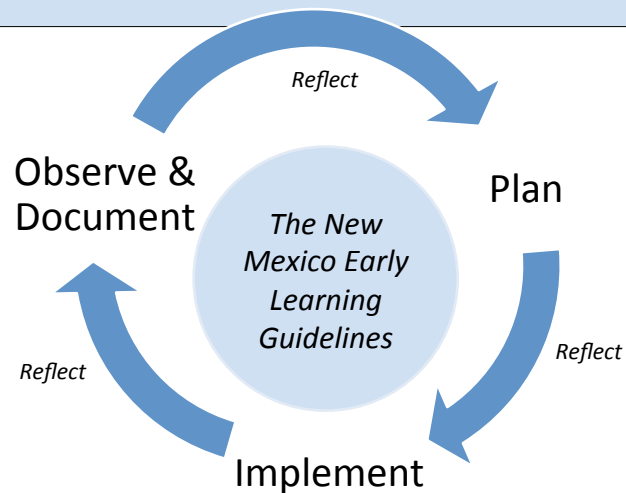


## ***Introducing the New Mexico Early Learning Guidelines***



1

### ***The Individualizing & Curriculum Planning Process***



***The Result: Happy, Healthy Children!***

2

## What are early learning guidelines?

- **Early learning guidelines** serve as a framework to capture some of the important aspects of the incredible process of development in the early years.
- They are designed to give reasonable expectations for children at different ages so that teachers and others can have criteria to refer to as they observe children in action, determine their levels of performance, and plan curricular interventions to help them grow, develop, and learn to their fullest potential.
- The terms standards, frameworks, benchmarks, milestones, **and early learning guidelines** describe the same thing – what young children know and can do during their early years of development.

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## Background and Overview of the ELGs

The need for a continuum of development was identified initially in the PreK assessment process.

Written and developed with the participation of major stakeholders in the State of New Mexico and early childhood experts.

The idea of indicators and outcomes with rubrics for performance evaluation guided the writing process.

The goal was to be inclusive so that ALL children could be represented and the ELG's could be used in a variety of ECE settings.

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## The NM Early Learning Guidelines were...

Field tested by a variety of programs state-wide in 2009-10.

Feedback from those involved (over 100 educators!) was incorporated into later versions of the document.



Recognized nationally in the Race to the Top Early Learning Challenge:

"New Mexico's Early Learning Guidelines serve as a model for the rest of the nation."

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## Early Childhood Programs in the Following Systems Can Use the ELGs

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Family child care</li> <li>• Center-based child care</li> <li>• Home visiting</li> <li>• Family support</li> <li>• Early Head Start</li> <li>• Head Start</li> </ul> | <ul style="list-style-type: none"> <li>• PreK</li> <li>• Special education (619 – Parts B and C)</li> <li>• Title I</li> <li>• Preschool</li> <li>• Kindergarten</li> </ul> |
|---|---|

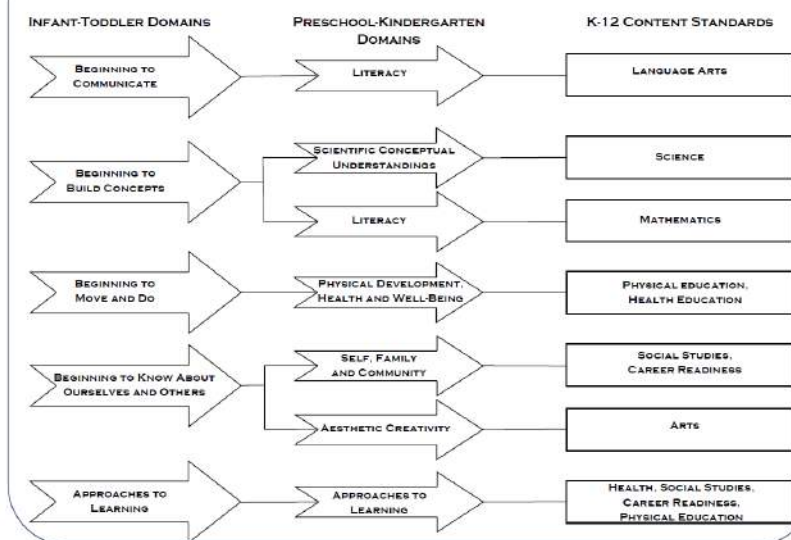
6

## Brief Review of the Content & Format of the Early Learning Guidelines

- Let's thumb through the sections of the document together so you can get to know the layout better.
- The ELGs are tabbed with 16 sections
  - #1 Introduction
  - #2 Infant/Toddler Introduction
  - #'s 3-7 The Five Infant/Toddler Domains
  - #8 Preschool/Kindergarten Introduction
  - #'s 9-16 The Seven Preschool/Kindergarten Domains
  - #17 Definitions and Appendices

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## OVERVIEW OF LEARNING OUTCOMES



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## In-depth Review of the Introductory Components of the ELGs

- Introduction
  - Purposes
  - Recommended Uses
  - Guiding Principles

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## The most important purpose for the NM Early Learning Guidelines is...

**To enhance the experiences of young children in early childhood programs across the State of New Mexico**



The NM Early Learning Guidelines are meant to be used in ways that support children's growth and development, help educators better communicate with families and respect and celebrate the uniqueness and strengths of each child.

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## Purposes and Recommended Uses of the ELGs

**To serve as a developmental reference tool:**  
providing reasonable and researched expectations for children from birth through kindergarten

**To educate and help teachers and families look at each child's development across a continuum**



**To support authentic observational assessment as teachers document each child's growth and progress**

**To encourage teachers and families to focus on the strengths and accomplishments of each child and better meet his or her individual needs**

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## More Purposes and Recommended Uses of the ELGs

**To enable teachers to communicate clearly and effectively with families about their child's development**

**To continue to celebrate the diversity of the population of families in New Mexico and respect and honor cultural and linguistic differences**

**To enable smooth transitions for children as they move in and out of various early childhood programs and systems**



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## More Purposes and Recommended Uses of the ELGs

To provide a common set of criteria for early childhood professionals across the state to enable communication across programs and systems

To provide information that might support referrals for intervention and special services



The NM Early Learning Guidelines *cannot* be used to diagnose a child's disability or place him or her in a special program. However, they can help educators identify areas that are more challenging for a child and call in a specialist for consultation.

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## 12 Guiding Principles

- *The Early Learning Guidelines are designed to be used for the benefit of children and families.*
- *All children are respected as competent and unique individuals.*
- *Infants are born learning and all young children are capable of learning.*
- *Each child develops at his or her own pace.*
- *Learning is integrated across domains.*

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## 12 Guiding Principles



***Development occurs in the context of relationships.***



***Learning experiences begin with family.***



***The context of family and community culture influences every aspect of development.***



***Valuing children's home language is vital to their development.***



***Young children learn by doing. Play and active learning are the best strategies to enhance young children's development.***

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## 12 Guiding Principles



***In order to assess the developmental progress of young children, the most reliable and informative assessment process is observation and documentation in activities and routines that take place throughout the program day.***



***The information gained through authentic, observational assessment related to the guidelines is used to inform parents and plan individualized curriculum activities and strategies to help each child grow and develop.***

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## More In-depth Review of the Infant/Toddler Section of the ELGs

- Let's look through the introduction and note the following:
  - the five domains and fourteen components for infants and toddlers
    - Remember, **a domain** is a broad area of development
    - **A component** is a more specific step of development in that domain and applies to all of the infant/toddler age groups
  - the four identified age groups
    - Young infants (birth to 8 mos.)
    - Mobile infants (6 – 18 mos.)
    - Young toddlers (16 – 24 mos.)
    - Older toddlers (24 - 36 mos.)

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## Continued In-depth Review of the Infant/Toddler Section of the ELGs

- Let's look at:
  - the layout of the guidelines themselves (domain, component, indicators)
    - **An indicator** is a very specific way that a child demonstrates a component at a certain age
  - and the Summaries of Indicators for each age group

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*As we look at the early learning guidelines, we want to ask ourselves the following important questions about each infant or toddler in our care:*

Does this infant or toddler demonstrate this behavior or a related one?

In what ways does this child demonstrate this?

If this is not something the child demonstrates, how can we discuss with the child's family members so we can best care for and teach this child?

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**Let's do a scavenger hunt to explore the Infant/Toddler section in more depth**

- Look at one **domain section**.
- Read the **domain vignette** - a story about how a child (or children) demonstrates aspects of that domain.
- Read the **domain description**.
- What domain did you choose? What can you tell us about the vignette or story that you read? About the domain description?

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## Learning More about Domains by Studying Photos

- Look at these photos of infants and toddlers in action and identify what domains you are seeing



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Can you find the following in each infant/toddler domain?

Watch & Listen   Ask & Wonder   Reflect & Plan   Implement & Watch Again

Read the information in the boxes for friendly reminders about observing children and keeping the ELGs in mind.

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## Can you find a page that shows the Infant/Toddler Guidelines themselves?

### Beginning to Build Concepts

**Component #12: Concept Development and Memory:** The infant/toddler understands cause and effect, the permanency of things, and beginning numeracy concepts

Young Infants (birth to 8 mo.)	Mobile Infants (6 to 18 mo.)	Young Toddlers (16 to 24 mo.)	Older Toddlers (24 to 36 mo.)
Differentiates between familiar and unfamiliar people and objects	Develops an awareness of quantity and size	Develops an increasing awareness of quantity and size	Demonstrates beginning number and measurement concepts
Imitates facial expressions immediately or later	Imitates other's actions, gestures, and sounds	Demonstrates a more complex level of object permanence	Experiments with effect of own actions on objects and people
Begins to know that objects still exist when out of sight	Demonstrates object permanence	Experiments with more complex cause-and-effect play	Expresses understanding of cause and effect
Repeats actions to get the same reaction	Observes and responds to different causes and effects		Shows increasing knowledge and memory for details and routine

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## More In-depth Review of the Preschool/Kindergarten Section of the ELGs

- Let's look through the introduction and note the following:
  - the seven domains for preschool and kindergarten (note that fine and gross motor are split but come under the domain of Physical Development)
  - the age groups (three- and four-year-olds, and kindergartners)
    - Remember the ELGs are written to go through the *end* of the kindergarten year

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## Continued In-depth Review of the Preschool/Kindergarten Section of the ELGs

- the layout of the guidelines themselves (domain, outcome, indicators, and rubrics)
  - Remember, **a domain** is a broad area of development
  - **An outcome** is a more specific step of development in that domain and applies to all of the preschool/kindergarten age groups
  - **An indicator** defines the way a child demonstrates the outcome and applies to all of the preschool/kindergarten age groups
  - **The rubrics** (1<sup>st</sup> steps, making progress and accomplished) identify small steps of progress that show how children demonstrate the indicator and are related to each of the three age groups
- and the twenty-five Essential Indicators for preschool/kindergarten

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## Thinking about each preschooler or kindergartner

- It is important to note that across any age span, indicators become more developed and may be expressed in different and more complex ways. Therefore, teachers should continually observe how the young child displays *his* or *her* competence. Each child will do so in a unique way and on his or her own timetable.
- It is important to keep in mind that the way in which many of the indicators might be demonstrated will be influenced by the child's home environment and the cultural values that are expressed within that environment.
- Because there is expected variation in how children demonstrate the indicators, users of the Preschool and Kindergarten Guidelines should engage in conversations with families to learn of culturally appropriate examples for each child in their program.

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Let's do a scavenger hunt to explore the  
Preschool/Kindergarten section in more depth

- Look at one **domain section**.
- Read the **domain vignette** - a story about how a child (or children) demonstrates aspects of that domain.
- Read the **domain description**.
- What domain did you choose? What can you tell us about the vignette or story that you read?  
About the domain description?

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## Learning More about Domains by Studying Photos

- Look at these photos of preschoolers and kindergartners in action and identify what domains you are seeing



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## Can you find the following in each Preschool/Kindergarten domain?

Watch & Listen   Ask & Wonder   Reflect & Plan   Implement & Watch Again

Read the information in the boxes for friendly reminders  
about observing children and keeping the ELGs in mind.

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## Can you find a page that shows the Preschool/Kindergarten Guidelines themselves?

### Essential Indicators Domain: Self, Family and Community

Outcome #20: The child works cooperatively with other children and adults							
Indicator 20.1 (PreK Essential Indicator #18): Plays and interacts with various children, sharing experiences and ideas with others							
3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics			
First Steps	Making Progress	Accomplished for 3's (First Steps for 4's)	Making Progress	Accomplished for 4's (First Steps for K)	Exceeds for 4's	Making Progress	Accomplished for K (End of K)
Plays alone or watches other children most of the time	Observes and imitates other children's activities most of the time	Plays alongside other children (rather than interactively) most of the time	Interacts with other children sharing objects and talking back and forth as they play for several minutes without cooperative idea sharing	Interacts with other children, sharing objects, conversation, and ideas to cooperate in play activities	Develops and/or extends themes in cooperative work/play activities	Understands that "fairness" requires taking turns, being leader and group member in cooperative play and work	Shows understanding of "fairness" by actively participating in cooperative play and work projects whether role is that of leader or group member. (e.g. is able to accept direction from peer when in "member" role and is able to provide positive direction when in "leader" role.)

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## Referring to the Chart of Learning Outcomes and Using Indicator Cards

- Break into small groups
- You will be given a set of cards with indicators on them from one domain
- As a group you need to decide what order the cards should go in to show a developmental continuum from the young infant all the way to adulthood
  - You can make a human continuum and hold them up in the order you decide
  - Or you can tack them on the wall or lay them on the table to show the continuum
- What domain do you think your indicators fall into?
- “What teachers do matters for life!!!”
  - What our youngest children do builds their capabilities that will serve them for the rest of their lives!

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The New Mexico Early Learning Guidelines can be accessed in PDF format at

[www.newmexicokids.org](http://www.newmexicokids.org)

Click on the Early Learning Guidelines link on the home page



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