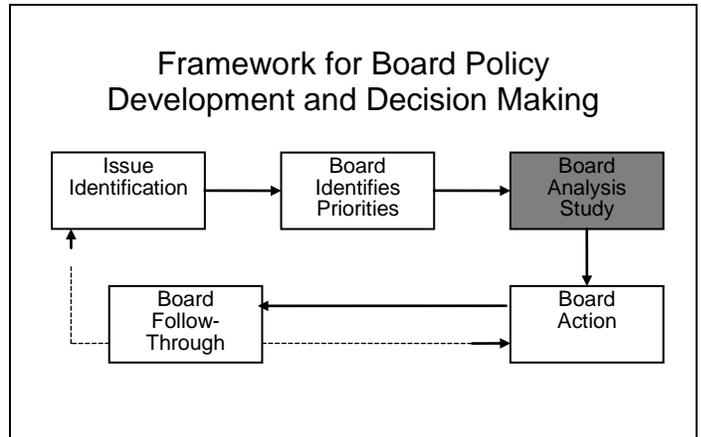


Iowa State Board of Education

Executive Summary

March 28, 2013



Agenda Item: Iowa Early Learning Standards 2012

Iowa Goal: All children will enter school ready to learn.

State Board Role/Authority: The State Board adopted rules that set forth the procedures and conditions under which state funds shall be made available to assist local school districts in the implementation of voluntary preschool programs. These rules require that preschool programs demonstrate how the curriculum, assessment, staff development, and instructional strategies are aligned to the Iowa Early Learning Standards. (Iowa Administrative Code 281-16.3[5]).

Presenter: Kimberly Johnson, Consultant
Bureau of Standards and Curriculum

Melissa Schnurr, Consultant
Bureau of Educator Quality

Attachments: 4

Recommendation: It is recommended that the State Board hear and discuss this information.

Background: The Iowa Early Learning Standards (IELS) were first developed in 2006 in response to federal requirements. They were developed with input from a broad group of leaders representing Iowa's early care and education system. In 2012, more than 50 early childhood stakeholders again met to design the IELS revision work.

The IELS describe what young children should know and be able to do throughout their first five years prior to entering a formal school setting.

The IELS are referenced in Iowa Administrative Code Chapter 16 – “Statewide Voluntary Preschool Programs.” School districts providing Statewide Voluntary Preschool Programs must demonstrate how curriculum, assessment, staff development, and instructional strategies are aligned with the Iowa Early Learning Standards.

Iowa Early Learning Standards 2012 revisions include the addition of a new area for social studies, an updated research base for each developmental/content area, new language representing dual language learners and cultural diversity, and an alignment of the IELS to the PK-12 Iowa Core for English Language Arts and Mathematics.



What are the Iowa Early Learning Standards?

The Iowa Early Learning Standards (IELS) describe what young children should know and be able to do throughout the first five years of life. The standards are organized in seven content areas that reflect the skills children need to develop to be ready for kindergarten:

- Physical well-being and motor development;
- Approaches to learning;
- Social and emotional development;
- Communication, language, and literacy;
- Mathematics and science;
- Creative arts; and
- Social studies.

Why are the Iowa Early Learning Standards important?

From the moment of birth until a child enters kindergarten, there are approximately 2000 days. Research shows these 2000 days involve the most extraordinary and critical period of growth and development in a child's lifetime. When adults know what young children should be learning, they can create environments and provide experiences that support and nurture optimum physical, social, emotional, language, and cognitive development. The Iowa Early Learning Standards serve as a touch-point for developing and providing a variety of daily experiences in safe, nurturing, and stimulating environments that give *each* child the opportunity to succeed.



Who can use the Iowa Early Learning Standards?

The Iowa Early Learning Standards are for everyone who loves, cares for, and educates young children:

- Families;
- Early Care and Education, Health, and Family Support Professionals;
- Instructors;
- Consultants;
- Legislators;
- Policymakers; and
- Community Members.



“Every child, beginning at birth, will be healthy and successful.”

What is the history of the Iowa Early Learning Standards?

The Iowa Early Learning Standards (IELS) were first developed in 2006 in response to the federal requirements of the Good Start, Grow Smart Initiative. The 2012 revision of the Iowa Early Learning Standards was included as a priority in the Head Start Early Childhood Advisory Council federal grant, received by Iowa through the Early Childhood Iowa Office at the Iowa Department of Management. In 2011, a subcontract to facilitate this revision and other professional development work was granted to the Iowa Association for the Education of Young Children (Iowa AEYC). To make the review process happen, a widely diverse group of over fifty stakeholders across early learning, family support, health, and special needs was invited to be part of the planning, review, and revision writing team.

For a copy of the Iowa Early Learning Standards, visit the Iowa AEYC website:

<http://www.iowaaeyc.org>

Who is Early Childhood Iowa?

Early Childhood Iowa (ECI) is an alliance of stakeholders that includes all professionals in early care, health, and education roles serving children birth through age five in Iowa. The initiative's purpose is to be a catalyst for the continued development of a comprehensive, integrated early care, health, and education system. Recognizing the critical importance of the early years, ECI seeks to work, at both the state and local levels, to improve the efficiency and effectiveness of services provided to young children and their families. Early Childhood Iowa formally adopted the revised Iowa Early Learning Standards in January 2013 and encourages all those who work with, care for, and educate young children and their families to use the standards in their settings.

For more information, contact:

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What is different in the 2012 revision of the Iowa Early Learning Standards?

The goal of the IELS Review Committee was to review and revise, as needed, the 2006 standards. Content and formatting changes in the 2012 Iowa Early Learning Standards are described below:

- A seventh content area, social studies, was added to describe the role of family, community, and culture in children's lives;
- Recent research has been added to the rationale for each standard;
- Research and resources used within the rationale are listed at the end of each standard;
- The role of a child's home language has been added to the communication, language, and literacy content area and additional benchmarks for preschool English language learners have been defined;
- To be inclusive of all those caring for, working with, or educating young children, the term "caregiver" has been changed to "adult";
- Additional examples of benchmarks and adult supports have been included to demonstrate the various settings and adults that children will interact with; and
- An alignment between the IELS and the Kindergarten to 12th Grade Iowa Core has been included to show that the knowledge and skills gained in the first five years prepares children for school.

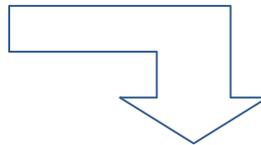
IELS 2012 Revision

Collaborative work of multiple stakeholders to:

- * Inform adults, including families, about what they can expect young children to know and do;
- * Assist families, professionals, and community leaders in providing high quality early care, health, and education experiences for all children;
- * Guide curricular and assessment decisions by early childhood professionals in all public and private early care and education settings; and
- * Inform policy development that enhances our infrastructure and professional development systems.



- Representative of many early childhood stakeholders including IDOE, IDPH, IDHS, Early Head Start/Head Start, IHEs, CCR&R, AEAs, private providers
- Represent two age groups; infants/toddlers (0-18mo/18-36mo) and preschool age (3-5yr) children
- Include seven areas:
 - ***Physical Well-being and Motor Development*
 - ***Approaches to Learning*
 - ***Social and Emotional Development*
 - ***Communication, Language & Literacy*
 - ***Mathematics and Science*
 - ***Creative Arts*
 - ***Social Studies (new)*



Components of each area:

Standard=expectation of what a child should demonstrate

Rationale=description and supporting research for standard

Benchmarks=skills & behaviors that demonstrate the standard

Examples=how benchmarks may be demonstrated

Adult supports=recommendations of ways to scaffold children

- Additions in 2012 Revision include:
 - **New area – Social Studies
 - **Updated research base
 - **New language – DLL, cultural diversity
 - **Alignment to the Iowa Core

IELS 2012 is available on the DE website as well as Early Childhood Iowa and IAEYC websites.

Alignment work—Iowa Early Learning Standards & Iowa Core Kindergarten Standards

The alignments of the IELS and the Iowa Core provide a comprehensive framework for curriculum, instruction and assessment practices for children from birth through kindergarten. The alignments link the age-appropriate expectations of infants, toddlers, and preschoolers to knowledge that children should master by the end of kindergarten. Furthermore, they provide an illustration of how learning at the earliest ages cumulatively builds to support academic and social success for children as they enter the K-12 educational system.

Two alignment documents represent how the IELS serve as precursory learning for the expectations of the Iowa Core in kindergarten. One document illustrates an alignment of the IELS with Iowa Core English Language Arts Standards for kindergarten, and the other document illustrates an alignment with Iowa Core Mathematics Standards for content and practices in kindergarten.

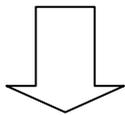
<p style="text-align: center;">IELS</p> <ul style="list-style-type: none"> • Physical Well-Being & Motor Development • Approaches to Learning • Social & Emotional Development • Communication, Language & Literacy • Creative Arts • Social Studies 	<p style="text-align: center;">Iowa Core--English Language Arts</p> <ul style="list-style-type: none"> • Reading Std for Literature • Reading Std for Informational Texts • Reading Std: Foundational Skills • Language Std • Speaking & Listening Std
<p style="text-align: center;">IELS</p> <ul style="list-style-type: none"> • Physical Well-Being & Motor Development • Approaches to Learning • Mathematics & Science 	<p style="text-align: center;">Iowa Core—Mathematics</p> <ul style="list-style-type: none"> • Counting & Cardinality • Operations & Algebraic Thinking • Number & Operations in Base Ten • Measurement & Data • Geometry • Std for Mathematical Practices

V. ALIGNMENT TO THE IOWA CORE

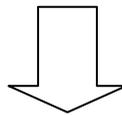
The alignments of the Iowa Early Learning Standards (IELS) and the Iowa Core provide a comprehensive framework for curriculum, instruction, and assessment practices for children from birth through kindergarten. The alignments link the age-appropriate expectations of infants, toddlers, and preschoolers to knowledge that children should master by the end of kindergarten. Furthermore, they provide an illustration of how learning at the earliest ages cumulatively builds to support academic and social success for children as they enter the K-12 educational system.

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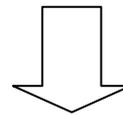
Three columns represent the two age groups of the IELS and the kindergarten standards of the Iowa Core. The left column provides the infant/toddler standards, the middle column provides the preschool standards, and the right column provides the kindergarten standards from the Iowa Core:



Infant/Toddler:
Birth – 3 Years



Preschool:
3 – 5 Years



Kindergarten:

The English Language Arts represents five elements of literacy and include the following:

- Reading Standards for Literature (fiction);
- Reading Standards for Informational Texts (nonfiction);
- Reading Standards: Foundational Skills (concepts of print, the alphabetic principle, basic writing conventions);
- Language Standards (English grammar usage); and
- Speaking and Listening Standards.

These elements are identified by headings at the top of applicable pages.

Mathematical content standards are listed by mathematical domains and include the following:

- Counting and Cardinality;
- Operations and Algebraic Thinking;
- Number and Operations in Base Ten;
- Measurement and Data; and
- Geometry.

Each of the domains is identified in the column representing kindergarten.

In addition to the Standards for Mathematical Content, the Iowa Core also identifies Standards for Mathematical Practices. The eight mathematical practices represent abstract, conceptual knowledge that children acquire through repeated learning opportunities with problem solving, reasoning, and communication skills. It is important to note, these are practices rather than measurable skills.

The Standards for Mathematical Practices in the Iowa Core are as follows:

1. Make sense of problems and persevere in solving them;
2. Reason abstractly and quantitatively;
3. Construct viable arguments and critique the reasoning of others;
4. Model with mathematics;
5. Use appropriate tools strategically;
6. Attention to precision;
7. Look for and make use of structure; and
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practices are provided in a table format at the end of the alignment document for mathematics. The table illustrates how the infant/toddler and preschool Iowa Early Learning Standards are embedded within each of the Standards for Mathematical Practices. Examples are also provided as to how the mathematical practices might be demonstrated by children in the two age groups.

IELS Alignment with Iowa CORE English Language Arts: Foundational Skills

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
Communication, Language, and Literacy (Area 4)	Communication, Language, and Literacy (Area 11)	Print Concepts Phonological Awareness
<p><u>Language Understanding and Use (4.1)</u> Standard: Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p>Benchmarks: The infant or toddler:</p> <ol style="list-style-type: none"> 1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults. 2. Uses vocalizations and gestures to gain attention from others. 3. Uses vocalizations and gestures to communicate wants and needs. 4. Increases both listening (receptive) and speaking (expressive) vocabulary. <p>The toddler also:</p> <ol style="list-style-type: none"> 5. Progresses to using words then simple sentences to communicate. 6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills. 7. Answers simple questions. 8. Follows simple directions. 	<p><u>Language Understanding and Use (11.1)</u> Standard: Children understand and use communication and language for a variety of purposes.</p> <p>Benchmarks: The child:</p> <ol style="list-style-type: none"> 1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary. 2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults. 3. Speaks in phrases and sentences of increasing length and complexity. 4. Follows oral directions that involve several actions. 5. Asks and answers a variety of questions. 6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking. <p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> 1. Uses their home language to communicate with people who speak the same home language. 2. Demonstrates receptive (listening) English language skills to be able to comprehend the English language. 3. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English. 4. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. (RF.K.1) 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVD) words. (This does not include CVCs ending with /l/, /r/, or /x/). 3. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (RF.K.2)

IELS Alignment with Iowa CORE English Language Arts: Foundational Skills

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u></p> <p>Standard: Infants and toddlers engage in early reading experiences.</p> <p>Benchmarks: The infant or toddler:</p> <ol style="list-style-type: none"> 1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages. 2. Focuses on a book or the reader when hearing stories read to him/her. 3. Gazes at or points to pictures in books. 4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult. <p>The toddler also:</p> <ol style="list-style-type: none"> 5. Points to, labels, and/or talks about objects, events, or people within books. 6. Enjoys and repeats songs, rhymes, or fingerplays. 7. Answers simple questions related to books. 	<p><u>Early Literacy (11.2)</u></p> <p>Standard: Children engage in early reading experiences.</p> <p>Benchmarks: The child:</p> <ol style="list-style-type: none"> 1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books. 2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover). 3. Shows an awareness of environmental print such as pointing to familiar words or letters. 4. Identifies some alphabet letters by their shapes, especially those in his/her own name. 5. Recognizes the printed form of his or her name in a variety of contexts. 6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters. 7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words. 	