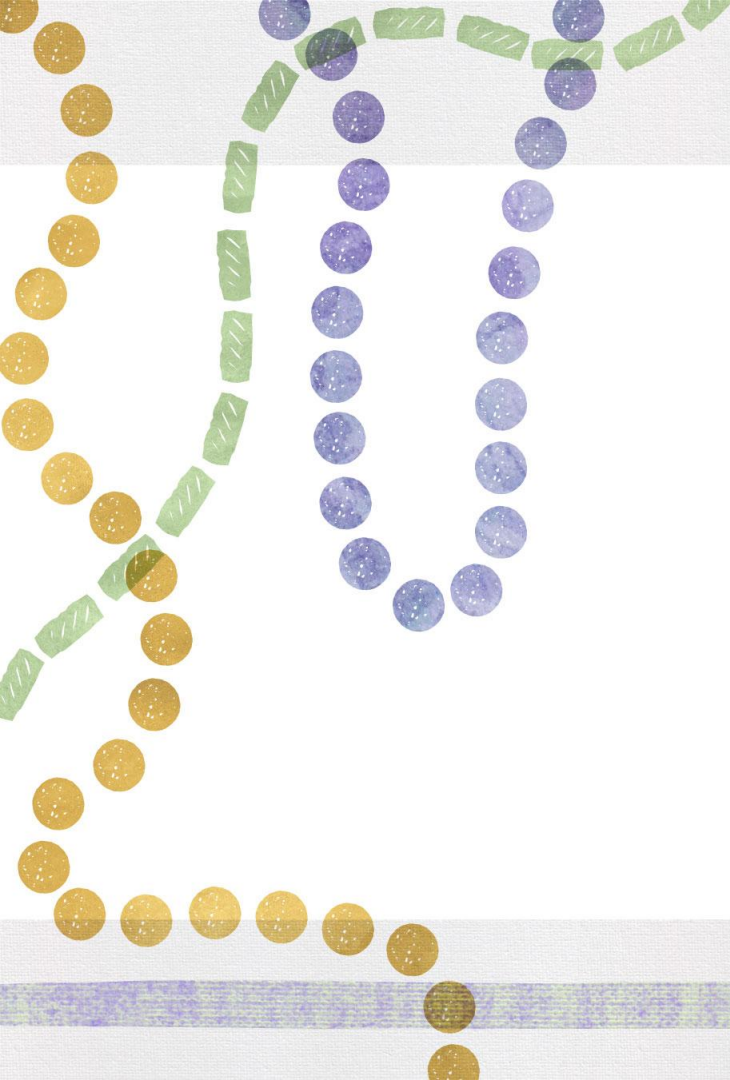
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## Early Learning and Development Standards Review Update

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# Background

# History of Louisiana's ELDS

*In 2012, the Louisiana State Legislature enacted the Early Childhood Education Act (Act 3) to unify all publicly-funded birth to five programs into a statewide early childhood care and education network.*

- To support the goals outlined in Act 3, Louisiana developed the Birth to Five Early Learning and Development Standards (ELDS) which provide a continuum of developmental milestones for each age level.
- The ELDS were created to support the State's Kindergarten Readiness Definition and designed to be used as a daily reference and resource for those responsible for the care and education of our youngest learners.



# High-Quality Instructional Tools

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

In order to reach this goal, **every day**, children birth to five in Louisiana need classrooms that...



respond to their emotions with **sensitivity and warmth**,



are **organized** to manage their attention, time, and behavior,



promote their learning through **engaging language and interactions**, and



support their development with **high-quality instructional tools**.

# High-Quality Instructional Tools

Using high-quality instructional tools ensures that all children have the opportunity to engage in meaningful learning experiences that prepare them for kindergarten and beyond.



# Key Highlights from Louisiana's ELDS

*The Early Learning and Development Standards are designed to assist educators in improving the quality of care for all children in all settings by presenting goals for children's development and learning.*

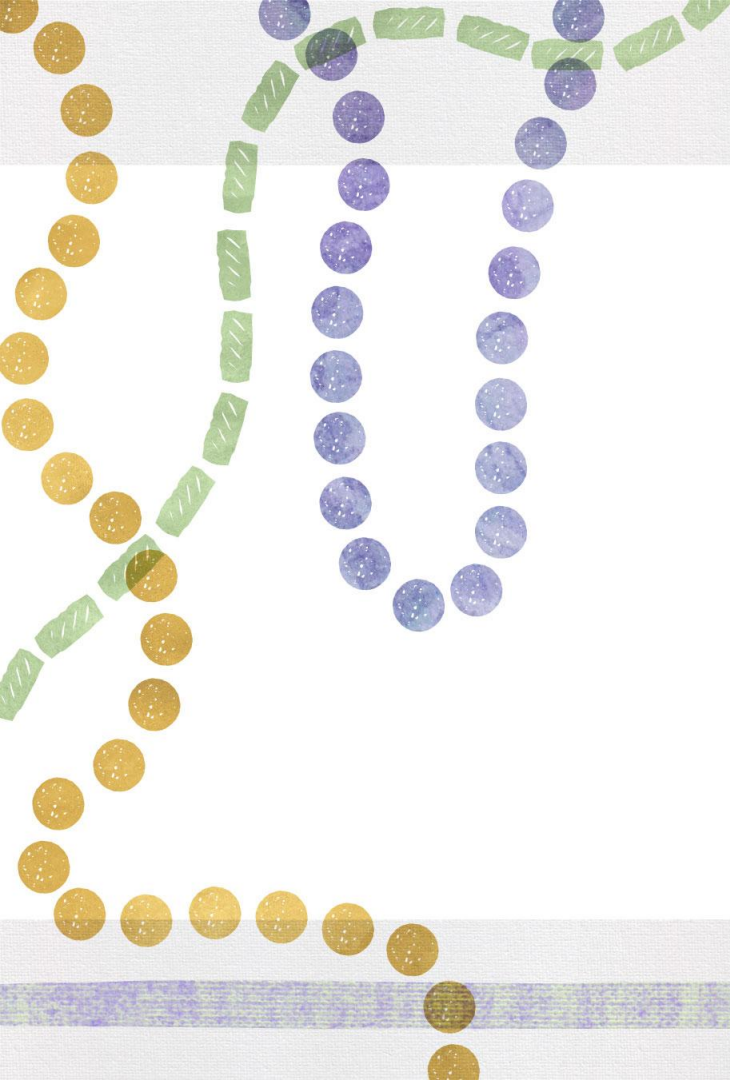
Louisiana's Birth to Five Early Learning and Development Standards are

- Applicable to all children;
- Reflect cognitive domains as well as social-emotional and physical development;
- Align with the K-12 standards for English Language Arts and Mathematics;
- Align with developmentally appropriate and research-based assessment tools; and
- Serve as a foundation for professional development for early childhood providers as well as a key tool for family engagement.

# Role of the Early Learning and Development Standards

- The Early Learning and Development Standards are intended to be a framework for high-quality, developmentally appropriate early childhood programs.
- These Standards establish a common vision for what the state of Louisiana wants children to learn before they enter kindergarten.
- They provide age-appropriate goals for children's learning and development that can guide teachers, caregivers and others on what types of experiences and activities children should have during their earliest years.





# Structure and Organization

# Organization

The current Early Learning and Development Standards are organized into five domains of children's development:



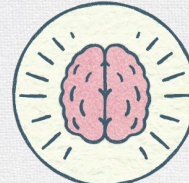
APPROACHES  
TO LEARNING



SOCIAL-EMOTIONAL  
DEVELOPMENT



EARLY LITERACY  
LANGUAGE  
DEVELOPMENT



COGNITIVE DEVELOPMENT  
& GENERAL KNOWLEDGE



PHYSICAL WELL-BEING  
& MOTOR DEVELOPMENT

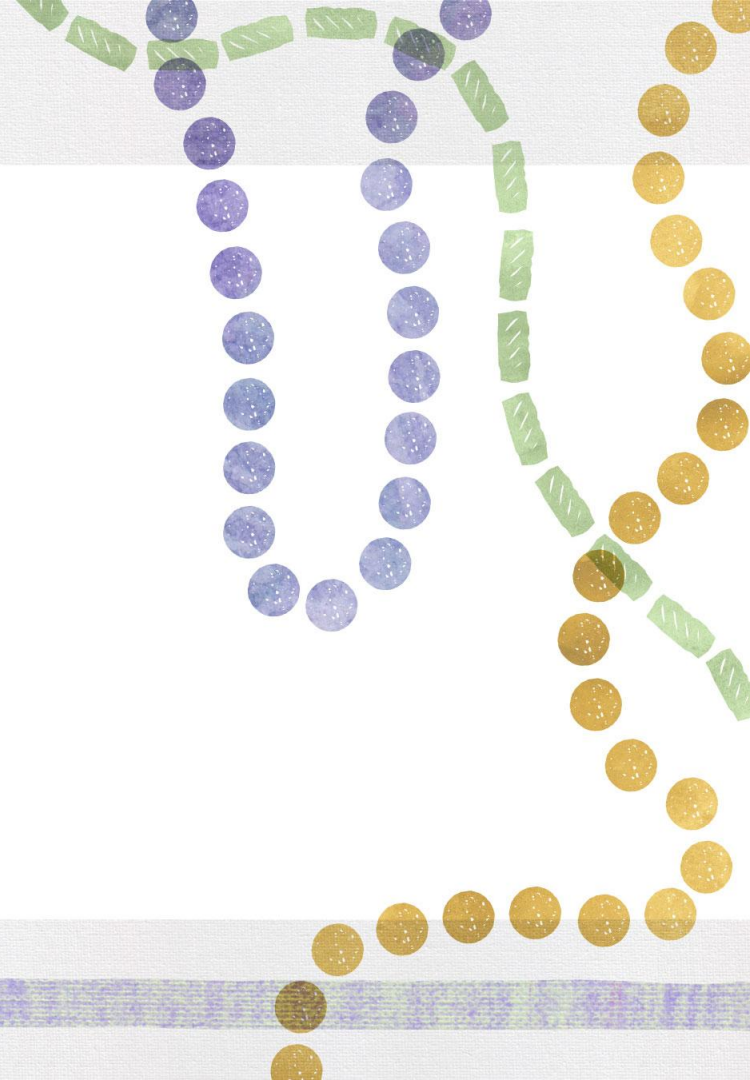
These five domains represent major areas of development and learning, and define essential learning for school readiness and children's long-term success. The domains are designed to be interdependent and include all areas of children's learning and development.

# Depicting the Age Continuum

*The five age levels were selected because they represent developmentally significant periods in a young child's life, however, it is important to note that young children's development is often uneven and progresses at different rates.*



# ELDS Revision Goals and Process





# 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.

# 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 Development and Early Literacy

# Current Language and Literacy Standards

- **Standard 1:** Comprehend or understand and use language.
- **Standard 2:** Comprehend and use increasingly complex and varied vocabulary.
- **Standard 3:** Develop an interest in books and their characteristics.
- **Standard 4:** Comprehend stories and information from books and other print materials.
- **Standard 5:** Demonstrate understanding of the organization and basic features of print.
- **Standard 6:** Demonstrate understanding of different units of sound in language (words, syllables, phonemes).
- **Standard 7:** Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

# Proposed Language Revisions

Original Standards	Revised Standards
<p><b>Standard 1:</b> Comprehend or understand and use language</p> <p><b>Standard 2:</b> Comprehend and use increasingly complex and varied vocabulary</p>	<p><b>Standard 1: Receptive Communication</b> Children attend to, understand, and respond to verbal and nonverbal communication and language from others.</p> <p><b>Standard 2: Expressive Communication</b> Children communicate with others to express self.</p> <p><b>Standard 3: Communication</b> Children use social and conversational rules when communicating with others.</p>

# Proposed Language Revisions

Receptive	Expressive	Communication
<ul style="list-style-type: none"><li>● Responding to tones and emotions of language</li><li>● Responding to speech</li><li>● Following directions</li><li>● <i>Understanding</i> vocabulary</li></ul>	<ul style="list-style-type: none"><li>● Verbal expression</li><li>● Asking and answering questions</li><li>● <i>Using</i> vocabulary</li><li>● Articulation</li></ul>	<ul style="list-style-type: none"><li>● Rules of conversation</li><li>● Grammar conventions</li></ul>

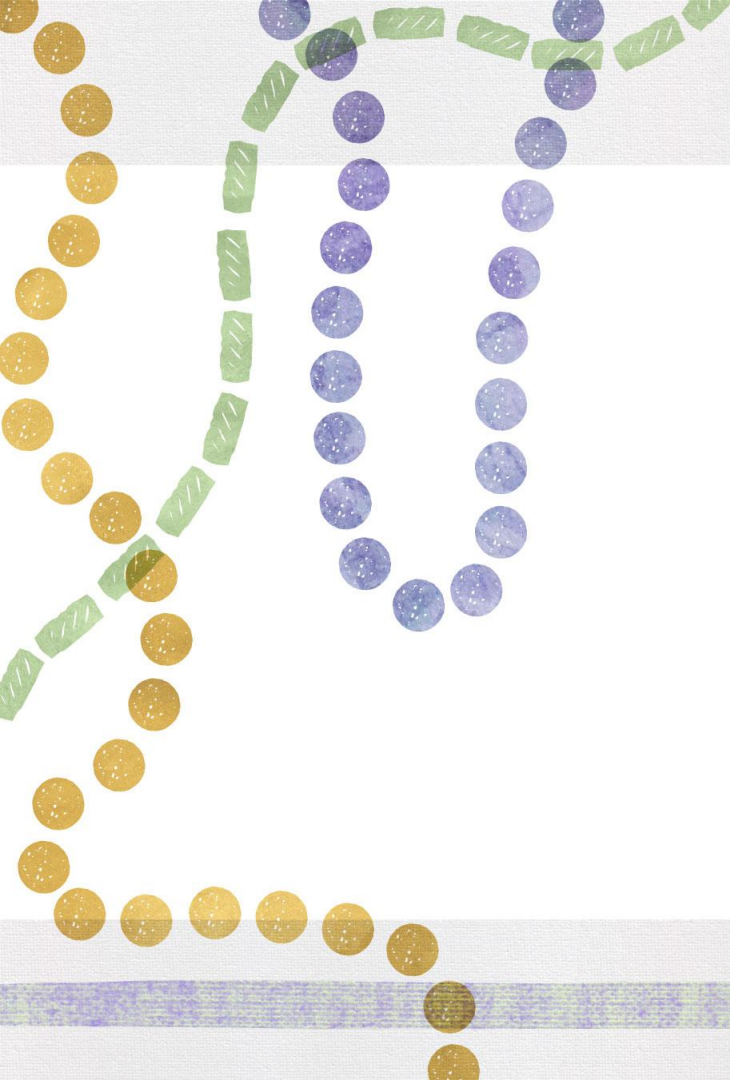
# Proposed Literacy Revisions

Original Standards	Revised Standards
<p><b>Standard 3:</b> Develop an interest in books and their characteristics.</p> <p><b>Standard 4:</b> Comprehend stories and information from books and other print materials.</p> <p><b>Standard 5:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>Standard 6:</b> Demonstrate understanding of different units of sound in language (words, syllables, phonemes).</p> <p><b>Standard 7:</b> Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>	<p><b>Standard X: Alphabet Knowledge</b> Children recognize and identify letters and make letter-sound connections.</p> <p><b>Standard X: Print Concepts</b> Children demonstrate knowledge of books and how print conveys meaning.</p> <p><b>Standard X: Emergent Writing</b> Children write and draw to express their ideas, using some letters and print conventions.</p> <p><b>Standard X: Comprehension</b></p> <p><b>Standard X: Phonological Awareness</b></p>

# Proposed Literacy Revisions

Alphabet Knowledge	Print Concepts	Emergent Writing
<ul style="list-style-type: none"><li>● Letter sounds</li><li>● Knowledge of letters</li><li>● Recognize letters in words</li></ul>	<ul style="list-style-type: none"><li>● Environmental print</li><li>● Book awareness</li><li>● Print conventions</li></ul>	<ul style="list-style-type: none"><li>● Writing skills</li><li>● Writing conventions</li><li>● Writing for meaning</li></ul>





## Timeline


# 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



## **V. Consideration of an Endorsement of the Literacy Coaching Report**



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- Required House Committee Resolution 11
  - Literacy Coaches for K-2 schools identified as needing improvement
  - Consists of a literature review and update of progress made



- Pilot - 13 coaches with 2 literacy specialists - showed 15% proficiency gain, paid through \$2million state fund
- Current - 177 K-2 literacy coaches with 16 regional literacy specialists - paid through CLSD CIR/UIR-A grant, ESSR state set aside funds, and district funds
- Expansion -
  - If one literacy coach in every K-2 CIR/UIR-A school - approximately 400 coaches supported by 20 regional literacy specialists - totaling \$26 million
  - If one literacy coach per every 10 teachers in K-2 CIR/UIR-A schools - 650 coaches supported by 40 regional literacy specialists - totaling \$42.6 million





## **VI. Consideration of an Approval of the Early Literacy Commission Report**





## VII. Public Comment



# Upcoming Early Literacy Commission Meeting

February 15, 2022







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## VIII. Adjournment

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