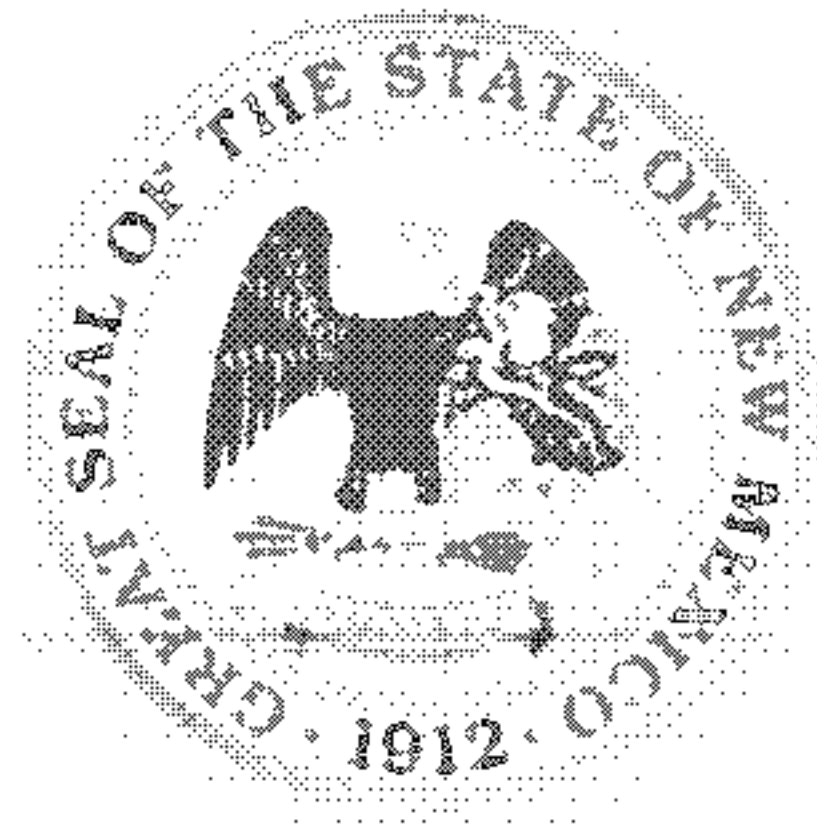


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## 1 a. Memorandum of Understanding



# State of New Mexico

Susana Martinez  
*Governor*

## STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into by and between the State of New Mexico **Public Education Department**, ("Lead Agency" or "NMPED"), the State of New Mexico **Children, Youth and Families Department** ("Participating State Agency" or "CYFD") and the State of New Mexico **Department of Health** ("Participating State Agency" or "DOH"). The purpose of this agreement is to establish a framework of collaboration, and to articulate the specific roles and responsibilities in support of the State in its implementation of the Race to the Top-Early Learning Challenge ("RTT-ELC") grant project.

### I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
  - a) A set of statewide Early Learning and Development Standards;
  - b) A set of statewide Program Standards;
  - c) A statewide Tiered Quality Rating and Improvement System; and
  - d) A statewide Workforce Knowledge and Competency Framework and progression of credentials;
- 3) Confirms that it has the requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Understands the terms, breadth and significance of the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Agrees to provide a Final Scope of Work and will do so in a timely fashion but no later than ninety (90) days after the grant is awarded. Titled the "Participating State Agency Plan," the final scope of work must describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan);

6) Agrees to comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99); and

7) Understands that the above provisions are contingent upon the approval of the State Plan.

## **II. PROJECT ADMINISTRATION**

### **A. PARTICIPATING STATE AGENCY RESPONSIBILITIES**

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;

2) Abide by the governance structure outlined in the State Plan;

3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);

4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");

5) Post to any website specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;

6) Participate, as requested, in any evaluations of the RTT-ELC grant conducted by the State, ED, or HHS; and

7) Be responsive to State, ED, or HHS requests for project information including requests for the status of the project, project implementation, outcomes, and any problems anticipated or encountered. Any response shall be consistent with applicable local, State and Federal privacy and confidentiality laws.

### **B. LEAD AGENCY RESPONSIBILITIES**

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

1) Implement the Lead Agency Scope of Work as identified in the Exhibit II of this agreement;

2) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;

3) Transfer the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan by March 31, 2012, or within thirty (30) days from the receipt of the funds from the Federal Government, whichever is sooner. The Lead Agency will transfer



the funds in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;

- 4) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 5) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 6) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 7) Identify sources of technical assistance for this project.

### **C. JOINT RESPONSIBILITIES**

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

### **D. STATE RECOURSE IN THE EVENT OF LEAD AGENCY OR PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM**

- 1) If the Lead Agency or a Participating State Agency determines that any of the parties subject to this agreement are not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency or a Participating State Agency will take appropriate enforcement action, which could include initiating a collaborative process that will attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.
- 2) Disagreements among the parties over any aspect of this MOU should initially be addressed through informal discussions among the parties.
- 3) Any disputed issues remaining after reasonable, good-faith efforts at informal resolution shall be addressed through one or more of the following channels:
  - a) An agency-designated representative may submit a written request for action or reconsideration to the responsible Division Director or Program Director, who have 30 days to issue a written determination. The decision of this individual may be further reviewed by written notice seeking such review to the Director. The disputed issue will then be decided jointly by the Secretaries of

the agencies involved in the disputed matter who will issue a joint written determination within 60 days from the date of the notice for further review.

- b) The agencies engaged in the dispute may pursue mediation or dispute resolution with a neutral mediator selected jointly by the agencies involved, the costs if any to be shared equally by the agencies participating in the mediation or dispute resolution.

### III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

### IV. FUNDS ACCOUNTABILITY

The parties agree that each shall maintain separate, detailed fiscal records and reports, as required by applicable federal and state law and regulations related to audits, shall follow generally accepted accounting principles, and shall account to one another upon request for all receipts and expenditure of funds they receive pursuant to this MOU.

### V. DATA COLLECTION

The parties to this MOU understand that they may be provided access to personally identifiable student information in their performance under this MOU. Should that occur, the parties agree that they will comply with all student confidentiality requirements of state or federal laws or rules including but not limited to the federal Family Educational Rights and Privacy Act (FERPA) (20 U.S. Code. § 1232g; 34 CFR Part 99).

### VII. DURATION AND ENTIRE MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period. This MOU incorporates all agreements, covenants and understanding between the parties hereto concerning the subject matter hereof. No prior agreements or understanding of the parties or their agents, verbal or otherwise, are valid or enforceable unless contained in this MOU.

### VII. SIGNATURES

**NM PUBLIC EDUCATION  
DEPARTMENT  
Lead Agency  
Authorized Representative**

*Hanna Skandera*

By: \_\_\_\_\_  
Hanna Skandera  
Cabinet Secretary

Date: 10/17/11

By: *Willie R. Brown, General Counsel  
New Mexico Public Education Department  
Certifying for legal sufficiency 10/17/11*

**NM CHILDREN, YOUTH AND FAMILIES  
DEPARTMENT  
Participating State Agency  
Authorized Representative**

*Yolanda Berumen-Deines*

By: \_\_\_\_\_  
Yolanda Berumen-Deines  
Cabinet Secretary

Date: 10/14/11

By: [Signature]  
Office of General Counsel,  
certifying for legal sufficiency

Date: 10/17/11

By: [Signature]  
Office of General Counsel,  
certifying for legal sufficiency

Date: 10/14/11

**NEW MEXICO DEPARTMENT OF HEALTH**

**Participating State Agency  
Authorized Representative**

By: [Signature]  
Catherine D. Torres, M.D.  
Cabinet Secretary

Date: 10/17/2011

By: [Signature]  
Office of General Counsel, certifying  
for legal sufficiency

Date: 10/17/11



## EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

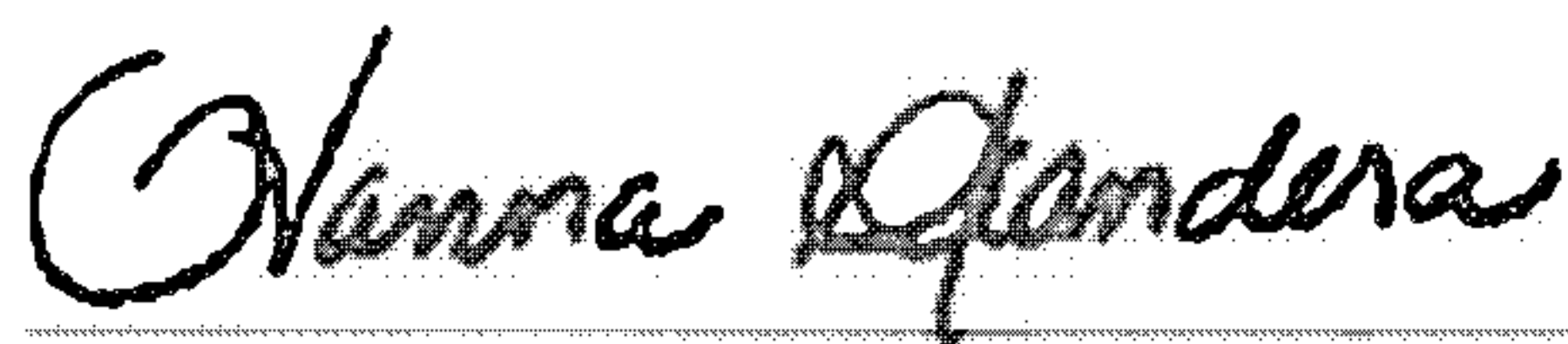
<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Type of Participation</b>
<b>(B)(1)</b>	Children, Youth and Families Department	Responsible for developing and facilitating the adoption of a Tiered Quality Rating and Improvement System for use in New Mexico’s Early Learning and Development Programs that accurately differentiates program quality levels and reflect high expectations aligned to nationally recognized standards
<b>(B)(2)</b>	Children, Youth and Families Department	Responsible for promoting participation by New Mexico’s Early Learning and Development Programs in the Tiered Quality Rating and Improvement System in a manner that is feasible and sustainable
<b>(B)(3)</b>	Children, Youth and Families Department	Responsible for monitoring Early Learning and Development Programs for participation and adherence to the Tiered Quality Rating and Improvement System
<b>(B)(4)</b>	Children, Youth and Families Department	Responsible for promoting and providing access to high-quality Early Learning and Development programs for New Mexico Children with High Needs
<b>(B)(4)</b>	Department of Health	Responsible for promoting and providing access to high-quality Early Learning and Development programs for New Mexico Children with High Needs by providing state data that best identifies the most underserved areas
<b>(B)(5)</b>	Children, Youth and Families Department	Responsible for contracting with an outside entity to validate the effectiveness of the state’s Tiered Quality Rating and Improvement System
<b>(C)(1)</b>	Children, Youth and Families Department	Responsible for ensuring that Early Learning and Development Programs are utilizing New Mexico’s Early Learning Guidelines in a culturally and linguistically appropriate manner to support children
<b>(C)(2)</b>	Children, Youth and Families Department	Responsible for implementing a High-Quality Plan to implement a Comprehensive Assessment System in Early Learning and Development Programs to support the improved school readiness of High Need Children
<b>(C)(3)</b>	Children, Youth and Families Department	Responsible for implementing a valid process to identify and address the health, behavioral and developmental needs of Children with High Needs to increase their school readiness
<b>(C)(4)</b>	Children, Youth and Families Department	Responsible for providing culturally and linguistically appropriate parent engagement and support strategies to support the development and school readiness for High Need Children
<b>(D)(1)</b>	Children, Youth and Families Department	Responsible for developing and implementing a Workforce Knowledge and Competency Framework and progression of credentials for use with the workforce in Early Learning and Development Programs
<b>(D)(2)</b>	Children, Youth and Families Department	Responsible for supporting Early Childhood Educators to improve their knowledge, skills and abilities by expanding access to effective Professional Development Activities that are aligned to the New Mexico’s Workforce Knowledge and Competency Framework, implementing policies that promote improvement and career advancement and publically reporting the aggregate data on Early Childhood Educator development, advancement and retention
<b>(E)(2)</b>	Children, Youth and Families Department	Responsible for implementing a High-Quality Plan to coordinate an early learning data system that aligns to and is interoperable with the Statewide Longitudinal Data System and has all the Essential Data Elements, enables uniform data collection by Participating Programs, facilitates the exchange of data among Participating State Agencies, generates timely, relevant and accessible data for Early Learning and Development Programs and Early

Selection Criterion	Participating Party	Type of Participation
		Childhood Educators and meets the Data System Oversight Requirements and complies with the requirements of Federal, State and local privacy and confidentiality laws
(E)(2)	Department of Health	Responsible for building the infrastructure for the New Mexico Community Data Collaborative to align and integrate data to enable comprehensive community assessment that is interactive and accessible. Additionally, the current Family Infant Toddler (FIT) Program (Part C) data system will be adapted to incorporate the unique ID and ensure that the systems aligns and is interoperable with the statewide early learning data system.

## EXHIBIT II – LEAD STATE AGENCY SCOPE OF WORK

The Lead State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criteria	Participating Party	Type of Participation
(C)(1)	Public Education Department	Responsible for completing alignment of the state's Early Learning Guidelines to the Common Core State Standards
(E)(1)	Public Education Department	Responsible for the validation of a Kindergarten Entry Assessment and the implementation of the assessment universally in all New Mexico kindergarten classrooms
(E)(2)	Public Education Department	Responsible for assigning a unique ID for children in Early Learning and Development Programs to facilitate longitudinal queries about Children with High Needs school readiness that the sustain effects of Early Learning and Development Programs and collaborating with the participating agencies to share data in a timely manner and support the development of an aligned data system with technical support as needed



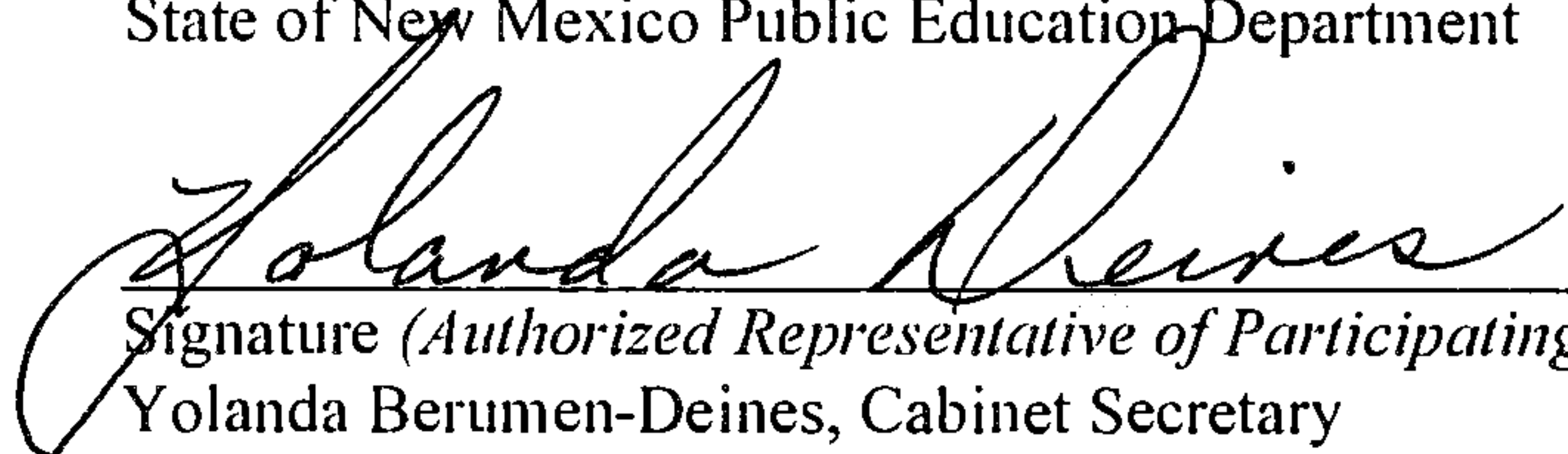
Signature (Authorized Representative of Lead Agency)

Hanna Skandera, Cabinet Secretary

State of New Mexico Public Education Department

10/17/11

Date



Signature (Authorized Representative of Participating State Agency)

Yolanda Berumen-Deines, Cabinet Secretary

State of New Mexico Children, Youth and Families Department

10/14/11

Date



Signature (Authorized Representative of Participating State Agency)

Catherine D. Torres, M.D., Cabinet Secretary

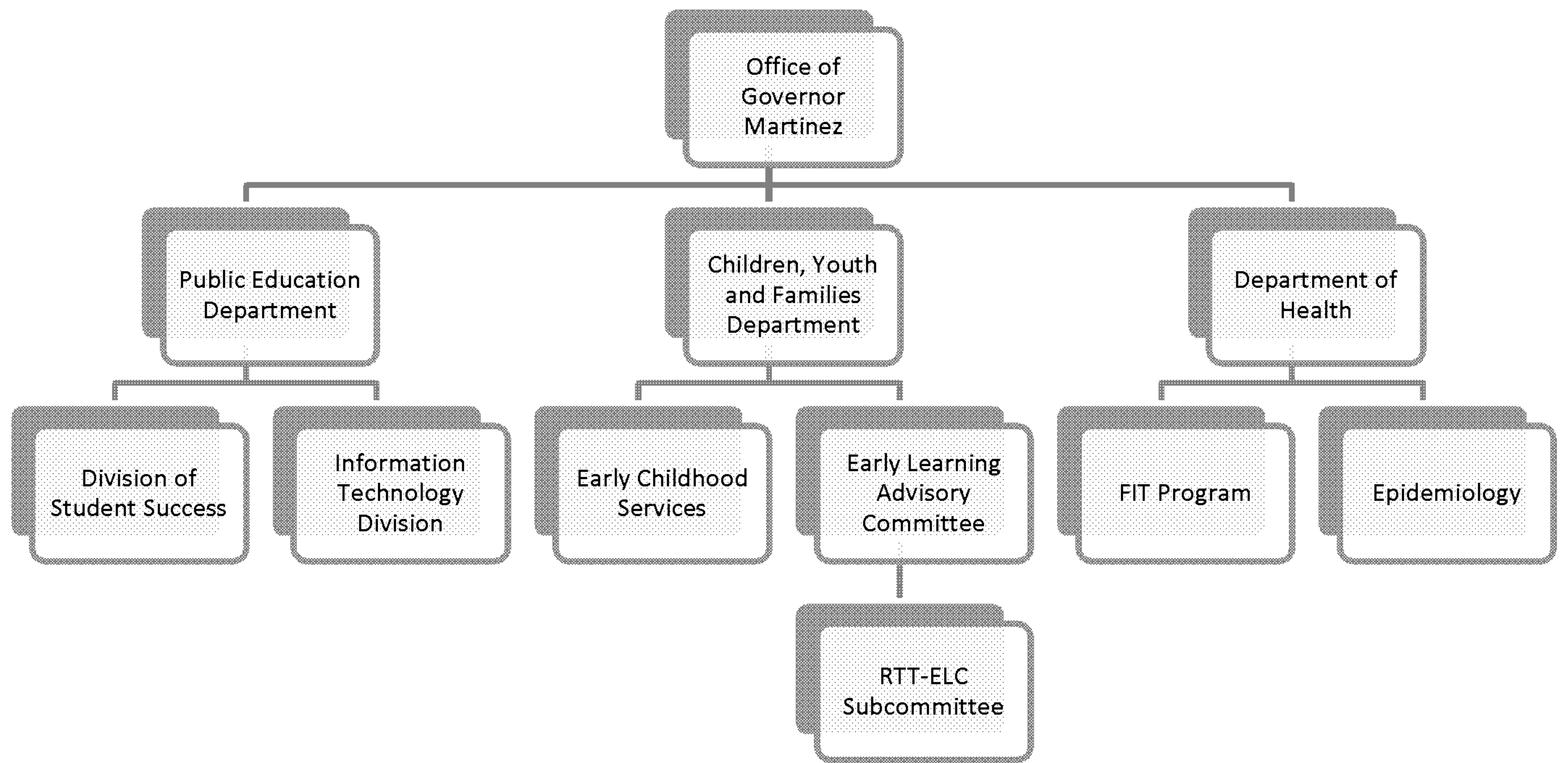
State of New Mexico Department of Health

10/17/2011

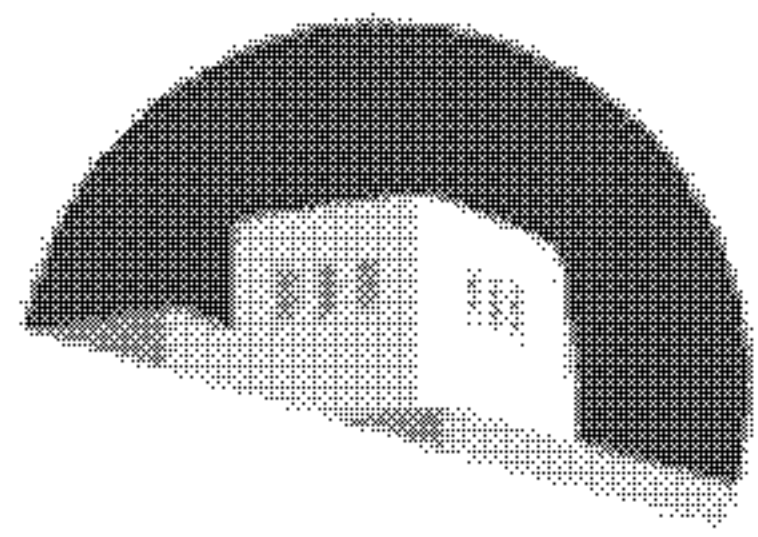
Date



## 1 b. Organizational Chart



## 1 c. Letters of Support



THE UNIVERSITY *of*  
NEW MEXICO

## College *of* Education

### **Early Childhood Multicultural Program**

Department of Individual, Family, & Community Education

MSC-05 3040

1 University of New Mexico

Albuquerque, NM 87131

October 13, 2011

To Whom It May Concern:

As an early childhood education professor, I am constantly reminded of the challenges we face in providing services to our children and families in New Mexico. In our UNM Early Childhood Multicultural Education (ECME) program, our students learn about poverty and the many difficulties our families face on a daily basis. For some students, this scenario is all too familiar, they are at the poverty level themselves, or they come from a family that is struggling financially to keep them in school. In spite of all this, ECME students are determined to accomplish their educational goals with the hope that some day they will be in a position to teach and make a difference with our youngest and most vulnerable little citizens and their families.

There is something special in New Mexico that keeps our hopes and dreams for a better future alive and thriving. That special thing is the amazingly resilient and forceful early childhood education community. This community is made up of hundreds of individuals from every facet of early childhood programs and services across the state. We come together as a resounding voice to advocate for quality early learning programs and a continuum of integrated services that we know are desperately needed. The Race to the Top/Early Learning Challenge Funds would make it possible for New Mexico to reach the four proposed goals and build a reliable statewide early learning system. In essence, these funds would put us in a position to better contribute toward the development of strong families and a viable future workforce.

Sincerely,

**DR. CATHY GUTIERREZ-GOMEZ**

Dr. Cathy Gutierrez-Gomez

University of New Mexico

Early Childhood Multicultural Education Program

# New Mexico Early Childhood Higher Education Task Force

14 October 2011


To Whom It May Concern:

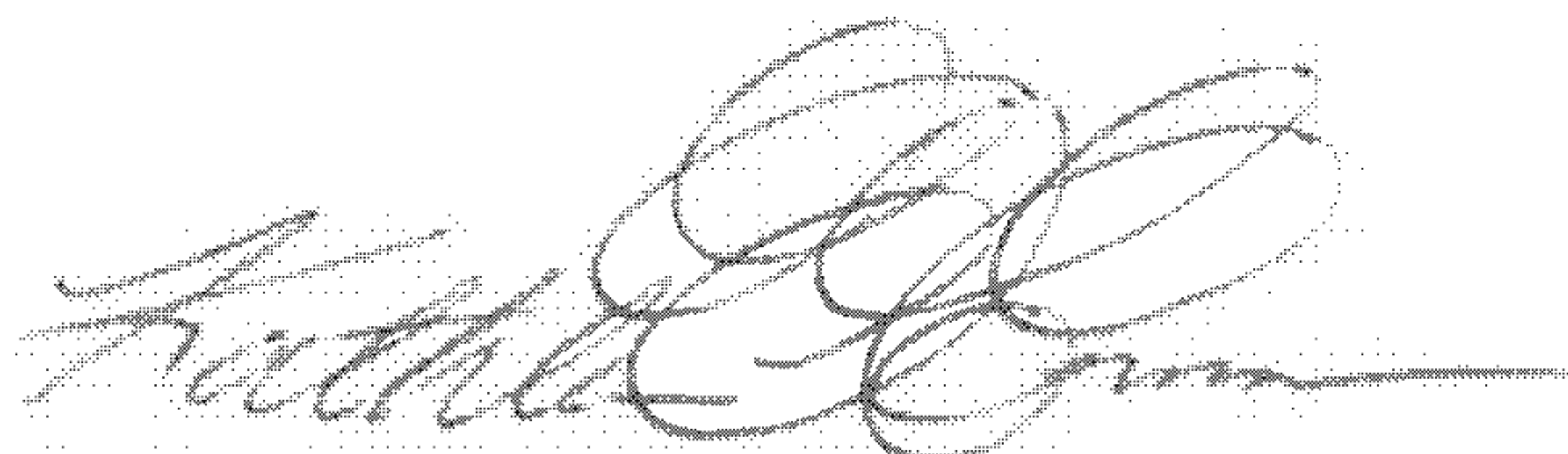
The New Mexico Early Childhood Higher Education Task Force unanimously endorses the State of New Mexico's application for the Race to the Top-Early Learning Challenge Grant.

For approximately twenty years, the New Mexico Early Childhood Higher Education Task Force has been dedicated to improving the quality of training and education in the state. Our Task Force, comprised of representatives of all two and four higher education institutions in New Mexico, has labored diligently to create a universal curriculum of course work for early childhood educators, program administrators, and family infant toddler/early intervention workers. This curriculum is a statewide progression of credentials and degrees that is aligned with the needs of the early care and education workforce across the state.

All of our work has been designed to promote children's learning and development and improve child outcomes, as well as college and career readiness. Race To The Grant funds will make it possible for us to continue and expand this vitally important work.

Sincerely,

  
Cathy Gutierrez-Gomez  
Co-Chair representing four- year institutions

  
Kathleen O'Connor  
Co-Chair representing two-year institutions



**STATE OF NEW MEXICO**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

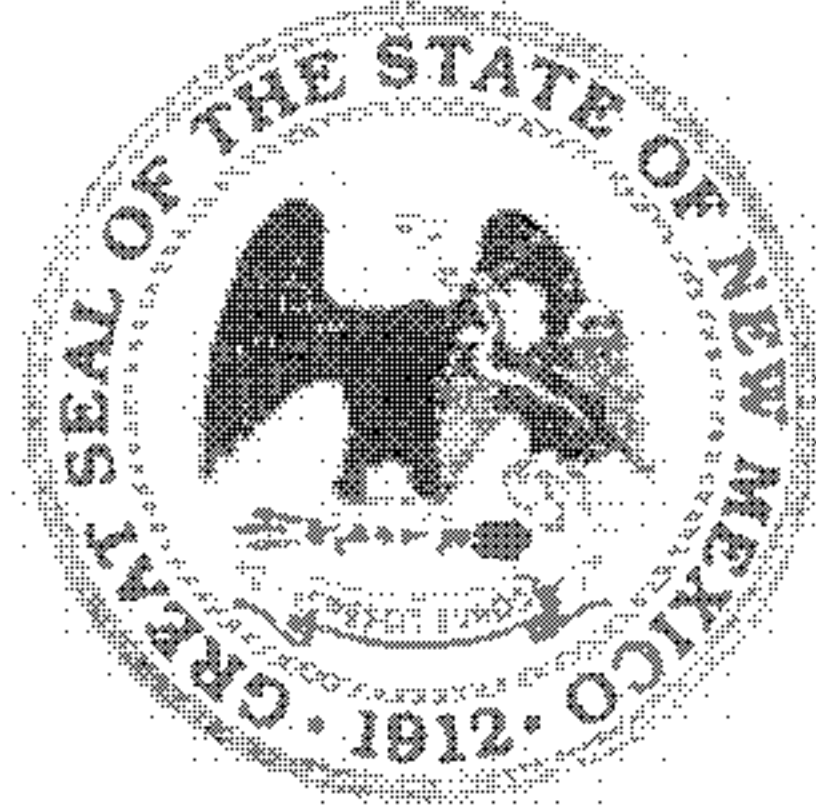
**REPRESENTATIVES**

Rick Miera, Chair  
Nora Espinoza  
Mary Helen Garcia  
Jimmie C. Hall  
Dennis J. Roch  
Mimi Stewart

State Capitol North, 325 Don Gaspar, Suite 200  
Santa Fe, New Mexico 87501  
Phone: (505) 986-4591 Fax: (505) 986-4338  
<http://www.nmlegis.gov/lcs/lesc/lescdefault.aspx>

**SENATORS**

Cynthia Nava, Vice Chair  
Mary Jane M. Garcia  
Gay G. Kernan  
Lynda M. Lovejoy



**ADVISORY**

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Sheryl M. Williams Stapleton  
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Stephen H. Fischmann  
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John Pinto  
Sander Rue

Frances Ramirez-Maestas, Director  
David Harrell, PhD, Deputy Director

October 13, 2011

Hanna Skandera ✓  
Secretary-designate of Public Education  
New Mexico Public Education Department  
300 Don Gaspar, Room 109  
Jerry Apodaca Education Building  
Santa Fe, NM 87501-2786

Yolanda Berumen-Deines, Secretary  
New Mexico Children, Youth & Families Department  
1120 Paseo de Peralta, PERA Building  
Santa Fe, NM 87502

Catherine Torres, M.D., Secretary  
New Mexico Department of Health  
Harold Runnels Building  
1190 St. Francis Drive  
Santa Fe, NM 87504

**RE: RACE TO THE TOP EARLY LEARNING CHALLENGE GRANT**

Dear Colleagues:

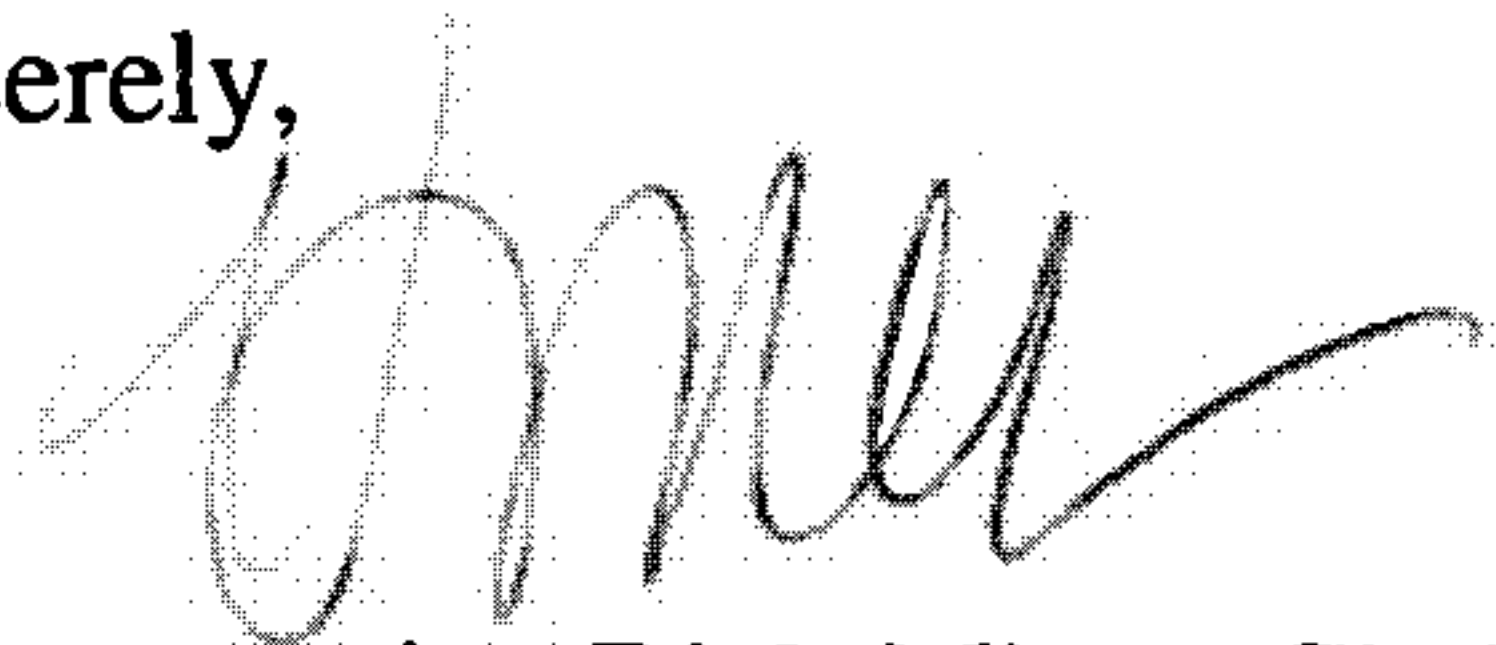
On behalf of the New Mexico Legislative Education Study Committee, we strongly support your cooperative efforts, through your proposal for funding from the federal Race to the Top Early Learning Challenge Grant, to address New Mexico's high priority need for a continuum of integrated services for early care, health, and education for children from birth through age five. In fact, this opportunity to build on the Legislature's bipartisan commitment over many years to establish the foundations of such a system could not come at a more appropriate time.

Two prime recent examples of the Legislature's commitment to the goals of your proposal include the creation and funding of the New Mexico PreK program, to expand early education

~~options to the New Mexico's low income four-year-olds; and the passage in the 2011 session of the *Early Childhood Care and Education Act*, aimed squarely at the goals of this proposal, to create a fully aligned, coordinated, efficient, and inclusive system of early childhood development and education. Other long-term initiatives in New Mexico, among the many detailed in the proposal narrative, have included the creation of a quality rating system for licensed early childhood learning and development programs based on a continually evolving and improving system of state program standards; and the development of aligned systems of child-care provider and early childhood educator training, education, and professional licensure.~~

Since the early 1990s, as you know, a series of grant-funded multi-agency and broad-based stakeholder planning efforts have enabled New Mexico policymakers and citizens to work in concert to foster high standards and improved coordination in our early development and education system. New Mexico's population is widely dispersed over a very large geographic area, and the children with the greatest needs often reside in isolated, low-income rural communities, and urban enclaves. Providing these children with a robust continuum of services is a constant challenge; however, the state's small population also encourages communication and effective joint action among providers and advocates in the common cause of responding to our children's enormous needs. Your proposal for an Early Learning Challenge Grant holds the promise of accelerating progress toward the fully aligned and coordinated system toward which we have been moving for so long.

Sincerely,



Representative Rick Miera, Chair



Senator Cynthia Nava, Vice Chair

xc: LESC Members  
Frances Ramírez-Maestas, Director, LESC

Senator John Arthur Smith  
Chairman

Senator Sue Wilson Beffort  
Senator Pete Campos  
Senator Carlos R. Cisneros  
Senator Stuart Ingle  
Senator Carroll H. Leavell  
Senator Mary Kay Papen  
Senator John M. Sapien

*State of New Mexico*  
**LEGISLATIVE FINANCE COMMITTEE**

325 Don Gaspar, Suite 101 • Santa Fe, NM 87501  
Phone: (505) 986-4550 • Fax (505) 986-4545

Representative Luciano "Lucky" Varela  
Vice-Chairman

Representative William "Bill" J. Gray  
Representative Rhonda S. King  
Representative Larry A. Larrañaga  
Representative Henry Kiki Saavedra  
Representative Nick L. Salazar  
Representative Edward C. Sandoval  
Representative Don L. Tripp  
Representative James P. White

**David Abbey**  
Director



October 14, 2011

Hanna Skandera, Secretary-Designate  
Public Education Department  
Jerry Apodaca Education Building  
300 Don Gaspar  
Santa Fe, NM 87501

Yolanda Berumen-Deines, Secretary  
Children, Youth & Families Department  
1120 Paseo de Peralta  
Santa Fe, NM 87501

Dear Secretary Skandera and Secretary Berumen-Deines:

On behalf of the Legislative Finance Committee (LFC), I am writing this letter to extend our support for New Mexico's application for the Race to the Top Early Learning Challenge Fund. The legislature is committed to quality early childhood care and education programs. The state has been a leader in implementation of programs aimed at serving the state's most at-risk children, including home visiting; families, infants and toddlers; child care assistance; Head Start/Early Head Start; prekindergarten; universal full-day kindergarten; and the kindergarten-three plus program. Most recently the state has committed to creating a coordinated system of early childhood care and education with the passage of the Early Childhood Care and Education Act.

There is no question that New Mexico's children are at risk. Most of our children enter elementary school without the basic skills necessary for success. For the past twenty years, data repeatedly confirms that children in New Mexico are at risk for school failure, for teen pregnancy, for substance abuse, and for involvement with the juvenile and adult justice systems. New Mexico's children are in a state of crisis that demands bold systemic reform.

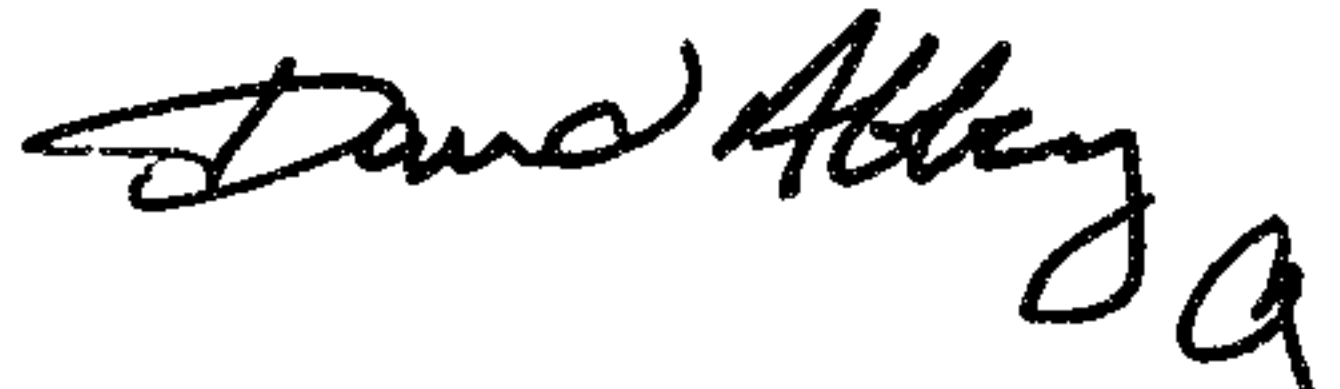
Although the state is confronting difficult economic challenges, the legislature has maintained support of early childhood care and education programs; reductions to programs have been limited. Despite the continued funding of direct services, the state lacks a "system of systems" to

---

~~ensure the capacity and coordination needed to effectively and efficiently serve these children.~~  
The Fund has significant potential to create the capacity, coordination and departmental expertise to enhance New Mexico's existing early childhood care and education systems.

We understand the value of investing in these programs and continue to support research- and evidence-based programs. While it is my impression that the legislature will continue to support early childhood care and education programs and I do not anticipate any reduction in funding, I will continue to recommend continued support for early childhood care and education programs.

Sincerely,



David Abbcy, Director

DA:RG/svb





THE UNIVERSITY *of*  
NEW MEXICO

October 14, 2011

Secretary Skandera  
New Mexico Public Education Department  
Jerry Apodaca Education Building  
300 Don Gaspar  
Santa Fe, NM 87501

Dear Secretary Skandera:

I am writing this letter in full support of New Mexico's application for the Race To The Top Early Learning Challenge (RTT-ELC) Grant. The University of New Mexico Center For Education Policy Research (CEPR) has a strong relationship with the Public Education Department; the Children, Youth, and Families Department; the Department of Health; and all of the other key organizations committed to ensuring that young children with high needs are ready for school.

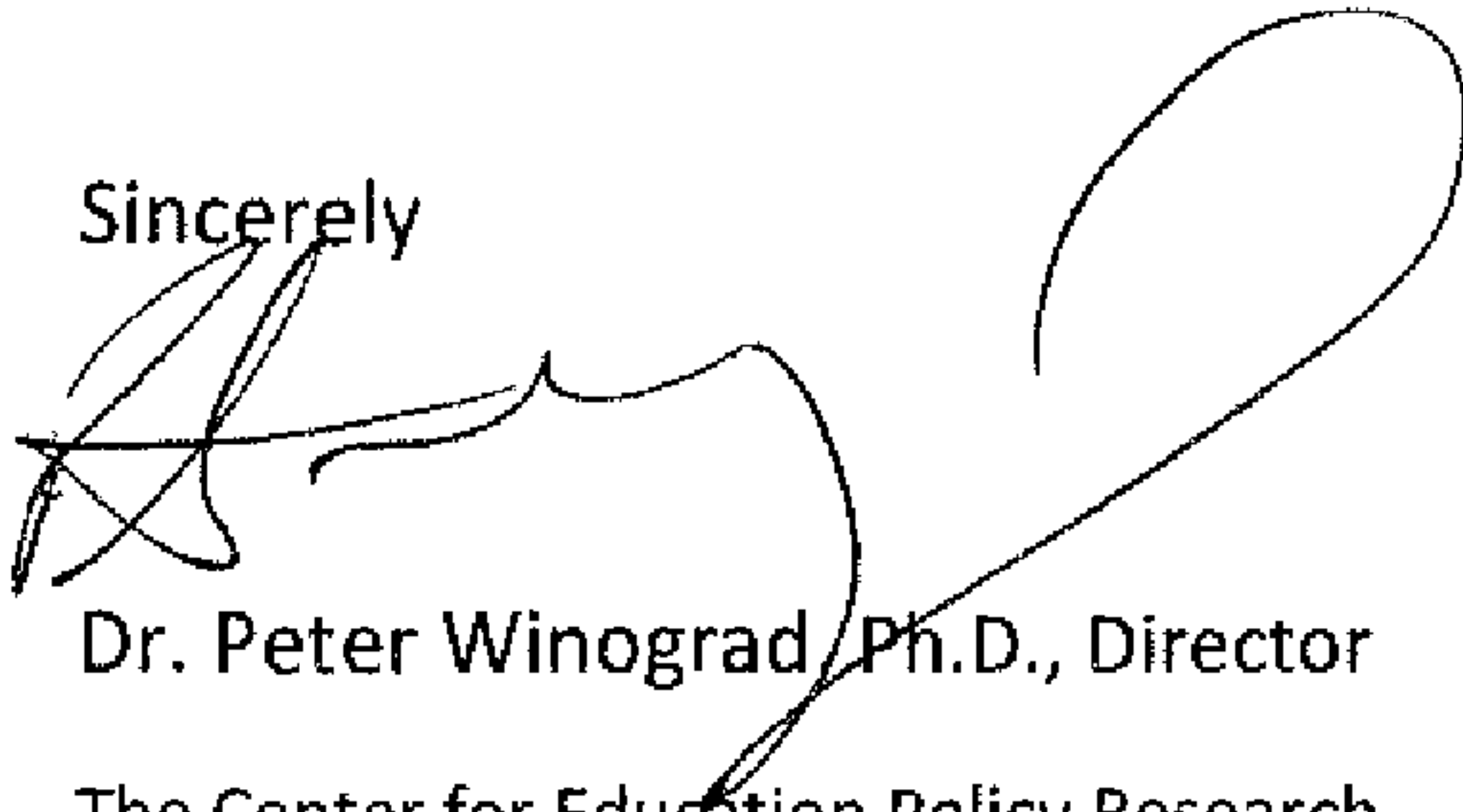
We are very excited about New Mexico's proposal and the goals to strengthen the state's early childhood care and education system by implementing a revised Tiered Quality Rating and Improvement System across all publicly funded early learning and development programs; by using better assessments as the criteria for measuring Kindergarten readiness; by establishing early childhood investment zones to identify and prioritize communities where children are at greatest risk; and enhancing the state's early learning data system and linking it to the P-20 data warehouse established in statute in 2010.

We are most excited about the opportunity to work with the Department of Health, the Children, Youth, and Families Department, the Public Education Department and other partners in building the infrastructure and supporting the work of the New Mexico Community Data Collaborative (NMCDC). The NMCDC will be a key strategy to build the capacity of people and organizations across the state and focus their expertise and resources on the challenges that face too many of New Mexico's young children and their families.

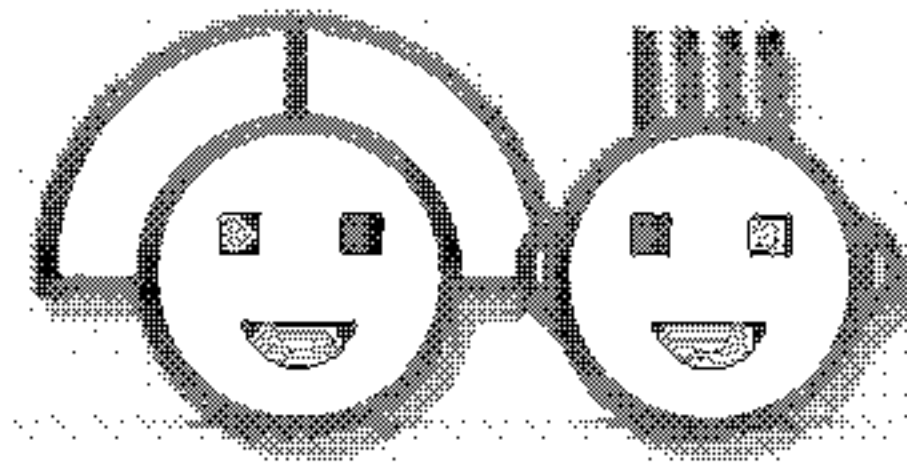


Please know that the University of New Mexico Center for Education Policy Research is committed to the success of this grant proposal. If funded, CEPR will work with the Department of Health and other partners to carry out the specific tasks detailed in New Mexico's RTT-ELC proposal.

Sincerely

A handwritten signature in black ink, appearing to read "Peter Winograd", is written over the word "Sincerely". The signature is fluid and cursive, with a large loop at the end.

Dr. Peter Winograd, Ph.D., Director  
The Center for Education Policy Research  
The University of New Mexico  
1 University of New Mexico  
MSC05-3040, Manzanita Hall, Room 123  
Albuquerque, New Mexico 87131-0001



new mexico early childhood development partnership

October 12, 2011

The Honorable Hanna Skandera, Secretary of NM Public Education  
300 Don Gaspar  
Santa Fe, NM 87501

Madam Secretary:

On behalf of the New Mexico Early Childhood Development Partnership, we pledge our support of the federal Race to the Top/Early Learning Challenge Fund proposal from New Mexico. Support from the Challenge Fund will allow New Mexico to further its education reform efforts of prioritizing investments in our youngest children and it will be the next best step in furthering our collaborative early childhood education agenda in general.

New Mexico Early Childhood Development Partnership (NMECDP) is a public-private partnership founded to advocate for the creation, adoption and implementation of robust, effective and proven early childhood programs, available to all children, ages five and under in New Mexico. Through its work we have developed and are implementing short- and long-term strategies for increasing public investment in early childhood, and strategies for engaging business community leadership in advocacy for legislative action in support of early childhood development programs.

Since our work was launched in November 2009, the NMECDP has actively partnered with key leaders and organizations in our state to further the early childhood agenda. This effort has resulted in **The Early Childhood Care and Education Act** which was passed by the 2011 Legislature and signed by the Governor. We are now working collaboratively with the Children, Youth and Families Department to implement the provisions of the Act and are using private resources to assist. Our organization remains committed to this collaborative partnership.

The Race to the Top Challenge Fund competition will provide us with an opportunity to realize this reform, beginning at the birth of the child. We are committed to building an aligned system of early learning and development to ensure that many more children from birth to age five have access to dramatically improved early learning programs and enter school with the skills, knowledge and character they need to be successful on an educational path which results in their economic contribution and, more importantly, a greater likelihood that they live productive, meaningful lives.

We are committed and invested for years to come in early childhood care and education in New Mexico.

Sincerely,

Katherine Freeman, Chair

Lillian Montoya-Rael, Program Director



New Mexico Association for the Education of Young Children  
2201 Buena Vista, SE; Suite 424  
Albuquerque, NM 87106  
505-243-5437 [kids] (phone); 505-242-7310 (fax)  
info@nmaeyc.org

October 10, 2011

PED Secretary Hanna Skandera  
NM PED / Jerry Apadoca Educ Bldg  
300 Don Gaspar  
Santa Fe, NM 87501

CYFD Secretary Yolanda Deines  
PERA Building  
PO Drawer 5160  
Santa Fe, NM 87502

Dear Secretaries Hanna Skandera and Yolanda Deines,

As Executive Director of the New Mexico Association for the Education of Young Children (NMAEYC) I am very pleased to write this letter of support for New Mexico's application for the Race To The Top – Early Learning Challenge (RTT-ELC).

The RTT-ELC will help the state of New Mexico move towards a statewide system of early learning. This is completely aligned with the mission of NMAEYC: to promote quality care and education for the wellbeing of ALL young children, birth to eight, through professional development and advocacy.

By building a statewide system of early learning that is comprehensive and integrated, New Mexico will be building the capacity and infrastructure to be able to serve all children, starting with the most vulnerable first, with high quality early care and education

Over the 15 past years, I have participated in many projects, conversations, and meetings around systems building in New Mexico. It is very heartening to see the work coming to a point that New Mexico is submitting a strong and compelling application for RTT-ELC.

New Mexico is a high need state, with elevated levels of poverty and many children being raised in rural settings. Additionally, New Mexico has done the foundational work necessary for building an early learning system. We have the capacity to implement the requirements of the RTT-ELC and we have a high need for it.

I am very happy to write this support letter, and I look forward to New Mexico being awarded a RTT-ELC grant. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Baji Rankin", is written over a light gray, textured background.

Baji Rankin, Ed.D.  
Executive Director, NMAEYC

COLLEGE OF EDUCATION

Department of Curriculum and Instruction, MSC 3CUR  
New Mexico State University  
P.O. Box 30001  
Las Cruces, NM 88003-8001  
Telephone: (505) 646-2290 or 646-5821  
Fax: (505) 646-5436



Oct. 14, 2011


**New Mexico needs to align its college teacher preparation coursework with the authentic observation-documentation-curriculum planning framework. New Mexico State University agrees to accept 18 credits from a university that offers specialized master's level coursework in the developmental-interactionist approach. The students must have a grade of B or better in the courses, apply and be fully accepted into the Master's Degree at NMSU in Curriculum and Instruction with a specialization in Early Childhood Education and/or the early childhood doctoral degree program.**

Sincerely,

A handwritten signature in cursive script that reads 'Betsy Cahill'.

**Betsy J. Cahill, Ph.D.  
Director of Early Childhood Teacher Education  
College of Education  
New Mexico State University**





# UNM Continuing Education

Susan Martinez  
Office of Governor  
490 Old Santa Fe Trail, Rm. 400  
Santa Fe, New Mexico 87501

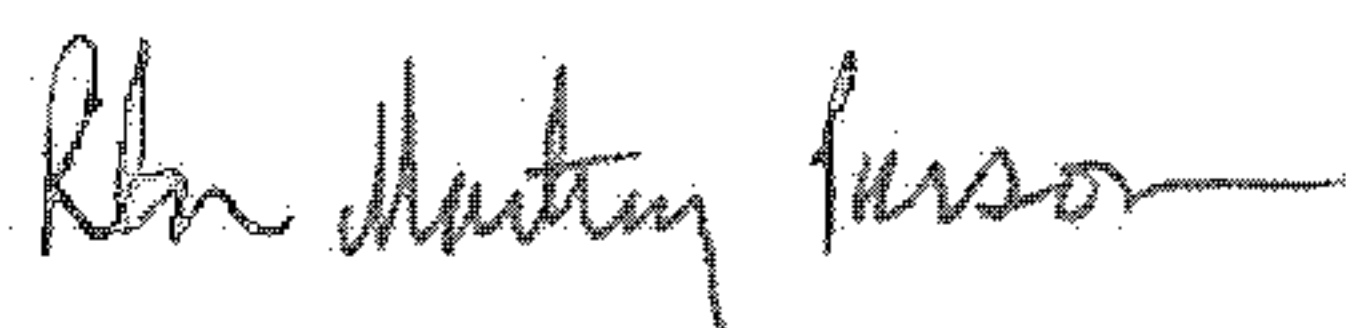
Dear Governor Martinez,

Given the award to New Mexico of the Race to the Top – Early Learning Grant, the University of New Mexico, Division of Continuing Education (UNMDCE) is willing to enter into an interagency agreement with the Children, Youth and Families Department (CYFD) to fulfill the obligations as outlined in the proposal. The agreement would address the following activities:

- 1) Maintain and expand the current AIM HIGH Quality Rating System database to include all data elements required under the Tiered Quality Rating Improvement System using the New Mexico PreK database model.
- 2) Expand the PreK consultation system and integrate the current AIM HIGH consultation/validation system into one comprehensive program of Training and Technical Assistance, and Monitoring and Verification.
- 3) Work with the Children, Youth and Families Department in each phase to transition data currently stored at UNM Continuing Education to newly developed EPICS system.

Thank you for allowing UNM Continuing Education to be of service to the children of New Mexico through our Early Childhood Services Center.

Sincerely,



Rita Martinez-Purson, Ed.D.  
Dean of Continuing Education  
The University of New Mexico  
MSC07 4030  
1 University of New Mexico  
Albuquerque, NM 87131-0001







*Change the first five years  
and you change everything...*

October 10, 2011

To Whom it May Concern:

I am writing this letter in support of New Mexico's RTT-ELC application. St. Joseph Community Health provides a home-based health education and enhanced referral service to all first time parents in the greater Albuquerque Metropolitan area. We enroll expectant mothers during pregnancy and provide our services to family and baby until the baby turns 3 years old. Our goal is to ensure that children reach kindergarten with the health and family capacity to support learning. Our program utilizes an outcomes-based model which has been shown to reduce Adverse Childhood Experiences that affect a child's development, health, and future as an adult.

St. Joseph is deeply committed to the children of New Mexico. We work collaboratively with state and local agencies, service providers, and other non-profit organizations who are also committed to early childhood health and development. We are supportive of the four goals set forth in the RTT-ELC application which are in alignment with the goals of SJCH and include elements that are incorporated into our own program (assessment, documentation, curriculum, prioritizing communities, and comprehensive data system).

I urge you to accept New Mexico's application. New Mexico's children face many challenges – New Mexico ranks 46<sup>th</sup> in child well-being; 49<sup>th</sup> in teen dropouts; 49<sup>th</sup> in child poverty rate; and 35% of New Mexicans live below 185% of the Federal Poverty Level. Bold, systemic reform must take place now to ensure our children's future.

Thank you for your consideration of the New Mexico RTT-ELC application.

Respectfully,

A handwritten signature in cursive script that reads "Allen Sánchez".

Allen Sánchez,  
President/CEO

SUSANA MARTINEZ, GOVERNOR



CATHERINE D. TORRES, M.D., CABINET SECRETARY

October 7, 2001

Leighann C. Lenti  
Director of Policy  
New Mexico Public Education Department

Dear Ms Lenti,

The Office of Community Assessment, Planning and Evaluation (OCAPE) will lend its full support to the State of New Mexico's Race to the Top – Early Learning Challenge.

Our Office, part of the Regional Offices of the Public Health Division of the Department of Health, has for over 10 years been developing comprehensive, neighborhood level data in order to facilitate community and stakeholder participation in public health policy and decision making.

We plan to devote 100% of our efforts to furthering the goals of the 'system of systems' and identifying and prioritizing communities where children are at greatest risk (based on aggregated socio-ecological risk indicators) and the community demonstrates the greatest will and capacity for creating a continuum of high-quality early learning programs.

OCAPE leads a network of nearly three dozen professional analysts at over 20 state and local agencies and community-based organizations (both rural and urban) who have been sharing the workload of creating the geographic information tools and datasets which form the technical infrastructure of an integrated, statewide, community assessment data warehouse.

The combined, in-kind efforts of the New Mexico Community Data Collaborative will be directed towards supporting New Mexico's Race to the Top strategies and goals.

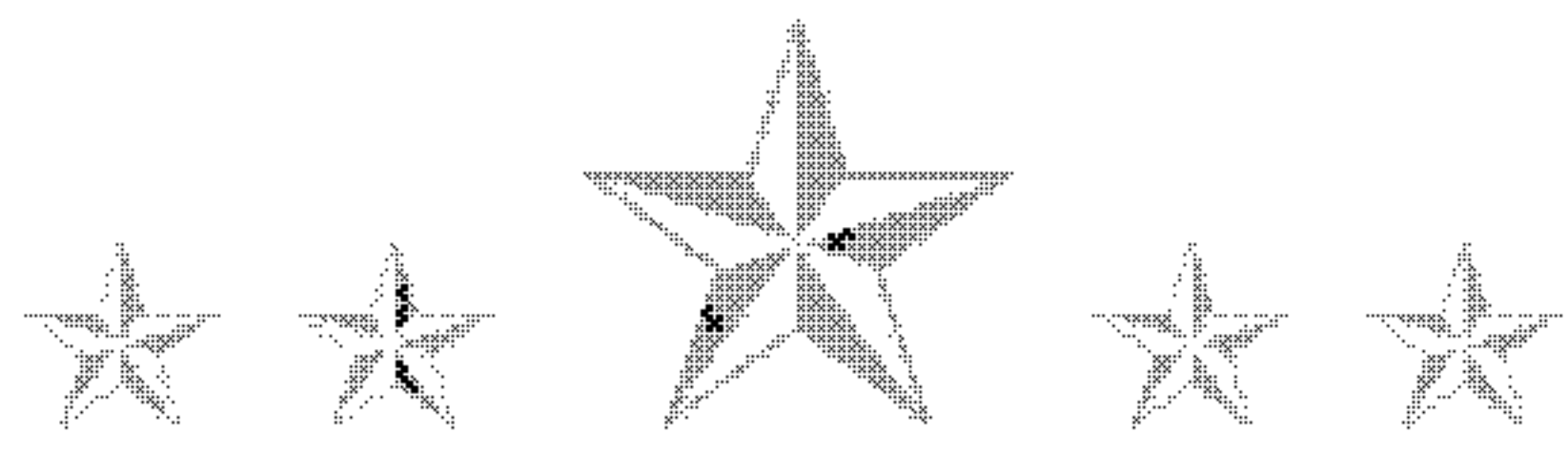
The potential benefits of our collaboration to the advocates of young children and public health are multiple: enhanced community engagement, accelerated reporting and accountability for public agencies and their private partners, information for consumers and legislators, quality assurance for neighborhoods, greater efficiency in program planning and intervention, and improved outcomes for our children.

Thank you for the opportunity to serve the children of our state.

Thomas N. Scharmen, MA, MPH  
Epidemiologist



Public Health Division, Region 3, Office of Community Assessment, Planning and Evaluation  
7704 2<sup>nd</sup> St NW • Albuquerque, New Mexico • 87107 •  
(505) 897-5700 • FAX: (505) 897-1010  
[thomas.scharmen@state.nm.us](mailto:thomas.scharmen@state.nm.us)  
<http://www.berncohealthcouncil.org/health-data>



**MISSION: READINESS**  
MILITARY LEADERS FOR KIDS

October 13, 2011

Secretary Hanna Skandera  
NM PED/Jerry Apadoca Educ Building  
300 Don Gaspar  
Santa Fe, NM 87501

Secretary Yolanda Deines  
PERA Building  
PO Drawer 5160  
Santa Fe, NM 87502

Dear Secretaries Skandera and Deines:

MISSION: READINESS is a nonpartisan, national security organization of over 250 retired admirals and generals and other senior military leaders. We have come together to address recent data from the Department of Defense indicating that 75 percent of all young Americans between the ages of 17 and 24 are unable to join the military, primarily because they have either failed to finish high school, have criminal records or are physically unfit. We are troubled by the likely impact that this will have on our future military preparedness. Our belief is that a shrinking pool of eligible recruits is a threat to our national security interests.

The retired military leaders of MISSION: READINESS recognize early learning as a tested strategy to help our next generation of Americans achieve personal and career success. National research has shown, time and time again, that participants in high-quality early care and education programs are more likely to graduate from high school and less likely to commit crime. Early learning is therefore key to providing young learners with a foundation for many options in adulthood, including a career in the military should they choose to pursue one.

The four goals of New Mexico's Early Learning and Development Plan are well thought out. By implementing FOCUS, a quality rating and improvement system, New Mexico will establish common standards across programs, and ensure continued improvement through a comprehensive assessment system. Using a standardized kindergarten rubric will help schools and policymakers track the effectiveness of these early learning programs. The plan calls for the establishment of "early childhood investment zones," which are designed to provide an integrated, mutually supporting system of service delivery for the state's communities that are most at risk. Finally, a comprehensive early learning data system can assist policymakers, educators and families in monitoring the progress of New Mexico's children and provide improvements in the continuum of services.

Therefore, it is our pleasure to offer this letter of support for the state of New Mexico's application for Race to the Top – Early Learning Challenge. As an organization of military leaders, we care deeply about our future military preparedness. We know that investments in high-quality early learning programs like those found in New Mexico will assist in achieving that goal by getting young Americans the right start in life. A strong commitment today to high-quality early education will keep America strong and safe tomorrow.

Respectfully submitted,

Amy Dawson Taggart  
National Director

1212 New York Avenue, NW, Suite 300  
Washington, DC 20005

202.464.5224

[MissionReadiness.org](http://MissionReadiness.org)





Friday, October 7, 2011

The Honorable Hanna Skandera, Secretary of NM Public Education  
300 Don Gaspar  
Santa Fe, NM 87501

Madam Secretary:

On behalf of the entire Board of Directors and Investors of the New Mexico Business Roundtable it is with great excitement that we pledge our support of the federal Race to the Top/Early Learning Challenge Fund proposal from New Mexico.

Over the past two and half years the New Mexico Business Roundtable has led the business community in New Mexico to understand the critical nature of reforming our early childhood care and education system.

Twelve short years ago our business leaders were telling us that if our education system can just supply us graduates with soft skills, we will take over the training from there. Today that is not even remotely what our business leaders expectations and needs are. If a person's brain is ninety-five percent developed by the age of five then we are convinced that the basis for cognitive, motor, social and other skills are being developed within this same time frame. The skills needed for the twenty-first century workforce compel business and industry to pay close attention to and invest early in the growth and development of our children.

The Race to the Top Challenge Fund competition provides us with an opportunity to realize this reform. We are committed to build a coordinated system of early learning and development to ensure that many more children from birth to age five have access to dramatically improved early learning programs and enter school with the skills, knowledge and dispositions they need to be successful in their educational pilgrimage and on into post secondary education and the endless option of careers in a global economy.

We are committed and invested for years to come in early childhood care and education in New Mexico

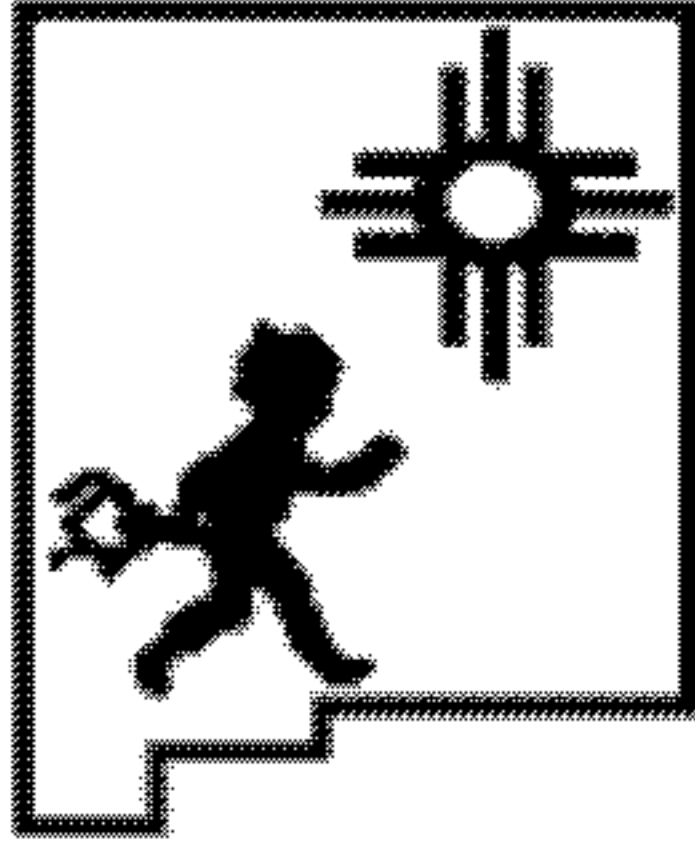
Warmest Regards,

Larry Langley, Chief Executive Officer

5600 Eagle Rock Ave, NE  
Albuquerque, NM 87113

Voice: 505 822-5500

Website: [www.nmbree.org](http://www.nmbree.org)



New Mexico Child Care & Education Association

PO Box 53400 • Albuquerque, New Mexico • 87153

[www.nmccea.org](http://www.nmccea.org) • [www.nmlearning.com](http://www.nmlearning.com)

Dear Leighann,

The New Mexico Child Care and Education Association (NMCCEA), New Mexico's largest organization of licensed providers, is committed to assuring that families with young children have access to quality, licensed programs while they are working and going to school. We desire a seamless system early childhood education where families can obtain care responsive to their needs; care that helps children reach their full potential within a system that remains affordable.

We support the State of New Mexico in their efforts to secure the Race for the Top- Early Learning grant issued by the Federal Department of Education. 67% of New Mexico families need care in order to work and go to school. Because over 80% of growth and development happens before the first day of Pre-Kindergarten, the care children receive must be of high quality. It is only logical that a state with educational outcomes, such as New Mexico Public Education Department, look to best practices and national research to find strategies for school improvement. Early Childhood is a logical strategy to turn our educational statistic around.

NMCCEA and our many member centers look forward to the opportunity in partnering with PED to assure children reach their full, individual potential while in our programs and that children exit our programs with the skills they need to succeed at school. An application that includes partnership with existing full day, year round providers will keep New Mexico families working, be responsive to the needs of families and maximize state resources receives our full support.

Thank You,

A handwritten signature in black ink, appearing to read 'Crystal Tapia', with a large, stylized flourish at the end.

Crystal Tapia

President



October 6, 2011

To Whom It May Concern:

I am in full support of the New Mexico's Race To The Top application collaboration with the Public Education Department, Department of Health and the New Mexico Child Youth and Families Department. Quality Early Childhood education and much needed successful interventions are the best way to provide a student body for their age and grade level learning environments.

Respectively,

Mrs. Nancy Suedkamp  
San Felipe de Neri School  
2000 Lomas Blvd. NW  
Albuquerque, New Mexico 87104  
1-505-242-2411  
FAX 1-505-242-7355  
[sncrcell@uswest.net](mailto:sncrcell@uswest.net)  
[www.sanfelipedenerischool.org](http://www.sanfelipedenerischool.org)



*New Mexico Early Care and Learning Association*  
*Asociación del Cuidado Temprano Y Enseñanza de Nuevo México*

P.O. Box 25401  
Albuquerque, NM 87125

October 10, 2011

Yolanda Deines,  
Cabinet Secretary, Children, Youth and Families  
Hanna Skandera,  
Secretary, New Mexico Public Education Department

Dear Ms. Deines and Skandera,

As a leader in the community of Early Childhood and President of the New Mexico Early Care And Learning Association (Asociación Del Cuidado y Aprendizaje Temprano de Nuevo México), I would like to express our strong support for the Federal Race to the Top/Early Learning Challenge Fund.

This project is important to the Early Care and Learning Association specifically because New Mexico's children are in a state of crisis - a crisis that demands bold systemic reform. More than 75% of the children entering kindergarten don't have the literacy skills required for them to be considered "ready" for school. For the past twenty years, data repeatedly confirms that children in New Mexico are at risk for school failure, for involvement with the juvenile justice system, for substance abuse, for teen pregnancy and among a laundry-list of other things, for living a lifetime of dependency and hopelessness.

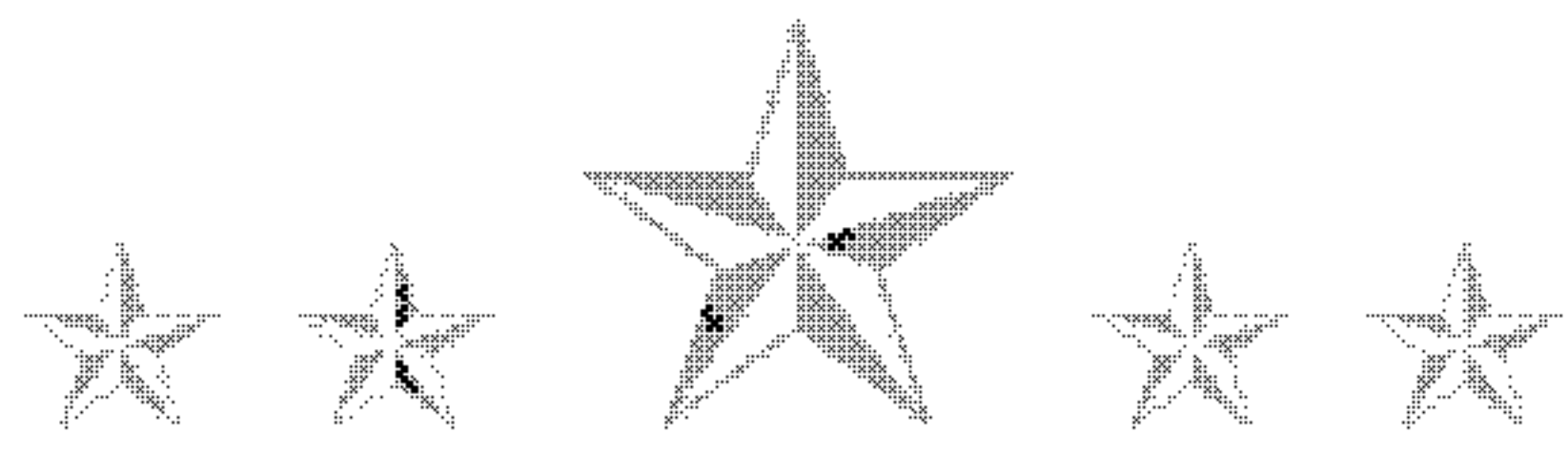
The Department of Education in collaboration with the Department of Children, Youth and Families of the State of New Mexico which are an integral part of our Communities who is capacity building to a statewide system that raises the quality of early learning and development programs so that all children receive the support they need to enter kindergarten and ready to succeed. A commitment to building school readiness for children entering kindergarten is at the heart of the commitment.

We are grateful for the opportunity the Federal Government is providing with this grant, and again we strongly recommend the awarding of this grant to be awarded to the New Mexico Department of Education and the State Department of Children, Youth, and Families.

If I may be of any other assistance, please contact me at (575) 442-9811 or the address below.

Sincerely,

Rosa Barraza  
President,  
NM Early Care and Learning Association  
P.O. Box 25401  
Albuquerque, New Mexico 87125



**MISSION: READINESS**  
MILITARY LEADERS FOR KIDS

October 13, 2011

Secretary Hanna Skandera  
NM PED/Jerry Apadoca Educ Building  
300 Don Gaspar  
Santa Fe, NM 87501

Secretary Yolanda Deines  
PERA Building  
PO Drawer 5160  
Santa Fe, NM 87502

Dear Secretaries Skandera and Deines:

MISSION: READINESS is a nonpartisan, national security organization of over 250 retired admirals and generals and other senior military leaders. We have come together to address recent data from the Department of Defense indicating that 75 percent of all young Americans between the ages of 17 and 24 are unable to join the military, primarily because they have either failed to finish high school, have criminal records or are physically unfit. We are troubled by the likely impact that this will have on our future military preparedness. Our belief is that a shrinking pool of eligible recruits is a threat to our national security interests.

The retired military leaders of MISSION: READINESS recognize early learning as a tested strategy to help our next generation of Americans achieve personal and career success. National research has shown, time and time again, that participants in high-quality early care and education programs are more likely to graduate from high school and less likely to commit crime. Early learning is therefore key to providing young learners with a foundation for many options in adulthood, including a career in the military should they choose to pursue one.

The four goals of New Mexico's Early Learning and Development Plan are well thought out. By implementing FOCUS, a quality rating and improvement system, New Mexico will establish common standards across programs, and ensure continued improvement through a comprehensive assessment system. Using a standardized kindergarten rubric will help schools and policymakers track the effectiveness of these early learning programs. The plan calls for the establishment of "early childhood investment zones," which are designed to provide an integrated, mutually supporting system of service delivery for the state's communities that are most at risk. Finally, a comprehensive early learning data system can assist policymakers, educators and families in monitoring the progress of New Mexico's children and provide improvements in the continuum of services.

Therefore, it is our pleasure to offer this letter of support for the state of New Mexico's application for Race to the Top – Early Learning Challenge. As an organization of military leaders, we care deeply about our future military preparedness. We know that investments in high-quality early learning programs like those found in New Mexico will assist in achieving that goal by getting young Americans the right start in life. A strong commitment today to high-quality early education will keep America strong and safe tomorrow.

Respectfully submitted,

Amy Dawson Taggart  
National Director

1212 New York Avenue, NW, Suite 300  
Washington, DC 20005

202.464.5224

[MissionReadiness.org](http://MissionReadiness.org)

## 2. New Mexico Definition of Children with High Needs



## New Mexico's Definition of Children With High Needs

The Race to the Top - Early Learning Challenge Fund application defines Children with High Needs as “children from birth through kindergarten entry who are from Low-Income families *or otherwise in need of special assistance and support*, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian Lands” as

(b)(6)

that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; *and other children as identified by the State.*”

New Mexico begins with that definition and appreciates the opportunity to expand it in specific and strategic ways to ensure that all children with High Needs are

included in the state's efforts to develop a comprehensive and effective early learning “system of systems”. Policy makers and all those who have provided input to this proposal are committed to ensuring that all the children described below are included in New Mexico's Reform Agenda.

High Need children are all those from birth through kindergarten entry who:

- Are from Low Income families.
- Have or are at risk for disabilities or developmental delays. This category includes children birth to three who have an Individual Family Service Plan in New Mexico's Department of Health (DOH) Family Infant Toddler (FIT) program (Part C of IDEA). New Mexico is one of the few states where children who are at risk are eligible for early intervention services.
- Have diagnosed disabilities or developmental delays. This category includes children who are three- and four-years-old who have an Individual Educational Plan in New Mexico's Public Education Department (PED) Early Childhood Special Education program (Section 619 of Part B of IDEA).
- Are English Language Learners. This category includes children, ages 0-5, who speak a language other than English at home, according to the U.S. Census. Because data for this age group is not available, this number is an estimate based on the percentage of children, ages 5-17, who speak a language other than English at home.



- Reside on “Indian Lands.” This category is based on the number of individuals living in “American Indian and Alaska Native” (AIAN) Areas, as reported by the 2010 Census and analyzed by the Center for Law and Social Policy (CLASP).
- Are migrant. Considering New Mexico’s location on the border with Mexico, this number is obviously a very low estimate that is based on the number of children from only 10 of all 89 New Mexico school districts, since only those 10 districts have Migrant Education Programs. There is no reliable source of data on migrant children before they enter school.
- Are homeless. This number is an estimate of children, ages 0-5, who are homeless based on the definition of homelessness provided by the McKinney-Vento Homeless Assistance Act. Because data on this age group is not available, the number is an estimate provided by the New Mexico Public Education Department and Cuidando Los Niños (a child care and social service program for homeless children and their families in Albuquerque) that is based on the methodology of the National Center for Family Homelessness.
- Are in foster care. The children in this category are those foster children “in care” on December 31, 2010, as identified by the New Mexico Children, Youth, and Families Department.

The application provides the opportunity for each state to identify other children with high needs. New Mexico appreciates this opportunity and Table (A)(1)-2 includes children who are:

- Native American children that live in New Mexico’s urban and rural areas off of “Indian Lands”. This data comes from the U.S. Census, 2009 American Community Survey. Data from the Public Education Department indicates that these children continue to be significantly at risk for school failure.
- Children born to adolescent mothers.
- Children born to mothers who began prenatal care in the third trimester.
- Infants who were low and very low weight at birth.

It is important to note that the last three categories of children – and, indeed, all of the above categories within the definition of High Need - are examples of indicators that these children are at risk for school failure. There are a number of other indicators that New Mexico is examining, including children whose parents are unemployed; families with instances of domestic violence,

substance abuse or children abuse. Understanding these indicators is very important to the work of New Mexico's Early Learning Advisory Council, New Mexico's early childhood advocates, and the current administration and legislature. The socio-ecological analysis and understanding of these indicators is central to New Mexico's Reform Agenda.

The New Mexico Early Learning Advisory Council and the Department of Health/Public Health Division have entered into an important partnership to establish an Early Childhood Data Warehouse. That partnership that builds on the extraordinary work of the Maternal Child Health (Title V) and Epidemiology Bureaus to identify communities in the state where children are most at risk for adverse childhood experiences. This partnership is an indicator of the Public Health Division's continuing commitment to early childhood development and education being a critical component of maternal child health and well being.

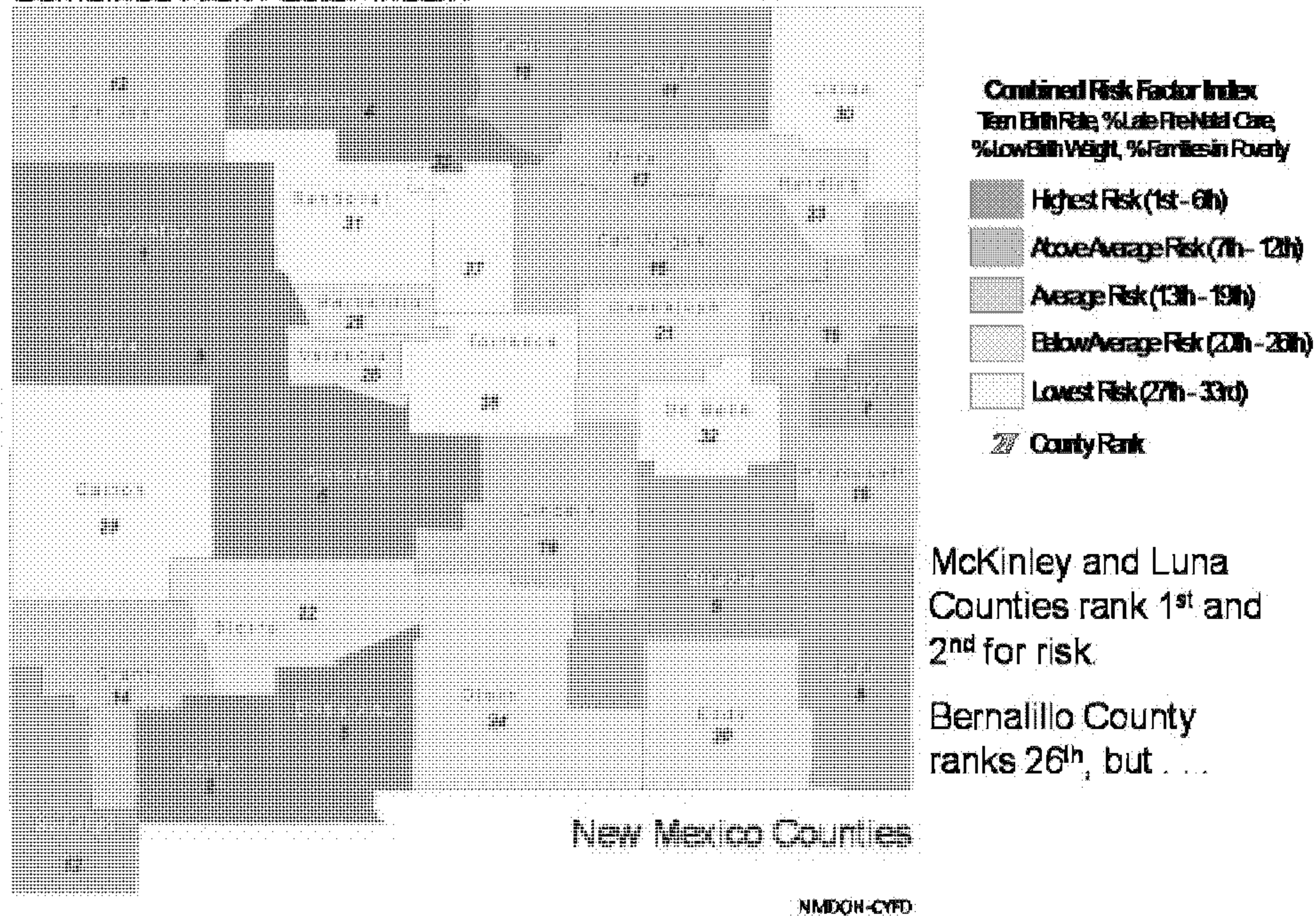
As a result of this partnership, New Mexico has developed an innovative approach to aggregating risk indicators and mapping children in the state who are at greatest need. This allows policy makers to identify and target communities in the state where children are most at risk. New Mexico's Early Learning Advisory Council, Children, Youth, and Families Department, the Department of Health, the Public Education Department, the University of New Mexico and other partners are using this social epidemiology methodology as a way to improve the state's ability to effectively address the education and public health needs of young children by using information in a more strategic manner.

The Early Childhood Data Warehouse collects a wide variety of data regarding the communities of New Mexico and is able to aggregate and map data regarding risk indicators including poverty, unemployment, low birth weights, adolescent births, domestic violence, substance abuse, child abuse and neglect, juvenile arrests, high school dropout rates, student academic achievement and other indicators of children's probable risk for school failure.

Examples of these maps are provided here. Maps #1 and #2 show where children are most at risk based on combined risk factors that include teen birth rates, late pre-natal care, low birth weights, and families in poverty. Map #1 provides this information at the county level and Map #2 provides a more detailed look at Bernalillo County, which is home to almost half of New Mexico's population. These maps, for example, have provided policy makers with important information regarding where to invest limited home visiting funds.

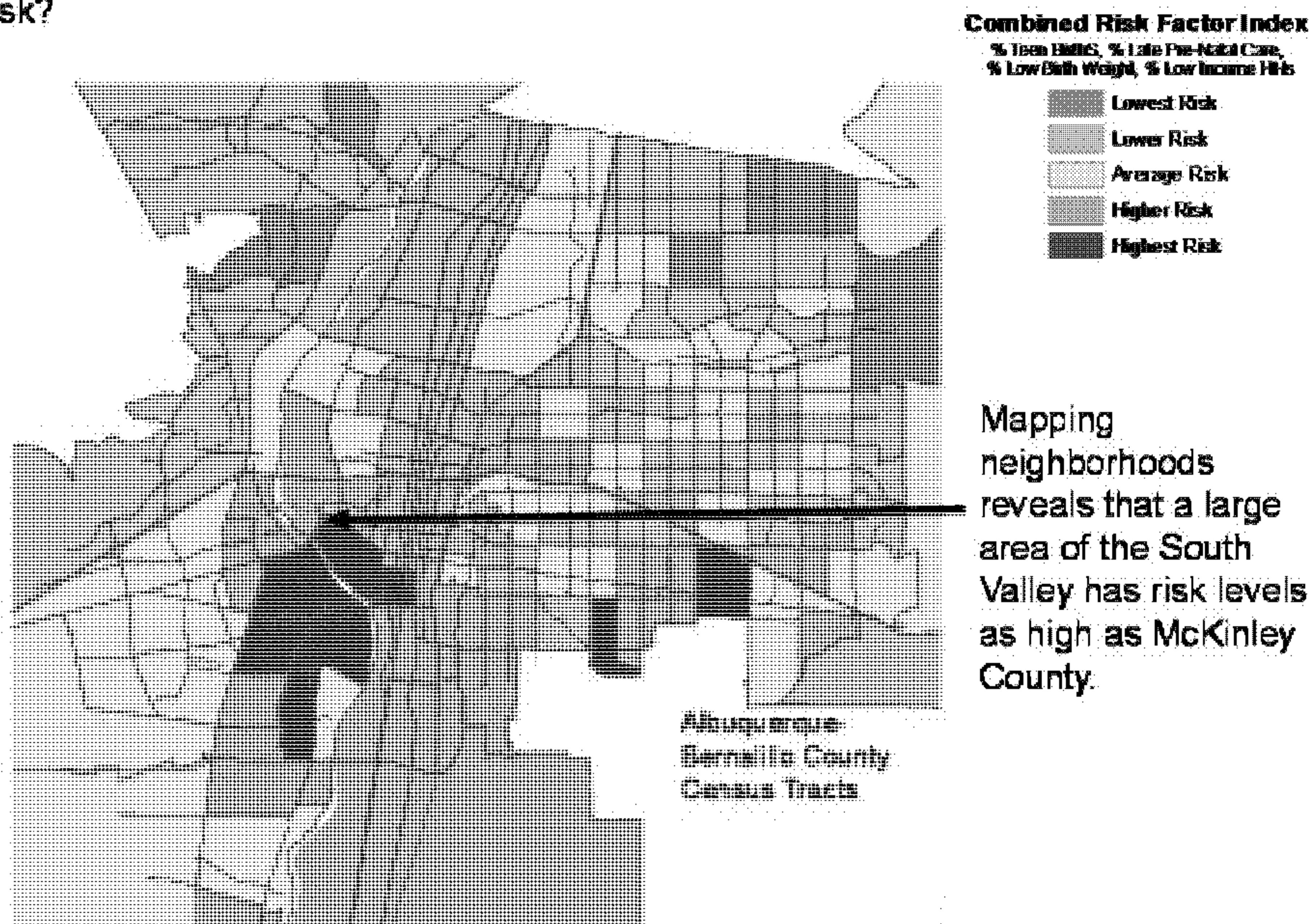
Map #1

In which *NM Counties* are children and their families most at risk based on a **Combined Risk Factor Index**?



Map #2

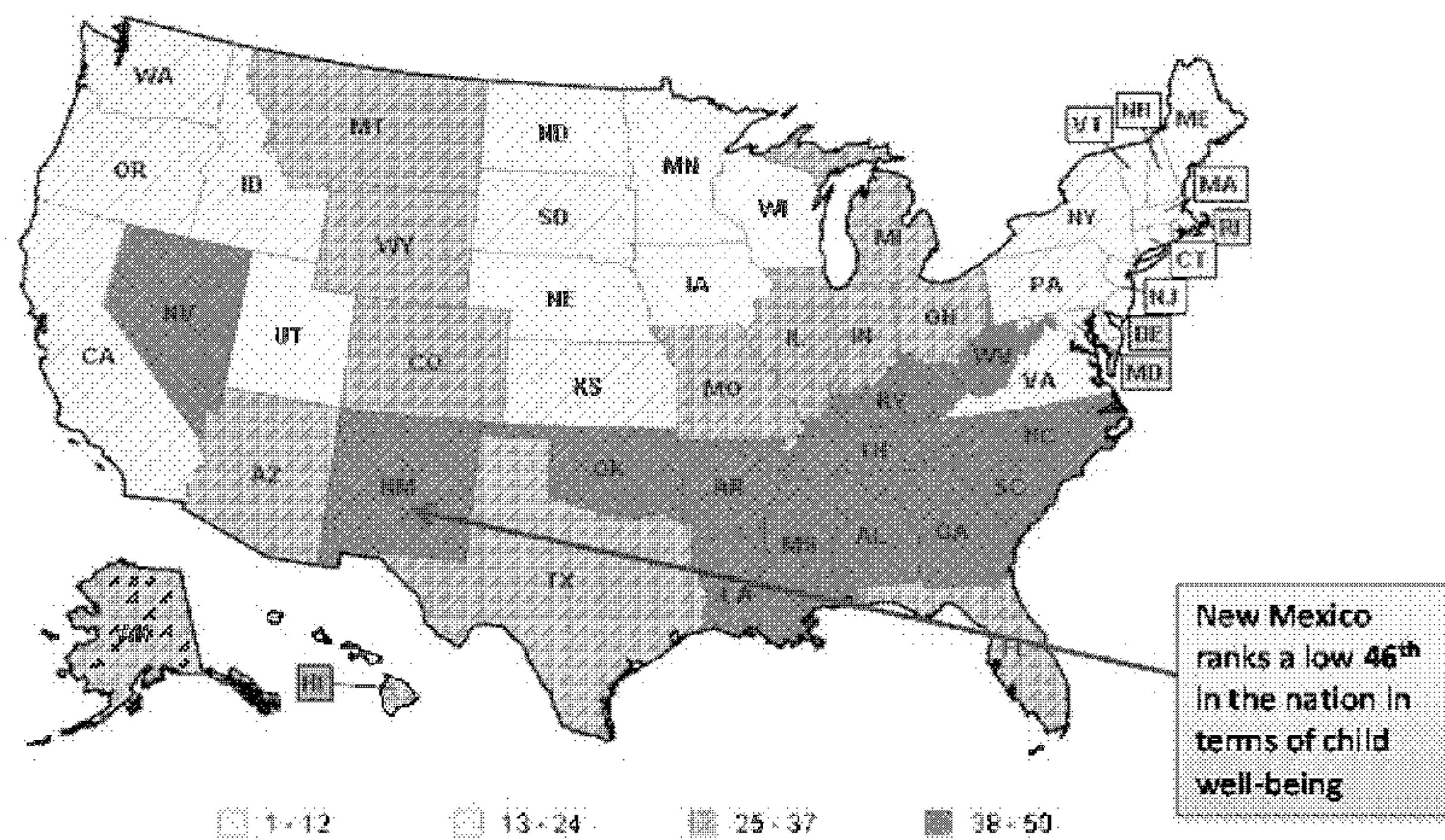
In which *Bernalillo County neighborhoods* are children and their families most at risk?



These maps aggregate and rank data regarding children and families only in New Mexico. The assumption might be made, then, that there are areas of New Mexico where children are not at risk or, at least, are at significantly less risk. This is far from the reality.



## Map #3



KIDS COUNT overall rank (Number) – 2011

KIDS COUNT Data Center, [www.kidscount.org/datacenter](http://www.kidscount.org/datacenter)  
A Project of the Annie E. Casey Foundation

Note: KIDS COUNT Overall Rank includes: low-birthweight babies; infant mortality; child deaths; teen deaths from all causes; teen births by age group; teens ages 16 to 19 not in school and not high school graduates; teens ages 16 to 19 not attending school and not working; children living in families where no parent has full-time, year-round employment; children in poverty; and children in single-parent families.

Map #3 shows that Kids Count ranks New Mexico 46<sup>th</sup> nationally based on ten key child wellness indicators including low-birth weight babies; infant mortality; child deaths; teen deaths from all causes; teen births by age group; teens ages 16 to 19 not in school and not high school graduates; teens ages 16 to 19 not attending school and not working; children living in families where no parent has full-time, year-round employment; children in poverty; and children in single-parent families. Clearly, New Mexico faces some of the most critical challenges in the country in terms of children with High Needs.

Significant challenges come with New Mexico being the fifth largest state - where most counties qualify as either rural or frontier. New Mexico is also one of the few states with a majority minority population (57% of young children in New Mexico are Hispanic, 25% are Anglo, 10% are American Indian, and 8% are other). Although New Mexico's beautiful open landscape and the racial, ethnic and cultural diversity of its people are often considered its greatest assets, these are also some of the greatest challenges for policy makers.

It is essential to take into account the status of children in New Mexico compared to the status of children in the United States:



- New Mexico's child poverty rate in 2010 for children under age 5 (33%) surpassed that of Arkansas and Kentucky and is now only surpassed by Mississippi (38.6%).

New Mexico's child poverty rate for all children living in rural areas was the highest among the 16 Save the Children states at 29.3%, surpassing Mississippi, whose rural child poverty rate of 26.5% in 2009 was the highest among the Save the Children states last year.

According to the national Campaign to End Child Homelessness:

- New Mexico ranks 47<sup>th</sup> among the states in terms of child homelessness.

Some might think that "rich Anglo kids" in high income areas like Los Alamos and the wealthy suburbs of Santa Fe and Albuquerque are immune from risk. However, that is not at all the case. High schools in these areas are being confronted with tragic rates of teen suicide and substance abuse. According to the latest (2009) high school Youth Risk and Behavior Survey:

- New Mexico has 9.7% of high school students attempting suicide (only 9 other states had higher rates).
- New Mexico has 29.7% of high school students who felt sad and hopeless over time (only 4 states has higher rates, one tied with NM);
- New Mexico has the highest percentage of students who had used marijuana in the past 30 days (28%)
- New Mexico has the highest percentage of students who had ever used cocaine (12.8%)
- New Mexico has the highest percentage of high school students who had drunk alcohol before the age of 13 (29.4%).

In an environment where the percentage of children living in an environment with such high rates of poverty, drug and alcohol abuse, teen pregnancy and academic failure, it's no wonder there is such a pervasive sense of hopelessness and despair. What this illustrates is that all young children and their families in New Mexico face significant challenges. While it is obvious that a very small number of children from upper middle class and higher income families -- in a few parts of the state -- may not demonstrate risk, these children are not the focus of our State's publicly-funded system. Typically, these are children who are in elite private schools and it is impossible to carve these children out of the numbers of children reported. This is a tiny portion of the children included within these data. New Mexico's allocation of resources for children and the system change efforts to support their learning are not impacted by these exceptions. As one of the nation's only minority-majority states, our

educational system faces monumental challenges. For all of the State's children in our public educational system, the complex challenges faced by the system to perform at a high level within cultural contexts that are difficult to even understand, create need and risk across the spectrum for all children. Therefore for practical purposes as much as for demographic reasons, New Mexico estimates that all of the state's 173,918 children 5 years old and under can be considered children with High Needs.

### 3. New Mexico Early Childcare and Education Act, 2011

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AN ACT

RELATING TO EARLY CHILDHOOD EDUCATION; ENACTING THE EARLY  
CHILDHOOD CARE AND EDUCATION ACT; CREATING THE STATE EARLY  
LEARNING ADVISORY COUNCIL AND SETTING FORTH ITS DUTIES;  
CREATING A FUND.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

SECTION 1. SHORT TITLE.--This act may be cited as the  
"Early Childhood Care and Education Act".

SECTION 2. DEFINITIONS.--As used in the Early Childhood  
Care and Education Act:

A. "council" means the state early learning  
advisory council;

B. "department" means the children, youth and  
families department;

C. "early childhood" means from prenatal to the  
age of five years;

D. "fund" means the early childhood care and  
education fund;

E. "pre-kindergarten" means a voluntary  
developmental readiness program for children who have  
attained their fourth birthday prior to September 1; and

F. "secretary" means the secretary of children,  
youth and families.

SECTION 3. FINDINGS AND PURPOSE.--



1           A. The legislature finds that an early childhood  
2 care and education system is vital in ensuring that every New  
3 Mexico child is eager to learn and ready to succeed by the  
4 time that child enters kindergarten, that high-quality early  
5 learning experiences have been proven to prepare children for  
6 success in school and later in life and that cost-benefit  
7 research demonstrates a high return on investment for money  
8 spent on early childhood care and education for at-risk  
9 children.

10           B. The legislature further finds that, to be  
11 successful, an early childhood care and education system  
12 should be:

13                   (1) developmentally, culturally and  
14 linguistically appropriate and include the implementation of  
15 program models, standards and curriculum based on research  
16 and best practices;

17                   (2) data-driven, including the  
18 identification and prioritization of communities most at risk  
19 while striving to make the system universally available to  
20 all those who wish to participate;

21                   (3) accountable through developmentally  
22 appropriate methods of measuring, reporting and tracking a  
23 child's growth and development and the improvement of the  
24 system's programs;

25                   (4) accessible, especially to those children

1 most at risk for school failure;

2 (5) of the highest possible quality through  
3 the utilization of qualified practitioners who have completed  
4 specialized training in early childhood growth, development  
5 and learning that is specific to the practitioner's role in  
6 the system and the maintenance of quality rating methods for  
7 the programs in the system;

8 (6) fully aligned within each community to  
9 ensure the most efficient and effective use of resources by  
10 combining funding sources and supporting seamless transitions  
11 for children within the system and for children transitioning  
12 into kindergarten;

13 (7) family-centered by recognizing that  
14 parents are the first and most important teachers of their  
15 children and providing the support and referrals necessary  
16 for parents to assume this critical role in their child's  
17 development; and

18 (8) a partnership between the state and  
19 private individuals or institutions with an interest or  
20 expertise in early childhood care and education.

21 C. The purpose of the Early Childhood Care and  
22 Education Act is to establish a comprehensive early childhood  
23 care and education system through an aligned continuum of  
24 state and private programs, including home visitation, early  
25 intervention, child care, early head start, head start, early

1 childhood special education, family support and pre-  
2 kindergarten, and to maintain or establish the infrastructure  
3 necessary to support quality in the system's programs.

4 SECTION 4. STATE EARLY LEARNING ADVISORY COUNCIL  
5 CREATED--MEMBERSHIP.--

6 A. The "state early learning advisory council" is  
7 created. The council is attached to the department.

8 B. The council consists of fifteen members. The  
9 secretary of public education or the secretary's designee,  
10 the secretary of children, youth and families or the  
11 secretary's designee and the director of the head start state  
12 collaboration office of the department shall serve ex  
13 officio. The remaining members shall be qualified electors  
14 and, if appointment is not otherwise provided in this  
15 subsection, shall be appointed by the governor for four-year  
16 terms expiring on January 1 of the appropriate year. Council  
17 members appointed by the governor shall serve staggered terms  
18 as determined by the governor at the time of their initial  
19 appointment, and no more than five of the governor's  
20 appointees shall be from the same political party. Along  
21 with the ex-officio members, the council shall consist of the  
22 following members:

23 (1) one representative of an institution of  
24 higher education;

25 (2) one representative of a local

1 educational agency;

2 (3) one representative from a head start or  
3 early head start organization;

4 (4) two providers of early care and  
5 education services, at least one of whom shall represent a  
6 privately owned provider;

7 (5) one representative of a state agency  
8 responsible for programs under Section 619 or Part C of the  
9 federal Individuals with Disabilities Education Act;

10 (6) one representative of the state agency  
11 responsible for children's health or mental health care  
12 issues;

13 (7) three members of the New Mexico business  
14 roundtable for educational excellence, appointed by and whose  
15 terms shall be set by the roundtable's board of directors;  
16 and

17 (8) two public members with knowledge and  
18 experience in early childhood care and education.

19 C. Annually, the members shall designate a chair  
20 and vice chair from the members of the council.

21 D. A majority of the members constitutes a quorum  
22 for the conduct of business. The council shall meet at the  
23 call of the chair, and the chair shall coordinate the  
24 activities of the council.

25 E. The council may form subcommittees or task

1 forces needed to make recommendations to the council. Task  
2 force members may include individuals who are not members of  
3 the council but have an interest or expertise in early  
4 childhood education, health care or related matters.

5 F. Members of the council shall not be removed  
6 except for incompetence, neglect of duty or malfeasance in  
7 office. A vacancy in the membership of the council occurring  
8 other than by expiration of term shall be filled in the same  
9 manner as the original appointment, but for the unexpired  
10 term only.

11 G. Council members shall not be paid nor shall  
12 they receive per diem and mileage as provided in the Per Diem  
13 and Mileage Act.

14 SECTION 5. COUNCIL AND DEPARTMENT DUTIES.--

15 A. The council is designated as the council  
16 required pursuant to the federal Improving Head Start for  
17 School Readiness Act of 2007. The council shall fulfill all  
18 the duties required under the federal act for early childhood  
19 care and education. The council shall also lead the  
20 development or enhancement of a high-quality, comprehensive  
21 system of early childhood development and care that ensures  
22 statewide coordination and collaboration among the wide range  
23 of early childhood programs and services within the state,  
24 including child care, early head start, head start, federal  
25 Individuals with Disabilities Education Act programs for



1 preschool, infants and families and pre-kindergarten programs  
2 and services.

3 B. The council and department may apply for and  
4 accept gifts, grants, donations or bequests for the fund from  
5 any source, public or private, and enter into contracts or  
6 other transactions with any federal or state agency, any  
7 private organization or any other source in furtherance of  
8 the purpose of the Early Childhood Care and Education Act.

9 C. In addition to the duties assigned to the  
10 council under federal law, the council shall:

11 (1) make recommendations to the department  
12 and the legislature on the most efficient and effective way  
13 to leverage state and federal funding for early childhood  
14 care and education, including on grant applications made by  
15 the department to benefit the fund; and

16 (2) make recommendations to the department  
17 and the legislature on how to coordinate and align an early  
18 childhood care and education system to include child care,  
19 pre-kindergarten, home visitation, early head start, head  
20 start, early childhood special education, early intervention  
21 and family support and to provide New Mexico families with  
22 consistent access to appropriate care and education services.

23 In developing recommendations, the council shall:

24 (a) consider how to consolidate and  
25 coordinate resources and public funding streams for early

1 childhood care and education and ensure the accountability  
2 and coordinated development of all early childhood care and  
3 education services;

4 (b) consider a system of seamless  
5 transition from prenatal to early childhood programs to  
6 kindergarten;

7 (c) take into account a parent's  
8 decisive role in the planning, operation and evaluation of  
9 programs that aid families in the care and education of  
10 children;

11 (d) examine ways to provide consumer  
12 education and accessibility to early childhood care and  
13 education resources;

14 (e) consider the advancement of quality  
15 early childhood care and education programs in order to  
16 support the healthy development of children and preparation  
17 for their success in school;

18 (f) consider the development of a  
19 seamless service delivery system with local points of entry  
20 for early childhood care and education programs administered  
21 by local, state and federal agencies;

22 (g) ensure effective collaboration with  
23 state and local child welfare programs and early childhood  
24 health and behavioral health programs;

25 (h) consider how to develop and manage

1 effective data collection systems to support the necessary  
2 functions of a coordinated system of early childhood care and  
3 education and track children through the education system  
4 from prenatal to early childhood to kindergarten to higher  
5 education, in order to enable accurate evaluation of the  
6 impact of early childhood care and education;

7 (i) focus on the diversity, cultural  
8 heritage and strengths of the families and communities of the  
9 state;

10 (j) consider the development of an  
11 aligned system of professional development for professionals  
12 providing early childhood care and education; and

13 (k) consider the establishment of an  
14 administrative framework to promote the development of high-  
15 quality early childhood care and education services that are  
16 staffed by well-qualified professionals and are available in  
17 every community for all families that express a need for  
18 them.

19 SECTION 6. EARLY CHILDHOOD CARE AND EDUCATION FUND--  
20 CREATED--PURPOSE--ADMINISTRATION--GRANT APPLICATIONS.--

21 A. The "early childhood care and education fund"  
22 is created as a nonreverting fund in the state treasury. The  
23 fund shall be administered by the department and shall  
24 consist of gifts, grants, donations and bequests made to the  
25 fund.

1           B. Money in the fund is subject to appropriation  
2 by the legislature to the department for awarding grants to  
3 the council and early childhood care and education providers  
4 for carrying out the provisions of the Early Childhood Care  
5 and Education Act.

6           C. The department shall adopt rules on  
7 qualifications for grants and specify the format, procedure  
8 and deadlines for grant applications. For grants to early  
9 childhood care and education providers, the council shall  
10 review all grant applications and submit those applications  
11 recommended for final approval to the secretary.

12           D. Disbursements from the fund shall be made upon  
13 vouchers issued and signed by the secretary or the  
14 secretary's designee upon warrants drawn by the secretary of  
15 finance and administration.

16           SECTION 7. TERMINATION OF AGENCY LIFE--DELAYED  
17 REPEAL.--The council is terminated on July 1, 2017 pursuant to  
18 the provisions of the Sunset Act. The council shall continue  
19 to operate pursuant to the provisions of Sections 4 and 5 of  
20 the Early Childhood Care and Education Act until July 1, 2018.  
21 Effective July 1, 2018, Section 4 of the Early Childhood Care  
22 and Education Act is repealed. \_\_\_\_\_

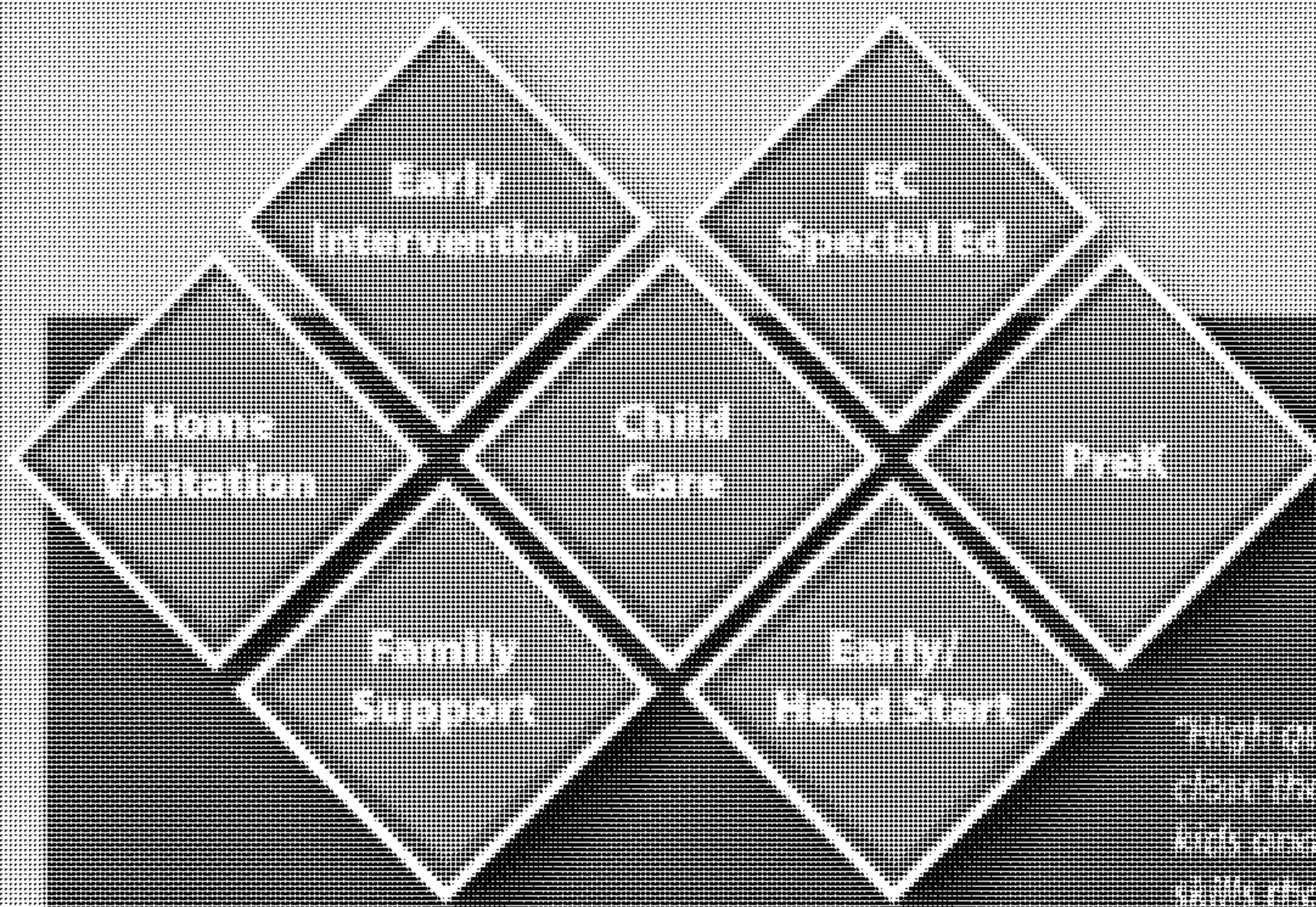
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4. New Mexico Early Learning Advisory Council Plan – Executive  
Summary, December 2011



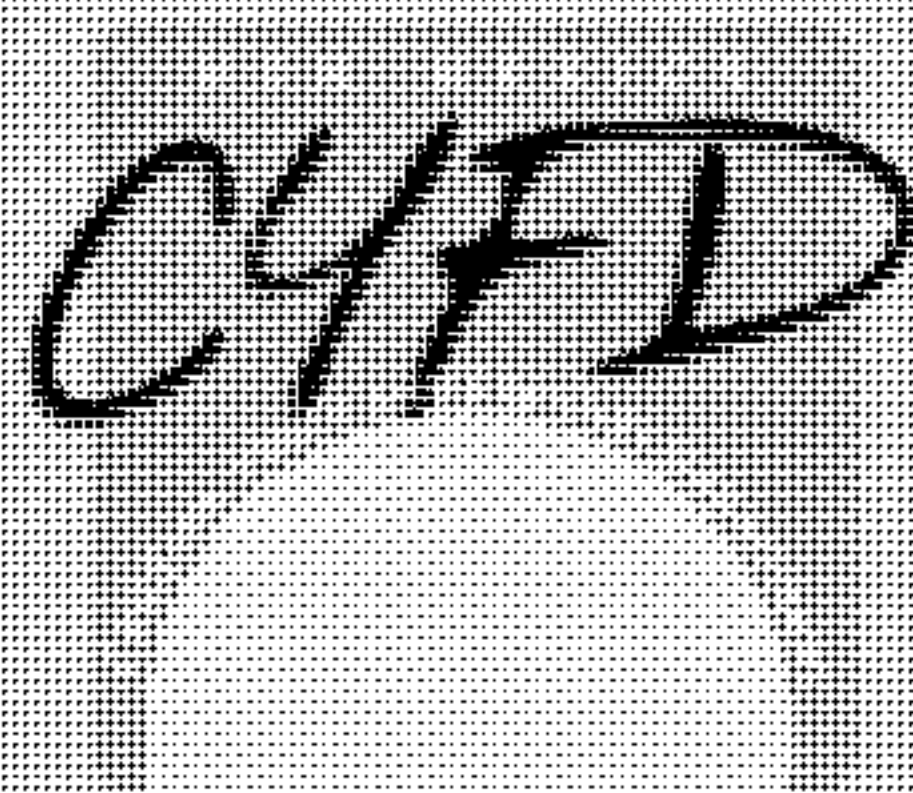


*"High quality pre-kindergarten programs help close the achievement gap for New Mexico kids and give them a step up in developing skills that are important to school success. Our challenge is that **all** children have an equal chance to succeed."*

*— Governor Bill Richardson*

## **New Mexico's Early Learning System[s]:**

The transformation of seven major early education and care systems into a "system of systems"



December 15, 2009

State of New Mexico  
Children, Youth and Families Department  
Dorian Dodson, Cabinet Secretary

-

**State of New Mexico**  
**CHILDREN, YOUTH AND FAMILIES DEPARTMENT**

**BILL RICHARDSON**  
GOVERNOR

**DIANE DENISH**  
LIEUTENANT GOVERNOR



**DORIAN DODSON**  
CABINET SECRETARY

**BILL DUNBAR**  
DEPUTY CABINET SECRETARY

**MARISOL ATKINS**  
DEPUTY CABINET SECRETARY

**MEMORANDUM FOR DECISION**


**TO:** Governor Bill Richardson  
**FROM:** Dorian Dodson, Cabinet Secretary  
**DATE:** July 10, 2009  
**SUBJECT:** Early Childhood Education and Care Advisory Council

The 2008 federal reauthorization of Head Start requires the governor of each state to appoint an Early Childhood Education and Care State Advisory Council to improve the coordination and collaboration among Head Start agencies, pre-kindergarten programs, and other early childhood care and education programs. The Council may be an existing entity or an entirely new body. The governor is also instructed to appoint an individual responsible for coordinating the Council's activities as well as to appoint individuals to the Advisory Council (see Attachment 2).

It is my recommendation that the New Mexico Child Development Board within the CYFD be designated as New Mexico's Early Childhood Education and Care Advisory Council with an expanded membership when acting as the Advisory Council. And, that the Director of the Office of Child Development be designated as the individual responsible for coordinating the activities of the Council.

The Child Development Board was established by statute in 1989 with members appointed by Governors since then to conduct of the work that is being asked of the Early Education and Care Advisory Council. Furthermore, the statute that created CYFD in the early 1990s supports the functions expected of the Advisory Council.

The Child Development Board/Office of Child Development has been working diligently for twenty years to establish a comprehensive and coordinated system of early care and learning (see Attachment 1). I recommend they continue these efforts by building upon the foundational strengths that have been established.

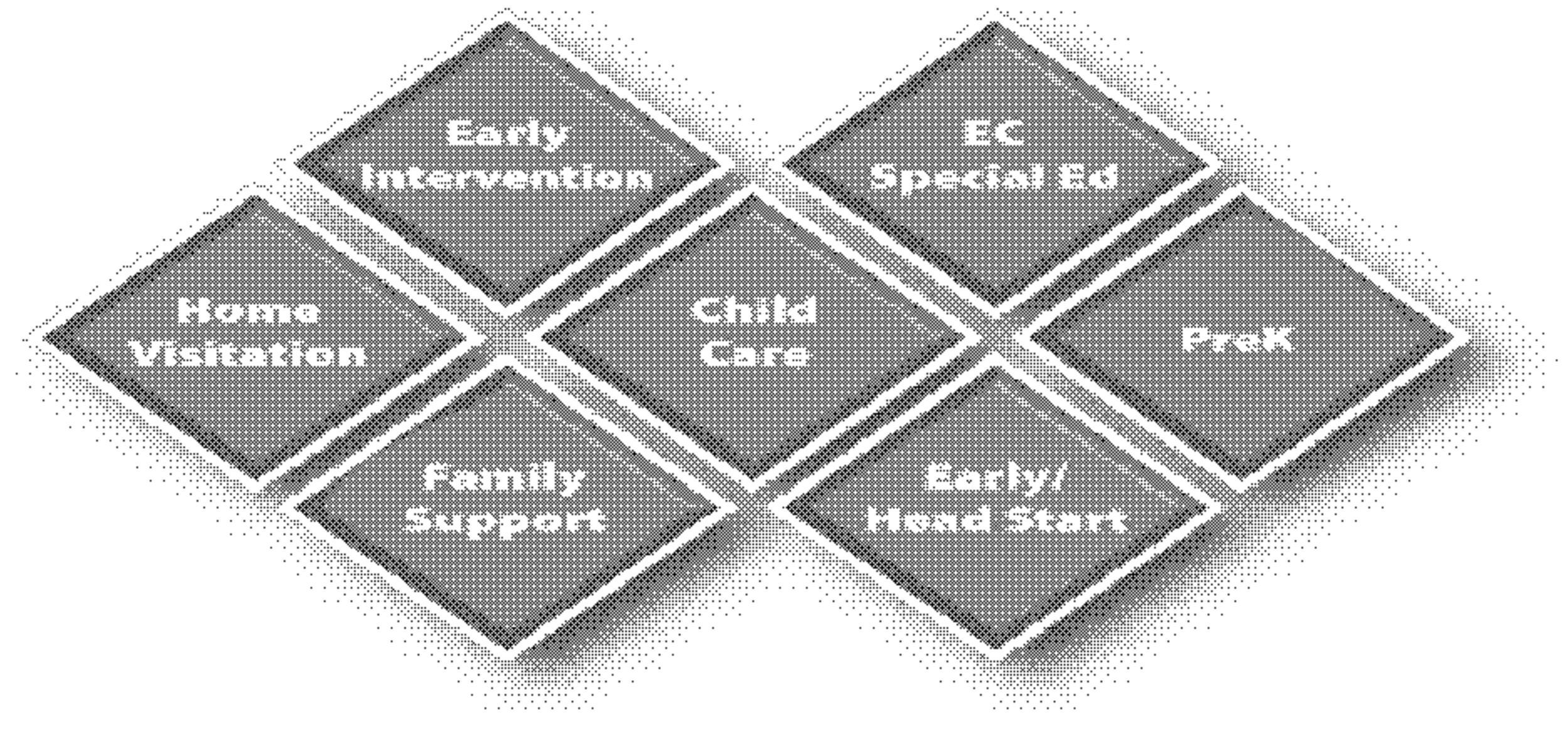
 7/15/09  
Approved Date

\_\_\_\_\_  
Not Approved Date

OFFICE OF THE SECRETARY  
P.O. DRAWER 3160 • SANTA FE, N.M. • 87502  
PHONE: (505) 827-7502 • TOLL FREE: (800) 610-7611 • FAX: (505) 827-4055

# ***Project Description***

## ***Overview***



The 2009 American Recovery and Reinvestment Act (ARRA) makes funding available for a three-year period to support the establishment and activities of an Early Childhood Care and Education Advisory Council. Governor Richardson has designated the New Mexico Child Development Board to act in this capacity and has appointed an expanded membership to ensure that the Advisory Council is as diverse and representative as possible.

Even though this is an initiative that is mandated by federal legislation and embedded within state government, the Early Learning Advisory Council firmly believes that the strengths of families and communities must be the platform from which all efforts are launched. Whether it is the local community, a community of learners, or a virtual community of practitioners, the platform of families and communities makes all work contextual and relationship-based. The commitment of the Advisory Council is that its work will be informed by and driven by the reality, the perceptions and the values of the families and communities of New Mexico. However, the extent to which communities are able to do this work is totally dependent upon the alignment of systems at the state level. So, after negotiating the establishment of common frameworks, it is expected that early learning programs will flourish - implemented in unique and appropriate ways based on the strengths of each community. Firmly establishing families and communities as the platform upon which the early learning system is launched will ensure that programs reflect the history, culture, language and traditions that must be preserved and strengthened rather than replaced.

In order to clearly convey the work of the Advisory Council, the following words in this application are used intentionally and strategically:

*System:* A federal-, tribal-, and/or state-funded service with a separate funding stream that is clearly defined and identifiable. A system has regulations, policies, and procedures that govern the administration of funds and operation of funded programs. Systems usually have a clearly designated federal and/or state entity responsible for their administration.

*Silo:* A graphic symbol of a system's isolation within a larger context of systems, where each operates independently of the others. These systems often serve the same children and the same families within a community. Silos typically result in duplication, fragmentation, and frustration for families as well as for personnel within the programs.

*System[s]:* Describes an aligned and coordinated early learning system that is comprised of multiple systems. In New Mexico, this organized continuum of services is often referred to as a "system of systems". The reader can read "system[s]" as "system of systems".

*Program:* A local/community organization providing services that are funded through one or more systems. Increasingly, programs braid funds to provide more comprehensive services funded by multiple systems. For example, a community program might be a Head Start grantee that also provides state-funded PreK services for children not eligible for Head Start. Many of these children might have special needs and receive early childhood special education services within

the context of the preschool program. For families that need a full-day program, this same program provides wrap-around child-care services. One could assume that some of these children would be eligible for child-care subsidy.

*Early Learning System[s]:* This term refers to a coordinated and aligned system of systems and embraces early education, care and family support. It acknowledges and relies upon the critical, foundational importance of other systems, like health, that are essential to children's well-being and ability to learn. The New Mexico Early Learning Advisory Council has prioritized the alignment of seven major systems as its Early Learning System{s}: Early/Head Start, home visiting, early intervention (IDEA Part C), child care, Family Support, New Mexico PreK, and early childhood special education (IDEA Part B).

*Align:* In New Mexico's early childhood education and care community, alignment describes a transformational process that is more than collaboration or cooperation. It symbolizes the will of practitioners and stakeholders to provide a continuum of comprehensive high quality services to a group or a community of children based on the holistic needs of children and their families. This often is made possible through the braiding and/or weaving of multiple funding sources.

*New Mexico Early Learning Advisory Council (ELAC):* The Early Childhood Education and Care Advisory Council, as described in the *Improving Head Start for School Readiness Act of 2007*.



*Training and Technical Assistance (T/TA):* System-specific training typically funded and provided by a particular system for those working within it (e.g. training for child-care providers funded with state and federal child-care funds).

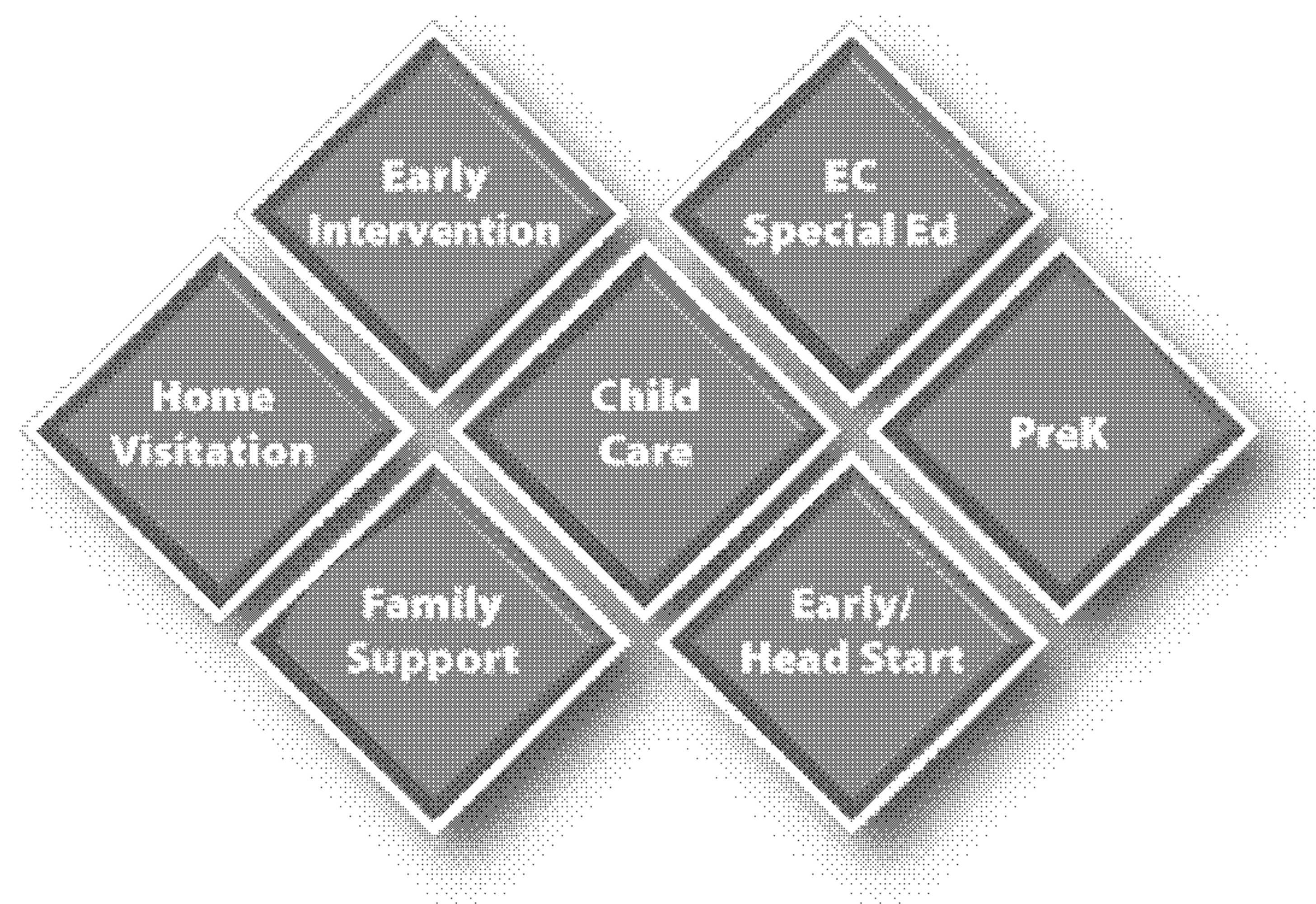
*Professional Development/Preparation:* Transcribed coursework in early childhood delivered by an institution of higher education leading to a degree and state-issued licensure or certification.

*Early/Head Start:* Early Head Start and Head Start are administered by the U.S. Administration for Children and Families. Although they can be referred to as two different systems, in this application we combine them as one system because they have a common federal funding source and provide a continuum of early learning and family support services for children pre-natal to kindergarten.

*Ready Schools:* The National Governor's Association (NGA) Center for Best Practices' *Final Report of the NGA Task Force on School Readiness* defines Ready Schools as:

- 1) Schools that support children's transition to kindergarten;
- 2) Schools that encourage continuity and alignment between early care and education programs and elementary schools; and
- 3) Schools that ensure high quality learning environments.

## ***Need for Assistance***



New Mexico is geographically and culturally diverse. It is a rural state with a population of 1.8 million, 40% of whom reside in Albuquerque,<sup>1</sup> New Mexico is characterized by its high poverty levels and is currently ranked 43rd in the nation in child wellbeing.<sup>2</sup> This ranking is based on multiple key indicators: low birth weight babies, infant mortality, child deaths, teen deaths, teen births, teens who are high school dropouts, teens not attending school and not working, children living in families where no parent has full-time year-round employment, children in poverty, and children in single parent families. New Mexico ranks among the bottom ten states on five of the ten key indicators of child wellbeing: teen birth rate (49th among the states), teen dropouts (47<sup>th</sup>) children without secure parental employment (44th), child poverty rate (47th), and children in single-parent families (48th).

Although New Mexico's racial, ethnic and cultural diversity is one of its greatest assets, it is also one of the greatest challenges for policy makers. Navigating the socio-cultural

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<sup>1</sup> *Profile of General Demographic Characteristics: 2000, New Mexico.* U.S. Census, 2002. <http://factfinder.census>,

<sup>2</sup> *Kids Count, Annie E. Casey Foundation, 2009.* [www.kidscount.org/datacenter/databook](http://www.kidscount.org/datacenter/databook), Overall Ranking, Profiles by State.

landscape involves challenges that are extraordinarily complex, and requires solutions capable of accommodating each community's uniqueness.

In 2003, New Mexico became a state where the typical minority is the majority: 57% of young children in New Mexico are Hispanic, 25% are Anglo, 10% are American Indian, and 8+% are other (NCCP). Thirty-three percent of children in New Mexico speak a language other than English at home. Only two other states have more children who speak a language other than English at home.<sup>3</sup> This presents a need for services that are both linguistically and culturally appropriate.

The percentage of Hispanic children in New Mexico is greater than any other ethnic group. Unfortunately, they are also those with the greatest drop out rate and represent the largest percentage of the state's prison population. In Albuquerque, the drop out rate for Hispanic children is 63%, twice that of Anglo students. Of the Hispanic students who entered ninth grade in 2004, only 37% successfully graduated in 2008.<sup>4</sup>

The tribes and pueblos of New Mexico represent another unique challenge rooted in the state's diversity. Native American children in New Mexico live in nineteen Pueblos, two Apache Tribes, and the Navajo Nation as well as off reservation throughout the state. The Pueblos, Tribes and Nations – each of which is a sovereign, self-governing entity – vary considerably from one another in language, government, judicial structure, custom, and tradition. Overall, Native Americans represent about 10% of New Mexico's population. However, a disproportionate percentage of Native American children face the challenges of poverty and

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<sup>3</sup> Kids Count, Annie E. Casey Foundation. 2008. [www.kidscount.org/datacenter/databook](http://www.kidscount.org/datacenter/databook), Overall Ranking, Profiles by State

<sup>4</sup> New Mexico Public Education Department

school failure. According to the 2000 Census, 47% of Navajo children live in poverty compared to only 12% of Anglo children. According to the Indian Education Status Report for 2006-2007 prepared by the NM Public Education Department, although there have been gains, only 38% of Indian children are proficient in reading and only 27% are proficient in math at third grade. Proficiency levels are even lower for eleventh graders. And, despite efforts to decrease the number of student dropouts, the Native American dropout rate has increased over the span of three years for grades seven and eight.<sup>4</sup>

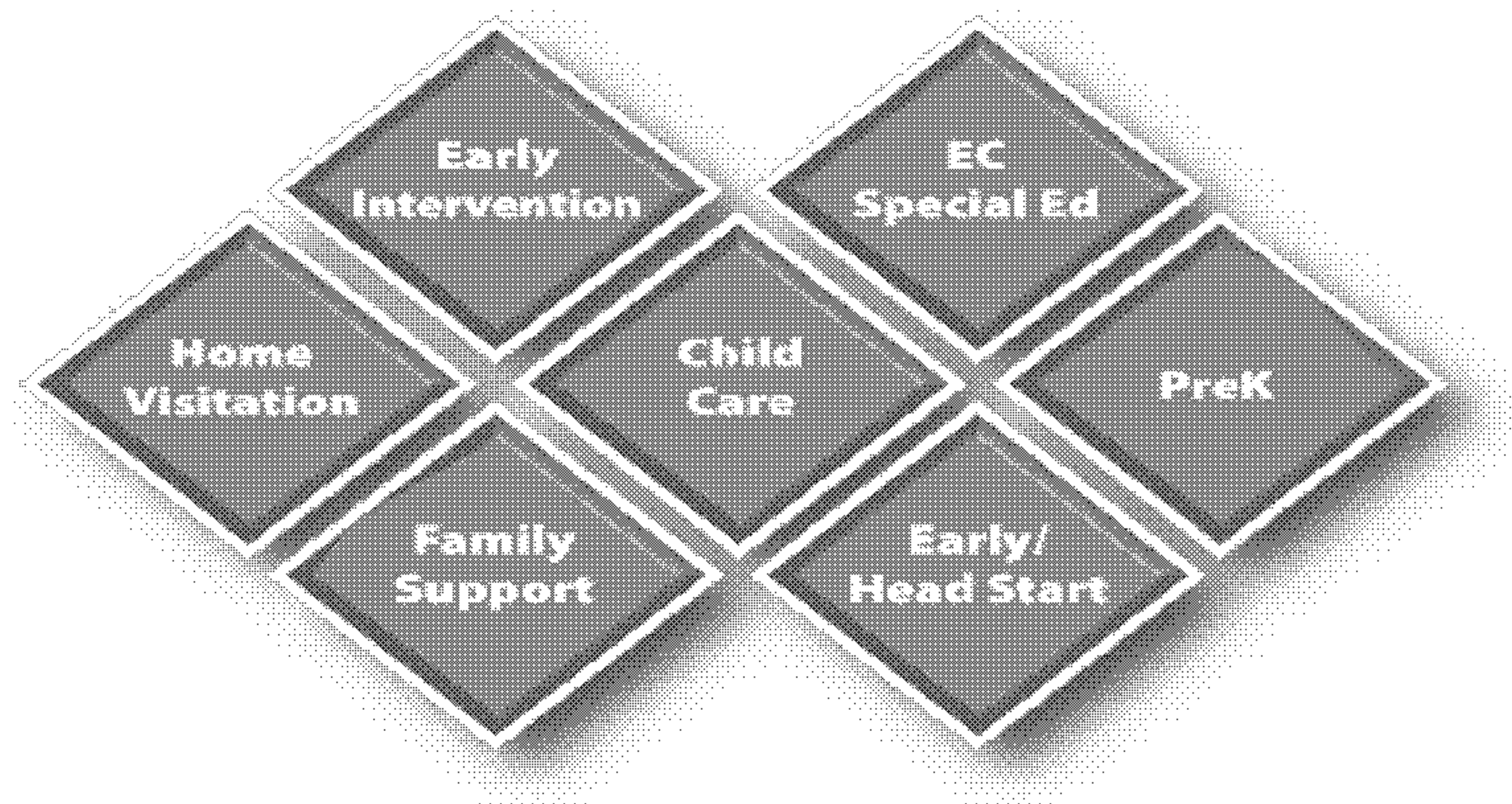
The opportunity afforded to New Mexico through ARRA Advisory Council funds will support the implementation of an existing vision for the state's early childhood system through the establishment of data-driven policy recommendations that will expand the state's capacity to address the needs of young children and their families. Recommendations regarding the strategic expansion of services, better coordination of existing services, targeted public awareness regarding services, and information regarding the quality of available services will allow policy makers to address critical needs.

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<sup>4</sup> *Indian Education Status Report of 2006-07*, New Mexico Public Education Department Office of Indian Education.



## ***Goal & Objectives of the Project***



Acknowledging 1) the critical importance of children’s health and wellbeing to learning and success in school and 2) that there are other over-arching initiatives tracking the health, education and wellbeing of young children, the Early Learning Advisory Council will concentrate on the coordination and alignment of seven federal-, tribal-, and state-funded early childhood education systems (early intervention, home visiting, Early/Head Start, child care, family support, early childhood special education, and New Mexico PreK) and the alignment of those systems with the public school system (kindergarten through third grade).

The goal of the New Mexico Early Learning Advisory Council is that ***every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system[s]***. To achieve this goal, we have set the following objectives:

- 1) Establish an integrated data system with two primary components that will allow us to correlate services being provided with results based accountability measures: a unique identifier system and a data warehouse.

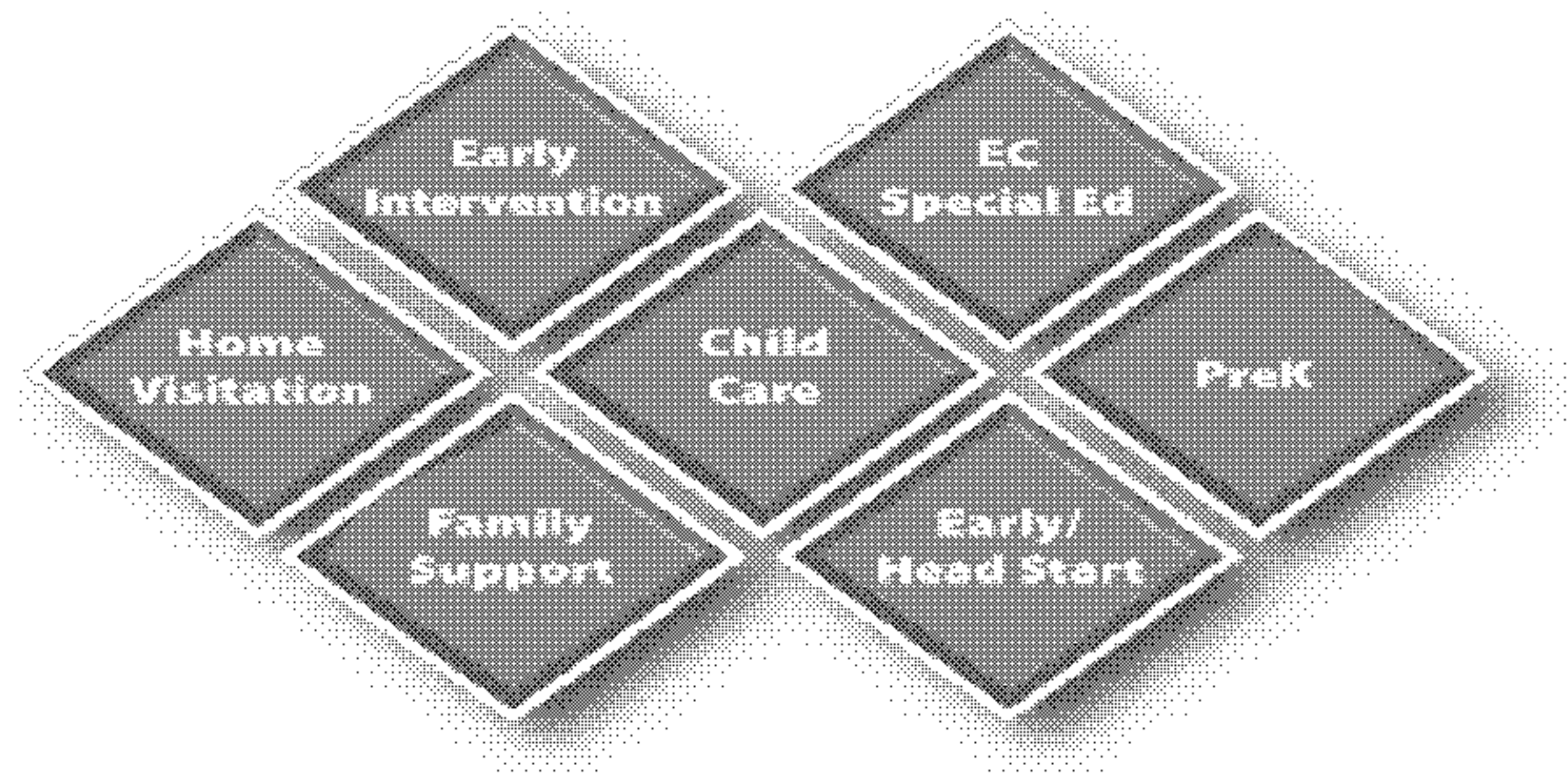
2) Establish an aligned early learning system[s] with programs that are more efficiently and intentionally funded so that all families have consistent access to a seamless continuum of appropriate services, with assurance that children who are most at risk for school failure have equitable access to the highest quality programs.

3) Increase the participation of children (especially those who are at risk for school failure) in the highest quality programs.

4) Establish family support as a recognized early learning system and ensure that a continuum of family support services are equitably available to all families in New Mexico.

5) Align the early learning system[s] with the public education (k-3) system as the foundation for New Mexico's P-20 education system through the promotion of Ready Schools.

## ***Approach***



## ***Plan of Action***

New Mexico is well positioned to take on this ambitious agenda because of its long-standing commitment to early childhood systems development. A visionary plan has been in place since the early 1990s and the state has implemented whatever was possible through the cooperative use of whatever funding could be identified at any given time.

Full participation is a core value in New Mexico and we will use work groups, community focus groups and public hearings to inform and validate the work. Such involvement will influence action steps to be taken, as well as the policy recommendations that will be made. An important asset to New Mexico is its strong network of community programs and early childhood stakeholders' committed to advancing the early learning system as a whole. Leadership provided by the Early Learning Advisory Council will capture the interest and expertise that is already in place, provide guidance and policy recommendations to the Executive, and inform the work of the Early Childhood Collaborative. While the objectives, strategies and key activities are outlined to the best of our ability at this time, it is impossible to fully project how the process will unfold. In keeping with similar efforts in the past, early educators in New Mexico are committed to the integrity of a "bottom-up" system-building process while, at the same time, cognizant of state and federal regulations.

This approach is extremely important in New Mexico, as the diversity of the state and the unique history, culture and linguistic heritage of communities throughout the state means a cookie-cutter approach simply won't work. Public policy recommendations must be fully explored to ensure their appropriateness statewide and to support the establishment of an infrastructure that can accommodate the uniqueness of communities throughout the State.

Fundamental to the success of the Advisory Council, in year one:

- Bylaws will be established to assure that the Advisory Council functions effectively and efficiently as an expanded Child Development Board. The bylaws will specify the relationship of the Advisory Council to the Executive and the Children's Cabinet.
- The Early Learning Plan that was initiated in 2004 will be reviewed and updated, providing a common theoretical, philosophical, ethical and practical vision; articulating the key principles that will support the development of the early learning system[s]. An essential component of the Early Learning Plan will be Program Standards for children birth through third grade that describe what early childhood education programs in New Mexico should look like based on research and best practice. The completion of these Program Standards will be a priority of the Advisory Council so that there is a clear vision for program development at the community level and policy development at the state level.
- Results Based Accountability, a strategic planning methodology, will guide our efforts. Results based accountability is research based and has demonstrated its effectiveness in making macro systems change. The methodology is geared toward measurable outcomes, or the "ends". The approach will be most effective in focusing the work by



the partners across the early learning system[s]. Results Based Accountability uses a participatory process for defining indicators of success and measuring performance.

The Early Learning Advisory Council will track progress by utilizing the outcomes and indicators of success and make policy recommendations based on these findings.

- Native American and Hispanic Early Learning Subcommittees will be established by the Advisory Council. Gaining an understanding of underserved and at-risk populations within the state is a priority of the Advisory Council. The Advisory Council does not want to make the assumption that the unique needs of Indian or Hispanic children will adequately surface through the planning process and as such, specific focus will be placed on cultural and linguistic relevant strategies for ensuring educational success for Native and Hispanic children and their families.
- A Process That Engages Local Communities will be established to provide input and oversight for community organization and quality improvement efforts, and to provide local input to the statewide Advisory Council. New Mexico has in existence a variety of local councils that focus on physical health, behavioral health, and other services aimed at family and community well-being.. Efforts will be made to build upon existing community strengths and structures as community-based models are explored.

## ***Objectives***

The first-year activities, as well as on-going work, will all be focused on accomplishing the goal established by the Advisory Council that **every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high quality early learning system[s]**. To achieve this goal, the following objectives have been established:

## *OBJECTIVE #1: Capacity Analysis/Needs Assessment*

**Establish an integrated data system with two primary components that will allow us to correlate services being provided with results based accountability measures.**

This will be accomplished by establishing and implementing:

- A unique identifier system for each child entering a federal-, tribal-, or state-funded early learning program that is linked to the P-20 system. Coupled with strategies to achieve Objectives #2 and 3, a unique identifier will enable programs to:
  - Consistently monitor children's growth and development based on early learning guidelines used across systems, pro-actively engage parents, and assure seamless transition from program to program and into kindergarten. (This has already been established through the state-funded PreK program by giving pre-kindergarten children their unique public school ID number upon enrollment, regardless of whether the program is operated within or without the public school system.)
- A data warehouse that will intentionally and strategically collect, aggregate and analyze information necessary for an ongoing Capacity Analysis/Needs Assessment process, which will allow us to recommend necessary coordination and investment. The information within the data warehouse will enable us to analyze the early learning system[s] on four levels:
  - A comprehensive county-by-county mapping and analysis of child and family demographics (analyzed, in particular, on research-based risk indicators), including the programs children are attending.

- A comprehensive county-by-county mapping and analysis of the attributes, availability and quality of early education, care and family support programs, including the qualifications of program personnel and population of children being served. This analysis will include the appropriateness of programs as determined by the cultural and linguistic heritage of the children and families being served;
- A comprehensive county-by-county mapping and analysis of the availability and quality of state- and federally-funded training and technical assistance services;
- A statewide inventory of the availability and quality of early childhood education professional development/preparation programs available through state institutions of higher education: and
- An inventory of funding sources with the early learning system to analyze the matching of funding to need and to explore ways to weave funding and achieve efficiencies and increase the most effective use of funds.

These ambitious objectives and strategies are all consistent with the work of the P-20 Data Task Force, being led by the Governor's Office. The Advisory Council will work closely with the Task Force to ensure that efforts are coordinated and systems are integrated and compatible as they are established.

The work contained in this objective is essential to the function of the Advisory Council and is therefore our top priority. The focus of year one will be to build the data warehouse and a protocol for the capacity analysis. To gain full understanding of the task at hand, additional study may be required in particular focus areas. Maintenance of current data and an on-going

analysis of that information will become an important aspect of the Council's work. Ultimately, the purpose of the capacity analysis is to ensure that the children most at risk for school failure have equitable access to high quality early learning programs. Therefore, it is essential that demographic information about children and families be collected and correlated with program capacity and quality data.

Attention will be especially given to children who are at risk due to adverse childhood conditions. In a study conducted by Vincent Felitti<sup>5</sup>, seven categories of adverse experiences were identified and found to have life long consequences in engaging in high risk behavior, poor health status, and disease. The categories are: psychological abuse, physical abuse, sexual abuse, substance abuse in home, mental illness in parent, violence against mother, and incarceration of a parent.<sup>i</sup> Families who face these conditions are often isolated and their children do not access early childhood services. Demographic data regarding children and families will be analyzed based on these seven adverse conditions in order to determine risk. The Advisory Council is well positioned to obtain this data since CYFD is not only the lead agency for early care and education services, but also administers the state child welfare, juvenile justice, domestic violence, and behavioral health services.

The data analysis will be modeled after the impressive ongoing work already being done in two other states: Pennsylvania's *Risk and Reach report* and Chicago's *Mapping Today's Capacity for Tomorrow's Investment* study.

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<sup>5</sup> Vincent Felitti, MD, *Adverse Childhood Experiences*. 1998. Kaiser Permanente Medical Care Program, San Diego. [www.acestudy.org](http://www.acestudy.org).



As we move into an implementation phase, the data will be essential in the Results Based Accountability analysis. The data will help to refine and will drive the work of the Advisory Council as it unfolds over the three year planning period. We anticipate that the establishment of this data collection and analysis process will support efforts to be funded through the Early Learning Challenge Fund.

*OBJECTIVE #2: Alignment of the Early Learning System[s]*

**Establish an aligned early learning system[s] with programs that are more efficiently and intentionally funded so that all families have consistent access to a seamless continuum of appropriate services, with assurance that children who are most at risk for school failure have equitable access to the highest quality programs.**

This will be accomplished through:

- Building upon the strengths and unique features of each system;
- Focusing on the diversity and strengths of the families and communities in the state;
- Aligning curricula, assessment, reporting, program and learning standards;
- Further establishing, aligning and implementing program quality rating criteria and a corresponding quality improvement infrastructure;
- Aligning Early Learning Guidelines; and
- Aligning professional development and T/TA.

Assessment and Reporting Methods: One of the greatest barriers to the alignment and coordination of services at the local level is that each of the early learning systems has well-defined program standards and expectations for curriculum, observing and documenting children's learning, and reporting. Historically, there has not been a commitment at the state

level (supported at the federal level) to facilitate the practical braiding of funding streams within a community, a program, or even a classroom. There is tremendous motivation in New Mexico's early learning community to work on this aspect of alignment, and significant work has already been done. For, as community programs are increasingly responsive to the comprehensive needs of families, they are asking for support and guidance in the braiding and weaving of multiple funding sources.

Quality Rating and Program Improvement: The establishment, alignment and recommendations for the implementation of program quality rating criteria and a corresponding quality improvement infrastructure will be a priority. This will be done in anticipation of the need to determine the level of quality of all early learning programs, in much the same way that the Quality Rating System now rates the quality of all licensed child-care programs. This effort will be directly correlated with the Program Standards and build upon the strengths of the child-care quality improvement and rating system already in place. This determination of program quality – and strategies for supporting quality improvement - is essential to assuring that the children with greatest risk for school failure have access to the highest quality programs. This is particularly challenging taking into account the diversity of the state. Therefore, particular attention will be paid to ensuring that the quality rating system acknowledges and is respectful of faith-based, cultural and linguistic strengths within the state.

Early Learning Guidelines: This year, New Mexico's Early Learning Guidelines will be field tested in all seven early learning systems as well as in kindergarten programs throughout the state. The purpose will be to test the extent to which the guidelines facilitate alignment – within the program (e.g. in planning curriculum and reporting progress made by children

funded through multiple sources) – and within the community (e.g. in transitioning children from program to program). During the first year, supplemental materials that are needed will be identified, such as parent materials that enable parents to support and follow their children’s growth, development and learning.

In subsequent years, practitioners will be trained in the use of the Guidelines, for just as the quality program criteria will be used to track the continuous quality improvements made in programs, the early learning guidelines will enable practitioners and parents to track the continuous growth, development and learning of children. A consistent statewide system – used in all early learning systems - will not only support parent partnerships and enhance the learning of children, but will significantly reduce the burden on program personnel.

Professional Development and Training & Technical Assistance: Through the capacity analysis and implementation of the quality rating system, data will become available regarding program quality, including teacher qualifications by program and by geographic area. Data provided through strategic and intentional analysis of all the data will help to identify where future resources should be allocated. A comprehensive picture will become clear regarding needs for training, technical assistance and professional development – especially taking into account the specific cultural and linguistic attributes of the targeted communities where children are most in need of high quality early learning programs. This is certainly an area that will easily link to the P-20 data initiative.

It is in the area of professional preparation that New Mexico has experienced the most alignment. The Early Childhood Higher Education Task Force, a standing committee of the Child Development Board, will continue the work they have been committed to for the past fifteen

years. All higher education institutions have implemented a fully articulated common course of study for those working in all early learning systems – testimony to the fact that alignment is possible. Common Core/Universal Curriculum will be established and new early learning career pathways will be implemented. T.E.A.C.H. will continue to be phased in to the extent that funding grows. And, efforts to establish a wage incentive program will continue to retain a diverse and highly qualified workforce.

Efforts of the Bridging and Expanding Training and Technical Assistance Task Force will be honored and they will play a significant role by becoming a Task Force of the Advisory Council, working to align the T/TA systems throughout the state.

It is anticipated that these efforts will yield public policy recommendations alongside a framework for pooling funds, joint training curricula and coordinated provision of training and technical assistance in order to reduce administrative costs and duplication of services.

### *OBJECTIVE #3: Increased Participation*

**Increase the participation of children (especially those who are at risk for school failure) in the highest quality programs.**

This will be achieved through:

- Establishing a diversified strategic communication plan that is appropriately reflective of the different populations being targeted. For, key to increasing participation is: 1) increasing awareness of the importance of early education, and 2) improving awareness of early childhood programs that are available. Currently, public awareness campaigns occur on a piecemeal basis throughout the seven systems of early learning and are usually about a specific aspect of a particular system (e.g. child find). A strategic



communication plan to increase public awareness of the importance of early childhood development and early education will be designed and implemented that assures the delivery of messages that are linguistically and culturally appropriate. Additionally, innovative strategies will be established to assure universal awareness of programs that exists. The communication plan will include branding, comprehensive media coverage, materials for families, and mechanisms for recognizing and acknowledging families for positive parenting. In order to fully utilize resources and link with other efforts, the Advisory Council will link these efforts with those of the New Mexico Early Childhood Development Partnership, funded by the Kellogg Foundation.

*OBJECTIVE #4: Establish a System of Family Support*

**Establish family support as a recognized early learning system, and ensure that a continuum of family support services are equitably available to ALL families in New Mexico.**

Family support has always been a core value of those working with young children in New Mexico and tremendous progress has been made in this area. It is essential that these efforts be coordinated and aligned in order for New Mexico to move this work forward.

This will be achieved through:

- Development of a clear, concise and inclusive definition of family support;
- Identification of family support services that should be universally available;
- Development of a plan to intentionally and strategically ensure that all families in New Mexico have equitable access to the family support system.

## *OBJECTIVE #5: Ready Schools*

Align the early learning system[s] with the public education (k-3) system as the foundation for New Mexico's P-20 education system through the promotion of Ready Schools.

This will be achieved through:

- Partnering with the Public Education Department to identify and promote Ready Schools;
- Alignment of standards, curriculum and professional development between early learning (birth to kindergarten) systems and the public school system; and
- Promoting transition initiatives between early learning systems and the public school system.

New Mexico is a leader in the establishment of a research-based model of transitioning children from community early care and education programs to kindergarten. The *Joining Hands* model was established nearly ten years ago by the New Mexico Head Start Collaboration Office as a collaborative effort of Head Start grantees, public schools and other early care and education stakeholders from throughout the state. In 2005, the Kellogg Foundation funded the implementation of *Joining Hands* in six diverse communities as part of the SPARK Project. Research conducted as a part of the implementation process found that children whose teachers participated in the *Joining Hands* transition process were more successful in kindergarten.

The National Governor's Association has done considerable work gathering research and best practices regarding Ready Schools. The Advisory Group will work collaboratively with representatives from the Public Education Department and others to explore this body of

information and to determine how this information can most appropriately be shared and implemented in New Mexico.

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5. New Mexico Early Learning Guidelines: Birth through Kindergarten,  
revised August 2011



Revised August 2011

# New Mexico Early Learning Guidelines: Birth through Kindergarten

Infant/Toddler Early Learning Guidelines  
3- and 4-Year-Old Early Learning Guidelines  
Kindergarten Early Learning Guidelines

A Collaborative Effort of the New Mexico State  
Children, Youth and Families Department,  
Department of Health &  
Public Education Department

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# NEW MEXICO EARLY LEARNING GUIDELINES: BIRTH THROUGH KINDERGARTEN

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## INTRODUCTION

### THE WONDERS OF DEVELOPMENT

From birth through the kindergarten year, young children are growing, developing and learning. They are gaining foundational skills that will serve them as they move into more focused academic studies in the primary grades. They learn within the context of relationships with family members, teachers and caregivers, feeling safe and secure and therefore, willing to try new things, take risks and gain new skills.

Their knowledge base is only limited by the world around them. If given opportunities, they explore with great curiosity and delight. They observe those around them to learn more about social interactions and cultural practices. They learn to communicate both verbally and nonverbally, sometimes in multiple languages. They gain control over strong emotions and regulate their behavior as they move through the preschool and kindergarten years.

They are becoming the students, workers and citizens that they will be!

### WHAT ARE EARLY LEARNING GUIDELINES?

Early learning guidelines serve as a framework of the incredible process of children's growth, development and learning in the early years. They are designed to provide reasonable expectations for children at different ages so that early childhood professionals 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. A joint position statement (2002) of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) states that early learning standards can be a valuable part of a comprehensive, high-quality system of services for young children and can contribute to young children's educational experiences and their future success. Regardless of terminology - standards, frameworks, benchmarks, milestones, indicators of progress - early learning guidelines describe what young children know, can do and their disposition toward learning during the early years.

*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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The New Mexico Early Learning Guidelines were developed by early childhood professionals from a variety of programs and settings. These guidelines provide a common vocabulary to describe development and learning. They are formatted as a continuum to remind us that children do not all develop at the same rate or pace. Rather, each child develops in his or her unique way. Some children have strengths in areas that go beyond their chronological age. And, most have areas that are not as strong. Formatting the New Mexico Early Learning Guidelines in a continuum helps professionals and parents see an individualized picture of each child's capabilities.

The guidelines reflect current research on brain development and best practices. They represent the growing consensus among early childhood professionals that a greater emphasis be placed on young children's conceptual learning, social and emotional development and participation in relevant and meaningful learning experiences. A growing body of research has focused on the importance of learning in the early years. Publications such as *Eager to Learn* (2001), *Preventing Reading Difficulties in Young Children* (1998), and *From Neurons to Neighborhoods* (2000) have detailed research that supports the importance of the early years in future student achievement.

*Learning in the early years is important! Brain development, conceptual learning, and relevant and meaningful experiences as well as social and emotional development are recognized to support future student achievement.*



## WHAT ARE THE PURPOSES FOR THE NEW MEXICO EARLY LEARNING GUIDELINES?

The New Mexico Early Learning Guidelines were developed for professionals working with young children and their families across multiple systems including but not limited to, family and center-based child care, home visiting, early intervention, Early Head Start, PreK, Head Start, early childhood special education, Title 1, preschool and kindergarten. They are meant to:

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- **Encourage early childhood professionals to recognize, understand and respect the impact of diversity in family culture, language, learning styles, abilities, and rates of development as they make decisions regarding individual learning and progress**
- **Contribute to a unified vision for early care and education and family support across the state**

- **Create a continuum of learning that captures child development in action and links early learning and development from birth through the kindergarten year**
- **Provide a common framework that professionals and family members can use for discussions and reflection around curriculum and assessment for young children**

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- **Support parent engagement, professional development, training and technical assistance regarding the learning and development of children from birth through kindergarten age**
- **Assist early childhood professionals in transitioning children from one program to another by providing common vocabulary to reflect child development and learning**



## WHAT ARE SOME RECOMMENDED USES FOR THE GUIDELINES?

The New Mexico Early Learning Guidelines have been developed to be a resource for early childhood professionals across the state. As a resource, it is recommended that this document be used in the following ways:

- **To help understand the complexities, progression and inter-relatedness of learning and development for young children over time**

Attention is paid to each child's unique capabilities, rate of development and individual traits and characteristics. Knowing individual children and their strengths, needs, family and cultural backgrounds is essential when referring to developmental information such as those contained in the guidelines.

*Knowing individual children and their families is essential.*

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- **To identify some key milestones in different areas of development**

This document is not a *complete* compendium of child development but rather provides some key competencies which emerge during the period from birth through kindergarten. It is in no way a complete overview of the many skills that children exhibit.



- **To determine the strengths and competencies of young children so that adults can recognize and celebrate these accomplishments and reflect upon, plan for and provide support for the growth, development and learning ahead for each child**

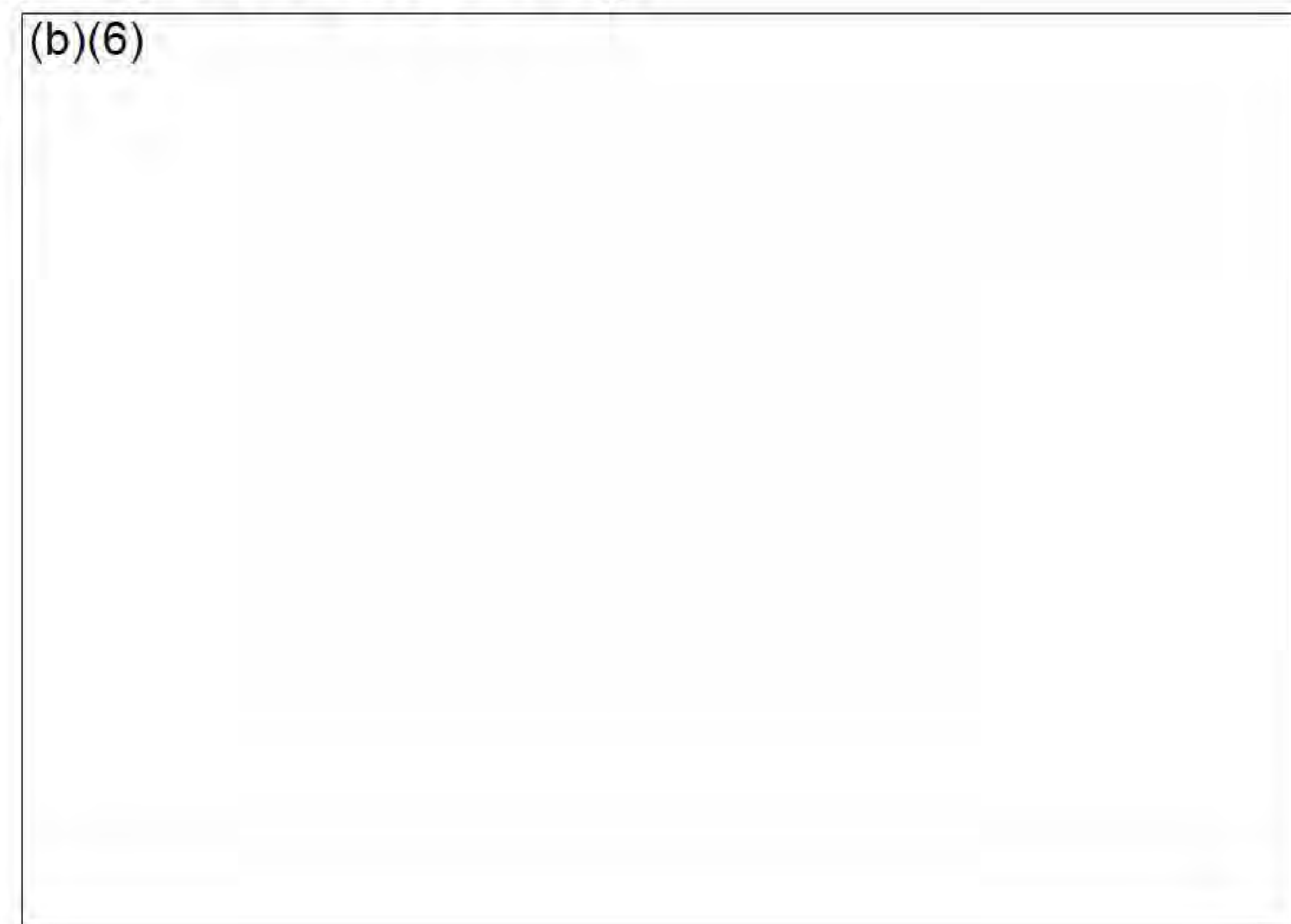
New Mexico’s “Best Practices” document can serve as a guide to quality program standards and effective practice for those serving children from birth through kindergarten age. In contrast, the New Mexico Early Learning Guidelines can serve as a guide for helping early childhood professionals observe what the child can do, have a general idea of what to expect next, and identify ways to support the child’s learning and development. They can contribute to curricular planning and inform teaching practices.

*Guidelines help teachers observe what a child can do and what to expect next as well as contribute to curricular planning and teaching practices.*

- **To *authentically* assess children’s developmental progress through observation and documentation**

The New Mexico Early Learning Guidelines can be used in a criterion-referenced assessment process. Teachers determine children’s performance related to the indicators through observation that is supported through anecdotal documentation as well as work sampling. They use this information to formulate goals and objectives meaningful for the child and family. When considering referral for special services, the guidelines can be used to raise red flags and identify the need for *further* assessment with norm-referenced screening tools or other assessment instruments. These indicators have been aligned to the outcomes from other systems in order that they can be used by multiple early childhood programs including:

- Head Start
- Early Childhood Special Education
- Title 1
- New Mexico PreK
- Child Care Programs





*Through observation and documentation, teachers build a case about each child's progress, strengths and areas of need.*

Some of the individual items in the guidelines can be assessed in a quick and easy observation. However, other items require repeated observations and the “building of a case” to document how the child is going about demonstrating his or her competence on that item. Therefore, it’s essential that early childhood professionals carefully examine the items within the guidelines and determine authentic assessment methods that will best gather the information they need to make an informed evaluation of the child’s developmental progress. Professional development may be necessary to make the best use of the guidelines for authentic assessment purposes.

Teachers and others who work with preschoolers and kindergartners can observe children in action in their programs and refer to the range of indicators in the guidelines to identify each child’s level of performance across multiple domains and plan curricular strategies accordingly.

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The infant and toddler portion of the document is formatted in a manner that gives a more general view of learning in specific areas from birth through thirty-six months. Programs serving infants and toddlers are invited to use the developmental information as a way to identify some key developmental milestones and competencies for each child in an authentic, observationally-based assessment process as well.



- **To communicate effectively with parents and family members about their child's development**

The New Mexico Early Learning Guidelines are a tool for early childhood professionals to use as a basis for communication with family members. Family-friendly materials have been developed to accompany the guidelines. In addition, teachers are invited to develop their own reporting formats, portfolio collection forms, and other methods to represent information about children's developmental progress in a family-friendly way. As recommended in best practices for early childhood professionals, consideration of family culture and heritage is integral in effective communication. Early childhood professionals work to build partnerships with families, ever sensitive to their wishes and goals for their children.

*Consideration of family culture and heritage is part of building partnerships with families.*

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- **To further the professional knowledge and understanding of child development for all who work with young children**

They can be the focus of staff development sessions and collegial discussions about children's growth and development. Time for guided discussions, analysis and intentional planning will be essential for their optimum use.



## GUIDING PRINCIPLES

***The New Mexico Early Learning Guidelines were designed to be used for the benefit of children and families.*** The developmental expectations were identified to help early childhood professionals assist each child in reaching his or her maximum potential and to communicate clearly to families about how their child is growing and learning, what steps are being taken to enhance his or her early learning experience, and to address the family's goals and concerns.

The following principles serve as a guide to understanding and using the New Mexico Early Learning Guidelines:

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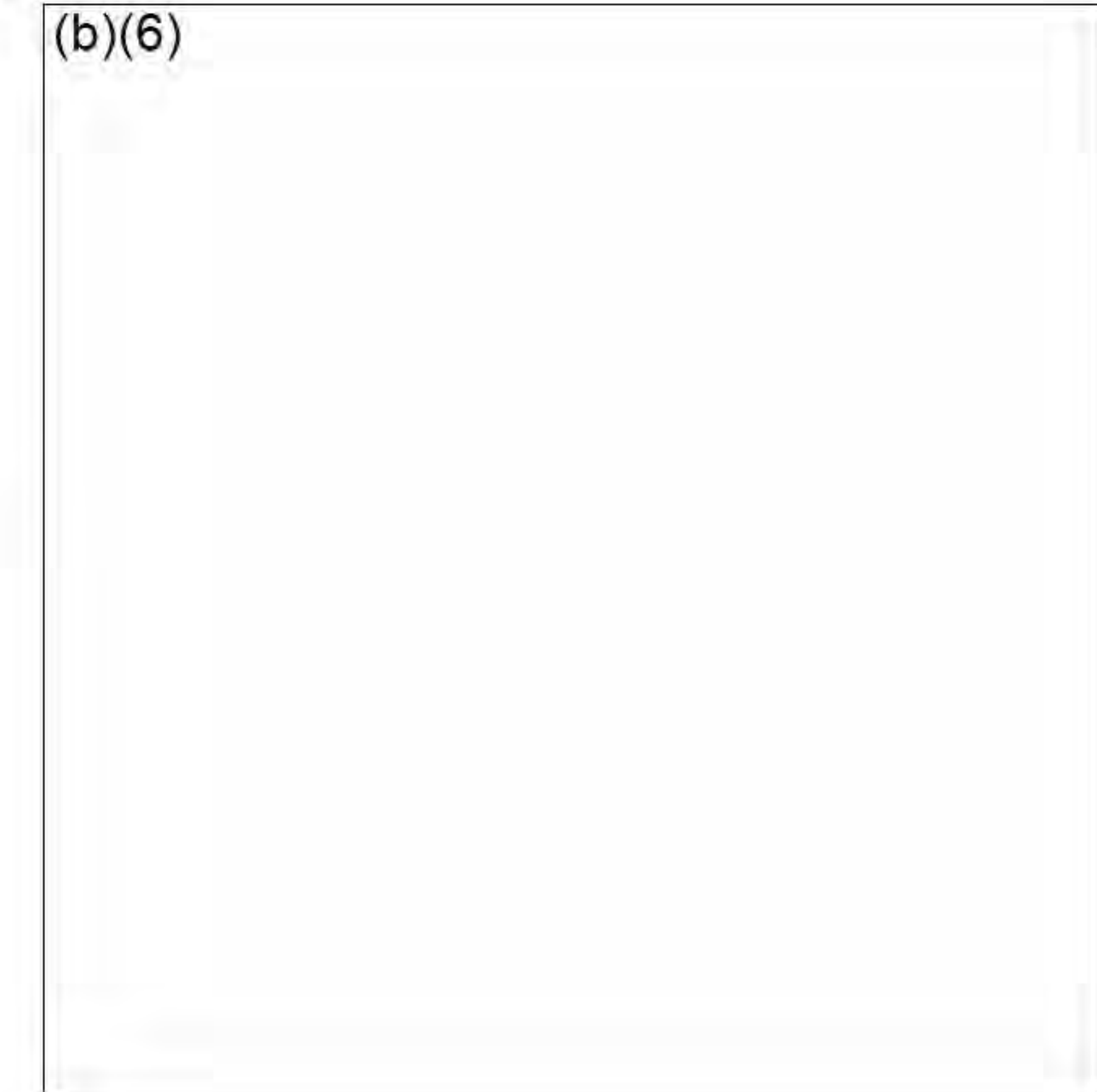
*Helping each child reach his or her potential while celebrating his or her unique characteristics and experiences.*

- **All children are respected as competent and unique individuals**  
Young children differ in temperament, learning style, home environment, cultural background, strengths, needs and abilities. These differences influence development and learning.



- **Infants are born learning and all young children are capable of learning**

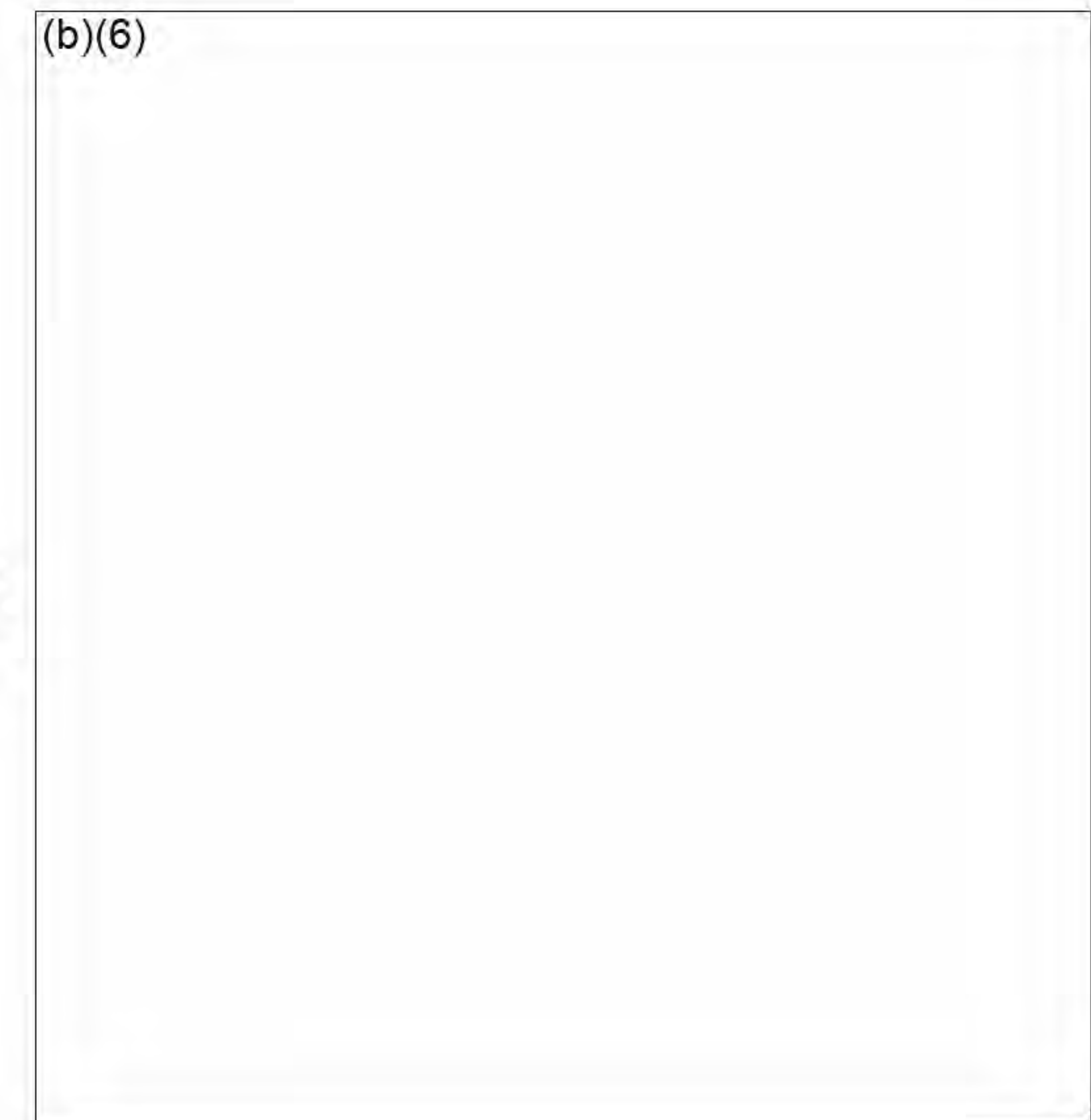
Development begins in the pre-natal period and extends throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory and brain development. Every child enters school eager to learn. Children who believe they can learn and expect to achieve, do so (Seefeldt, Denton, Galper & Younosai, 1999). Appropriate early educational experiences, offered in a safe and stimulating environment, can extend, expand, and clarify the ideas, concepts, language and social skills children gain spontaneously.



*Wide variation and pace of development mean adaptations and accommodations for children are necessary.*

- **Each child develops at his or her own pace**

While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.



- **Learning is integrated across domains**

A domain represents a broad area of growth and development. Development in one domain influences development in other domains. At times, development may accelerate in one domain while remaining stable in others. Therefore, environments and experiences should be organized to build upon developmental strengths and maximize connections across domains.



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

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Every child needs consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Infants and toddlers learn through reciprocal communication and interactions with adults in the context of routine care, play, and within an appropriate developmental environment. Preschoolers and kindergartners learn with caring adults guiding and facilitating play and investigative experiences, as well as large and small group activities.

- **Learning experiences begin with family**

Families are the primary caregivers and educators of their children and are valued partners in early education and caregiving. When young children are in a care setting outside of the home, the care environment is best when it is rooted in the familiar cultural context of the family.

Optimal development occurs when families are supported in providing for the health and nutrition of their young child combined with nurturing and responsive care. Program planning works best when early childhood professionals support the family's goals for the child and work in partnership with them.

Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools is critical to children's academic success and later school achievement (NRC, 2001a). Program staff must give families the information they need to support their children's learning and development. Creating partnerships with families is a way to insure that children are provided with the best learning experiences at home and at preschool.



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

*Children grow and develop within the context of their family and culture.*

Children are deeply influenced by culture, particularly the individual culture of their family. Culture, the social context within which children learn, grow, and develop, is defined as a complex whole of language, knowledge, beliefs, art, morals, laws, customs, and ways of living that are passed on to future generations (Cole, 1999).

Social groups, the family, neighborhood, religious or ethnic groups within a society, explicitly or implicitly pass on their customs, values, or moral principles to the young. Beginning at birth, the culture socializes children to become members of a society. But children are not just products of the culture they grow in. As children grow, they pick and choose selectively from the cultural influences they are exposed to, shaping their own cultural context over time (NRC & IM, 2001).

- **Valuing children’s home language is vital to their development**

Families transmit values, beliefs and a sense of belonging to their children. Because they do so primarily through their language, support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family. Assessment of language must be done in the language of the home.

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

Research has shown that children construct their own knowledge through physical, social, and mental activity (Bredenkamp & Copple, 1997; Piaget & Inhelder, 1969). Children are active learners. Because children learn through first hand actions with objects and things in their world, their learning is mediated and linked to the sociocultural context (Vygotsky, 1986).

*Play is children’s mode of finding out about the world around them.*



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As active learners, young children need opportunities to observe objects, people and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers (Dewey, 1944; Glassman, 2001). Play is the children's mode of finding out about the world around them. All types of play - manipulative play, play with games, rough-and- tumble play, and socio-dramatic play - provide children with opportunities to try things out, observe what happens and learn (Rubin, Bukowski, & Parker, 1998).

Early development is enhanced by caregivers who are actively involved in guiding and expanding children's experiences, providing a safe, orderly, nurturing and appropriately stimulating environment. Language and emerging understanding of early literacy must be supported and integrated into early experiences that are developmentally centered.

- **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**

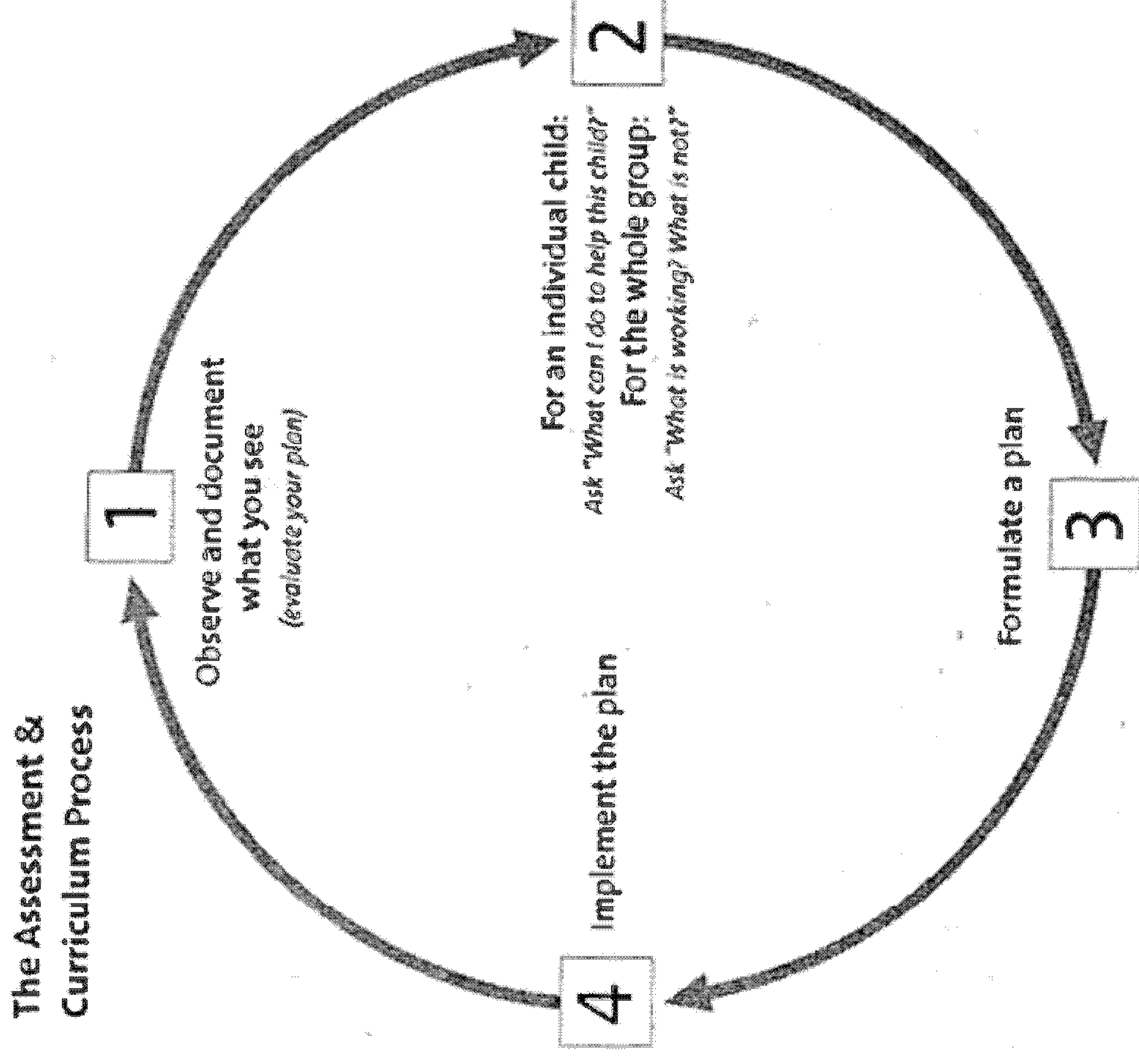
The Chief Council of State School Officers states: "The reliability and validity of assessments increase with children's age" and continues: "Children younger than primary age have not attained the developmental capabilities to understanding the purposes of formal testing....There is wide agreement among researchers that the younger the child, the stronger the case for using more informal assessment procedures."

Systematic, on-going observational assessment that is criterion-based is recommended. The New Mexico Early Learning Guidelines are the criteria that outline the developmental expectations by which each child's accomplishments are measured. Early childhood professionals observe children in action, write factual and descriptive observational notes and collect artifacts and work samples as evidence to support conclusions they draw when evaluating the child's progress.



- 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

A cycle of observation, reflection, planning and implementation is the basis for all curricular planning for infants, toddlers, preschoolers and kindergartners. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.



# Infant/Toddler Early Learning Guidelines





# Introduction to the Infant/Toddler Early Learning Guidelines

## Organization and Structure

The New Mexico Early Learning Guidelines for Infants and Toddlers are divided into five domains or areas of development. *The domains reflect universal aspects of infant and toddler development.* Regardless of their ethnicity, language exposure, tribal affiliation, religious upbringing, and other experiential and environmental differences, all infants and toddlers, grow and develop within these domains.

Within each domain, broad components are identified.

For each component, more specific indicators show ways that infants and toddlers might demonstrate their skills and behaviors in relationship to those components.

Under each indicator are examples (in italics) of how children might demonstrate the indicator. It is important to note that the examples are not all-inclusive nor are they to be used as a checklist. Inviting the family to give examples as to how their child demonstrates the indicator will help you achieve a truly authentic and more culturally and linguistically appropriate assessment of each child's abilities and next developmental steps. The domains are inter-connected and encompass the development of the *whole* child. Although the emphasis and titles of the domains differ from those in the preschool and kindergarten early learning guidelines, they provide a strong developmental foundation that represents the needs and capabilities of infants and toddlers as they grow and explore the world around them. The infant and toddler domains include:



<b>Domain I: Beginning to Know About Ourselves and Others</b>	
<b>Components:</b>	Relationships with Adults Relationships with Peers Self Awareness Self Regulation

<b>Domain II: Beginning to Communicate</b>	
<b>Components:</b>	Listening and Understanding Speaking and Communicating Foundations for Early Literacy

<b>Domain III: Beginning to Build Concepts</b>	
<b>Components:</b>	Exploration and Discovery Concept Development and Memory Solving Problems and Using Symbols

<b>Domain IV: Beginning to Move and Do</b>	
<b>Components:</b>	Large Motor Development Fine Motor Development Self Help Skills

<b>Domain V: Approaches Toward Learning</b>	
<b>Components:</b>	Curiosity Initiative Creativity Persistence Problem Solving

## Age Spans

The New Mexico Early Learning Guidelines for Infants and Toddlers are organized into three age spans:

- Young Infants (birth - 8 months)
- Mobile Infants (6 - 18 months)
- Older Infants/Toddlers (16 - 36 months)
  - Young Toddlers (16 - 24 months)
  - Older Toddlers (24 - 36 months)

These groupings are the framework for the nationally recognized Program for Infant/Toddler Care. These categories relate to milestones in motor development, as well as major developmental issues. The Young Infant is primarily focused on developing a sense of trust and security. As that baby begins to crawl or scoot and is Mobile, the main developmental issue is exploration. When the typically developing young child begins to walk, she or he is considered a Toddler whose main task is to develop a sense of identity (who they are in relation to others) and self confidence (what they can do).

This overlapping grouping of ages was chosen to reflect both the impact of individual differences in the rate of development and most current research and understanding of how infants and toddlers grow and develop. As they develop, they continue to need trusting relationships even when their main focus is exploration - they don't leave the trusting relationship behind. Rather, it is that relationship that makes them able to explore. The same is true of the developmental shift to a sense of identity. A young child's sense of self changes as a result of maturation in all areas of development, but particularly in emotional development. A secure, trusting toddler has a positive sense of self and can further explore his or her own self in relation to others.

At the request of practitioners, the Toddler age span has been divided into Younger and Older Toddlers with examples indicating an increasing complexity of behaviors as the child develops. Caution must be taken as it is possible that in classifying toddlers into two groups there may be a tendency on the part of adults to treat older toddlers as if they are preschoolers. It is critical to note that the developmental interests and needs of two-year-old children are separate from those of three-year-old children and that older toddlers are not ready for the expectations that come with a preschool curriculum. Early childhood professionals are encouraged to keep this important distinction in mind as they make use of the New Mexico Early Learning Guidelines for Infants and Toddlers.



## Domains

Domains reflect what the very young child knows and is learning in key areas of development. During the first three years of life, the main area of emphasis is social-emotional development. Detailed indicators for this area fall under the heading “**Beginning to Know about Ourselves and Others**”. The domain titled “**Beginning to Communicate**” focuses on the infant/toddler’s growing ability to understand and convey messages, as well as the development of emergent literacy. The domain titled “**Beginning to Build Concepts**” details key aspects of cognitive development: how very young children begin to construct their understanding of the world around them. And, the domain titled “**Beginning to Move and Do**” looks at early physical development including the beginning of daily living skills.

The domain called “**Approaches To Learning**” reflects dispositions toward learning, which may or may not be a direct outgrowth of a child’s temperament. Caring adults can encourage the development of each disposition, thus providing a strong foundation for later learning. The dispositions in **Approaches toward Learning** include:

- **Curiosity** - refers to the very young child’s growing interest in her environment
- **Initiative** - refers to the infant/toddler’s willingness to initiate and engage in actions and interactions
- **Creativity** - looks at the very young child’s developing capacity for inventiveness
- **Persistence** - refers to the growing motivation to continue a task until completion or master
- **Problem Solving** - looks at the ways even very young children attempt to find ways to meet their needs and wants

It’s important to remember that all families and communities want their young children to develop to be happy, successful members of their families and communities. At the same time, the ways that different families, communities and cultural groups value the expression of characteristics like creativity, curiosity, initiative, persistence and problem solving may look different and will influence even their youngest members. When considering Approaches to Learning, for example, conversations with family members will help early educators truly understand each child more fully.

While domains are presented separately, they should not be looked at in isolation. Development is an integrated process through which various understandings can be encouraged and facilitated simultaneously using balanced, active learning experiences.

## Components

The components under each domain were chosen to reflect key themes within each domain. Each component has a general developmental outcome which typically developing infants and toddlers will reach by the beginning of their third year. Within each component, milestones or indicators (specific accomplishments in development) are listed. These form the basis for the New Mexico Infant and Toddler Early Learning Guidelines.

Across any age span, indicators become more developed and may be expressed in different and more complex ways. Therefore, *adults should continually observe how the very young child displays his or her competence*. Each will do so in his or her 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 infant's or toddler's home environment and the cultural values that are expressed within that environment. For example, one milestone for young infants is to assist with feeding. A very young infant may do so reflexively by turning to the breast or bottle, while an older infant may attempt to hold the bottle. The way in which these behaviors are encouraged or supported will vary among families. Among some families, a level of independence during bottle-feeding may be highly valued, or early finger-feeding may be seen as an important skill, and among other families these behaviors may not be important or even welcomed at all during these early years. This is important information before determining whether or not there are concerns related to the child's skill development and/or appropriate programming goals for a particular child.

When using the Early Learning Guidelines as a resource, adults should ask themselves these questions:

- "Does this baby demonstrate this behavior or a related one?"
- "In what ways does this baby demonstrate this?"
- "If this is not something the baby demonstrates, how can we discuss this with the baby's family members so we can best care for and teach this child?"

The behaviors listed in italics are meant as examples of ways the larger milestone may be expressed and observed; they are not meant as individual items in themselves. Because there is expected variation in how children will



demonstrate the indicators, users of the Infant and Toddler Guidelines should use the indicators listed in italics only as conversation-starters as they consult with families to learn of culturally appropriate examples for each child in their care.

Many of these examples also have a specific developmental progression that can be observed. A simple example of this is the increase in number of blocks that a child can stack and balance. A more complex example is the progression of skills in learning to manipulate and correctly place puzzle pieces. Detailed descriptors can be found in both child development texts and in developmental checklists.

It is also possible that a behavior may appear in more than one age category - for example, “plays peek-a-boo” (or a similar interactive, simple turn-taking game). With an infant this may be seen when a caregiver covers his or her face and says “peek-a-boo” and the infant laughs. At an older stage this same game may be played by the child covering his or her face and laughing when the adult says “peek-a-boo”. Therefore, the documentation of the ways the child demonstrates particular skills are key to seeing developmental progress.

It is important to note that because of the inter-related nature of development, skills seldom appear in isolation. For example, when a child is calmed by a parent's voice, one learns more information about both the child's ability to listen and his or her relationship with the adult. In the interest of simplicity, however, indicators have generally been placed in only one domain although they have implication and connections to other domains.

Charts for each domain will contain the following information:

## Domain

Component	Young Infants (birth to 8 mo.)	Mobile Infants (6 to 18 mo.)	Young Toddlers (16 - 24 mo.)	Older Toddlers (24 - 36 mo.)
Indicator <i>Example</i> <i>Example</i> <i>Example</i>  Indicator <i>Example</i>	Indicator <i>Example</i> <i>Example</i>	Indicator <i>Example</i> <i>Example</i>  Indicator	Indicator <i>Example</i> <i>Example</i>	Indicator <i>Example</i> <i>Example</i> <i>Example</i>  Indicator



## Summary of Indicators for Young Infants (Birth to 8 months)

Beginning to Know Ourselves and Others	Beginning to Communicate	Beginning to Build Concepts	Beginning to Move and Do	Approaches Toward Learning
<p>Express feelings</p> <p>Regulate feelings and impulses</p> <p>Engage in some regular behaviors</p> <p>Show beginning awareness of self</p> <p>Show beginning awareness of own body</p> <p>Shows beginning awareness of personal characteristics and those of others</p> <p>Show beginning awareness of own abilities</p> <p>Show attachment toward primary caregivers</p> <p>Participate in interactions</p> <p>Initiate contact with primary caregivers</p> <p>Establish and maintain rhythmic interactions with caregiver</p> <p>Show awareness of other children</p> <p>Begin to develop interaction skills with peers</p> <p>Show enjoyment in interaction with other children</p>	<p>Show sensitivity to noise and sudden sounds</p> <p>Respond to sounds in the environment or verbal communication</p> <p>Begin imitating adult facial expressions</p> <p>Begin to listen to words with understanding</p> <p>Use sounds, gestures or actions to express needs and feelings</p> <p>Coo, babble</p> <p>Use sounds in social situations</p> <p>Begin to initiate interactions</p> <p>Request continued action of a toy or activity</p> <p>Vocalize to get attention</p> <p>Show interest in books, pictures, songs and rhymes</p> <p>Explore books as objects</p> <p>Respond to rhythmic language in rhymes and songs</p> <p>Begin to develop eye-hand coordination</p> <p>Manipulate materials with increasing precision</p>	<p>Observe to learn about the environment</p> <p>Explore attributes of materials</p> <p>Differentiate between familiar and unfamiliar people and objects</p> <p>Imitates facial expressions immediately or later</p> <p>Begin to know that objects still exist when out of sight</p> <p>Repeat actions to get the same reaction</p> <p>Experiment with self-soothing</p> <p>Use simple actions to make things happen</p> <p>Respond to music or chanting</p>	<p>Gain control of head and body</p> <p>Move body, arms and legs with coordination</p> <p>Use hands or feet to make contact with objects or people</p> <p>Begin to coordinate hand and eyes</p> <p>Show growing control of hand and fingers</p> <p>Begin to regulate themselves</p> <p>Begin to help with feeding, dressing and personal hygiene</p>	<p>Show curiosity and interest in people, object and events</p> <p>Begin to demonstrate initiative</p> <p>Demonstrate creativity by exploring objects in multiple ways</p> <p>Begin to focus on interesting things: persistence</p> <p>Begin to use senses to solve problems</p>

## Summary of Indicators for Mobile Infants (6-18 months)

Beginning to Know Ourselves and Others	Beginning to Communicate	Beginning to Build Concepts	Beginning to Move and Do	Approaches Toward Learning
<p>Express a variety of emotions</p> <p>Regulate emotions and behaviors with adult support</p> <p>Express own needs</p> <p>Follow simple routines and rules in group setting with adult support</p> <p>Show awareness of self as individual</p> <p>Show awareness of own abilities</p> <p>Show beginning understanding of accomplishments</p> <p>Begin to use abilities in interactions</p> <p>Begin to build relationships with adults</p> <p>React differently toward familiar and unfamiliar adults</p> <p>Begin to take turns with caregiver during play</p> <p>Demonstrate increasing responsiveness in interactions with others</p> <p>Begin to relate to other children</p> <p>Demonstrate interest and enjoyment in interactions</p> <p>Exhibit pro-social behaviors</p> <p>Demonstrate increased interaction skills</p>	<p>Pay attention to what speaker is looking at or pointing to</p> <p>Respond non-verbally to gestures and/or words</p> <p>Follow one-step requests when caregiver uses gestures and words</p> <p>Recognize familiar routines or games</p> <p>Imitate sounds, gestures or words</p> <p>Begin to use consistent sounds combinations, words and gestures to communicate</p> <p>Participate in socially expected conversation</p> <p>Ask simple questions</p> <p>Begin to participate in stories, songs and fingerplays</p> <p>Explore books with interest</p> <p>Listen to stories for a short period of time</p> <p>Experiment with grasp using a variety of writing tools</p> <p>Scribble spontaneously</p> <p>Imitate vertical and horizontal lines</p>	<p>Explore size and shape</p> <p>Actively explore the environment</p> <p>Investigate new things in the environment</p> <p>Develop an awareness of quantity and size</p> <p>Imitate other's actions, gestures and sounds</p> <p>Demonstrates object permanence</p> <p>Observe and respond to different causes and effects</p> <p>Begin to solve simple problems</p> <p>Use simple tools</p> <p>Use a person or object to solve a problem</p> <p>Play with dramatic play materials</p> <p>Begin to use art media</p> <p>Begin to move to music</p>	<p>Begin to control movements using arms and legs</p> <p>Demonstrate increasing coordination and balance</p> <p>Use hands to explore objects with variety of actions</p> <p>Gains control of hands and fingers</p> <p>Show beginning eye-hand coordination</p> <p>Show beginning awareness of personal needs</p> <p>Help with feeding, dressing, personal hygiene</p> <p>Understand safe and unsafe situations</p>	<p>Demonstrate curiosity by using all senses to explore the environment</p> <p>Demonstrate initiative by showing likes and dislikes</p> <p>Use creative expression in beginning role play</p> <p>Focus longer on interesting things; respond to order and routine and notice changes</p> <p>Begin to find different ways to solve problems</p>



## Summary of Indicators for Younger Toddlers (16-24 months)

Beginning to Know About Ourselves and Others	Beginning to Communicate	Beginning to Build Concepts	Beginning to Move and Do	Approaches Toward Learning
<p>Begin to recognize feelings in self and others</p> <p>Demonstrate different emotions or moods</p> <p>Show more, but still limited, self regulation</p> <p>Show comfort in daily routines and activities</p> <p>Begin to demonstrate behaviors that reflect self concept</p> <p>Show increased awareness of own abilities</p> <p>Display assertiveness</p> <p>Continue to need the emotional security of a trusted adult</p> <p>Continue to show caution around unfamiliar adults</p> <p>Demonstrate increased reciprocity in relationships with adults</p> <p>Demonstrate increased interest and frustration with other children</p> <p>Act upon their increased awareness of other children's feelings</p> <p>Demonstrate increasing interaction skills with peers</p>	<p>Respond appropriately to simple commands</p> <p>Understand that words stand for objects</p> <p>Demonstrate understanding of simple questions</p> <p>Demonstrate interest in conversation and language</p> <p>Follows simple directions</p> <p>Use words and gestures to communicate ideas</p> <p>Express more complex ideas</p> <p>Use sounds and words in social situations</p> <p>Participates in stories, songs and fingerplays</p> <p>Begin to develop imitative reading</p> <p>Responds to early literacy activities</p> <p>Explore writing as a means of communication</p>	<p>Notice how items are the same or different</p> <p>Use sounds and simple words to describe things/ask questions about the environment</p> <p>Explore concepts of space</p> <p>Develop an increasing awareness of quantity and size</p> <p>Demonstrate a more complex level of object permanence</p> <p>Experiment with more complex cause and effect play</p> <p>Solve simple problems using logical reasoning</p> <p>Begin to express self creatively</p>	<p>Demonstrate increasing large motor control</p> <p>Demonstrate increasing coordination and balance</p> <p>Uses hands and fingers in more complex and refined ways</p> <p>Begin to use simple tools</p> <p>Show increasing eye-hand coordination</p> <p>Begin to attend to personal needs</p> <p>Show increasing abilities in feeding, dressing, and personal hygiene</p> <p>Participate in safety routines</p>	<p>Demonstrate curiosity by using all senses to explore new things in the environment</p> <p>Demonstrate preferences and make independent choices</p> <p>Engage in more complex pretend play based on everyday events</p> <p>Engage in activity towards a goal</p> <p>Demonstrate more complex problem solving skills</p>

## Summary of Indicators for Older Toddlers (24-36 months)

Beginning to Know About Ourselves and Others	Beginning to Communicate	Beginning to Build Concepts	Beginning to Move and Do	Approaches Toward Learning
<p>Demonstrate an increasing ability to recognize feelings of self and others</p> <p>Begin to use strategies to regulate own emotions</p> <p>Begin to manage changes in emotional state</p> <p>Are increasingly able to regulate behavior</p> <p>Demonstrate behaviors that reflect self concept</p> <p>Demonstrate self-confidence; learn to do things by themselves</p> <p>Shows awareness of themselves as part of a group</p> <p>Trust and interact comfortably with familiar adults</p> <p>Establish bonds with consistent adults other than primary caregiver</p> <p>Begin to imitate or portray relationships</p> <p>Demonstrate ability to interact with an increasing number of children</p> <p>Use beginning negotiation skills with other children</p> <p>Begins to use words in social situations with peers</p> <p>Participate positively in activities with more than one other child</p>	<p>Respond appropriately to simple commands</p> <p>Demonstrate understanding of questions</p> <p>Show increased receptive vocabulary</p> <p>Follows simple directions</p> <p>Combine words to express more complex ideas</p> <p>Begin to follow grammatical rules, although not always correctly</p> <p>Initiate socially expected communication</p> <p>Speak clearly enough to be understood most of the time</p> <p>Initiate and participate in stories, songs and fingerplays</p> <p>Begin to follow what happens in a story</p> <p>Show awareness of pictures and symbols in print</p> <p>Demonstrate understanding that written symbols have meaning</p> <p>Start to use own drawings to represent objects and ideas</p> <p>Express creativity using skills for writing</p>	<p>Notice and describe how items are the same or different</p> <p>Begin to organize materials and information</p> <p>Show beginning interest in time and location</p> <p>Demonstrate beginning number and measurement concepts</p> <p>Experiment with effect of own actions on objects and people</p> <p>Expresses understanding of cause and effect</p> <p>Show increasing knowledge and memory for details and routine</p> <p>Demonstrate increased problem solving ability</p> <p>Represent thoughts and feelings in a variety of ways</p>	<p>Demonstrate coordination, balance and control in a variety of ways</p> <p>Show increasing eye-hand coordination</p> <p>Use simple tools independently</p> <p>Coordinate several senses</p> <p>Begin to attend to personal needs</p> <p>Show increasing independence in personal care</p> <p>Participate in healthy care routines</p> <p>Pay attention to safety instructions</p>	<p>Actively attempt to learn new things she is curious about</p> <p>Show initiative by making choices and taking risks</p> <p>Pretend and use creativity and imagination during play</p> <p>Engage and persist toward a goal with an activity, object, or toy</p> <p>Begin to find novel solutions to problems</p>





# Infant/Toddler Early Learning Guidelines

**Domain: Beginning to Know about Ourselves and Others**





## Domain: Beginning to Know About Ourselves and Others

### Domain Vignette:

In Juanita’s family child care home, she cares for several preschool children as well as a four-month-old, Emma, and a twenty-month-old, Carlos both of whom live in homes where mostly Spanish is spoken. Juanita and her colleague, Anna Marie, have each worked hard to get to know the children well. They have decided that Juanita will be the primary care giver for the four-month-old and Anna Marie for the twenty-month-old. They know how important it is for young infants and toddlers to have a primary adult who will speak to them in their home language while in their care. They can each focus on their relationship with the infants and both care for the older children.

Juanita has found that she must pay particular attention to Emma’s moods and the cycles of her day (for sleep, eating, active and quiet times). Emma is growing to trust Juanita, calming down when Juanita holds and rocks her, seeking out Juanita’s face to look at and touch, and responding to her name when Juanita talks with her in Spanish. Juanita has talked with Emma’s parents and learned some of the words they use for familiar objects like Emma’s bottle and pacifier. Emma explores her hands and feet as she lies on her back or sits in her bouncy chair. She’s beginning to pay more attention to the other children and will laugh sometimes when they smile and talk with her.

Carlos is also showing trust for Anna Marie, going to her often to show her toys or give her a hug. If Emma cries, he will go to her and pat her head or back. “Ta trite?”[“Esta’ triste?” “She sad?”] he asks Juanita. He feeds himself with a little more skill every day, and follows through with the daily meal routines like sitting at the table and putting his cup away. At naptime he gets his mat ready when given just a little help and lies down with his favorite blanket from home. He comforts himself when upset or tired by carrying around his blanket and teddy bear or by seeking out Anna Marie and crawling into her lap. He watches the older children and will respond when they ask him “¿Dónde está la nariz, Carlos?” “¿Dónde están los ojos?” [“Where is your nose, Carlos?” “ Where are your eyes?”] by pointing and laughing as they clap for him and say “Good job, Carlos!” He sits on Anna Marie’s lap when she reads a story to the others, sucking his thumb and sometimes pointing to pictures in the book. If another child tries to point to a picture, he pushes his or her hand away. “No! Mio!” [“No! Mine!”] But when Anna Marie says, “Carlos, we’re all looking at the story,” he settles right down.

Juanita and Anna Marie often discuss how the mixture of age groups in their care makes their days so interesting and varied.



*(Both Emma and Carlos are showing their capabilities in many aspects of **Beginning to Know about Ourselves and Others**. Emma is beginning to express and regulate her feelings. She shows awareness of her own body, her own characteristics and the characteristics of others. She is showing responsiveness to her caregiver and beginning to participate in interactions with others. Carlos is beginning to recognize the feelings of others, demonstrate different feelings of his own and show comfort in daily routines. He is reflecting his self-concept by identifying some body parts and increased awareness of his own abilities by feeding himself. He has established a close relationship with Anna Marie and seeks her out and shows interest and frustration with other children.)*

**Domain Description:**

Infants and toddlers are developing self-awareness and the awareness of others. The social interactions between caregivers, parents, and other children form the basis for the development of language and trust. As young ones learn to read the cues of others and communicate through cries, sounds, and eventually words, their own needs and wants, they grow as social beings. Settling into routines and developing some ways of being comforted, comforting themselves and expressing feelings are important parts of this domain. As caring adults help children to learn more of their own capabilities and manage their emotions, children develop in self-confidence and in their relationships with others more fully.



Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again

(b)(6)

### When You Are Observing

Infant and toddler caregivers know that an important part of observing the youngest children involves learning to determine the rhythm of each child's day. When is she happy and content and when is she more agitated and fussy? What might trigger a melt-down for him? In what ways can he be comforted or can he learn to comfort himself? Observing for the important aspects of how an infant or toddler learns to both express and regulate his or her emotions is an important task for caregivers who work with this age group.

### Keep in Mind

Babies and toddlers differ in temperament, learning style, home environment, cultural background, needs and abilities. These differences influence development and learning.



## Beginning to Know About Ourselves and Others

<b>Self regulation: The infant/toddler begins to regulate feelings and behaviors</b>			
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Express feelings</b> Have different kinds of cries Smile when someone smiles Laugh Smile to make adult smile or laugh</p> <p><b>Begin to regulate feelings and impulses</b> Relax or stop crying when comforted Comfort self by clutching, stroking or sucking Withdraw when over-stimulated by an interaction</p> <p><b>Begin to develop some regulated patterns</b> Develop patterns of sleeping Sing or hum self to sleep Are hungry at about the same time most days</p>	<p><b>Express a variety of emotions</b> Show interest and excitement about animals and other living things Hug, crawl or toddle toward familiar person Begin to show sense of humor Frown in response to discomfort</p> <p><b>Regulate emotions and behaviors with adult support</b> Demonstrate recognition of new setting by changing behavior Explore new settings with help from caregiver Communicate need for support from adults</p> <p><b>Express own needs</b> Gesture when hungry Cry "ma ma" /"da da"(or other <b>specific sound</b>) when hurt or needing help</p> <p><b>Follow simple routines and rules in group setting with adult support</b> Anticipate and participate in routine activities Follow some consistently set rules Depend upon frequent reminders to learn boundaries Respond appropriately to reminders, "wait", "get down, "be gentle"</p>	<p><b>Begin to recognize feelings in self and others</b> Attempt to comfort someone who is scared Notice if other children are happy or sad Point to picture of happy baby in book. Name some emotions</p> <p><b>Demonstrate different emotions or moods</b> Express frustration when they don't get what they want Choose to spend time alone Push away another child who is getting adult attention</p> <p><b>Show more, but still limited, self regulation</b> Attempt self help skills independently- may cry when unable to succeed Insist on a specific adult to meet their needs Seek caregiver support when feeling strong emotions</p> <p><b>Show comfort in daily routines and activities</b> Get book before bedtime Climb onto chair when it is time to eat Get favorite blanket at nap time Exhibit distress if routine is disrupted</p>	<p><b>Demonstrate an increasing ability to recognize feelings of self and others</b> Act out feelings during pretend play Express how another child might feel Recognize that inappropriate behavior will result in negative reaction from adults Use words to express emotions</p> <p><b>Begin to use strategies to regulate own emotions</b> Use self talk: Say "no" when reaching for forbidden object Reenact emotional events to gain mastery: pretend to nurse a baby Ask for help: "Can you rub my back?"</p> <p><b>Begin to manage changes in emotional state</b> Shift from "me do" to allowing caregiver to tie shoe Do not like change, but usually can adjust Demonstrate autonomy by saying no, but may cooperate</p> <p><b>Are increasingly able to regulate behavior</b> Anticipate and follow simple rules with reminders Recognize that inappropriate behavior will result in negative reaction from adults Begin to share, often with assistance Test limits</p>

## Beginning to Know About Ourselves and Others

<b>Self awareness: The infant/toddler demonstrates an awareness of personal characteristics and abilities</b>			
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Show beginning awareness of own body</b> Play with hands and feet Respond to mirror image by smiling, vocalizing</p> <p><b>Shows beginning awareness of personal characteristics and those of others</b> Recognize and respond to name Explore the face and body of others Show preferences (may cry when something is not liked)</p> <p><b>Show beginning awareness of own abilities</b> Initiate interactions with gestures or sounds Respond to emotional cues: smile back at mother Recognize that adults respond to cues and keep an interaction going Explore environment at first in close contact with caregiver, then farther away</p>	<p><b>Show awareness of self as individual</b> Recognize self in mirror and photos Make a choice about what to play with Play with one toy more than others Protest when doesn't want to do something</p> <p><b>Show awareness of own abilities</b> Attempt to stab food with fork Takes object from caregiver to put in bucket</p> <p><b>Show beginning understanding of accomplishment</b> Display frustration Laugh at own abilities Look to caregiver when accomplishing something new</p> <p><b>Begin to use abilities in interactions</b> Respond to request for actions Imitate adult actions such as talking on the phone Show enjoyment at being in a familiar setting or group Give objects to others</p>	<p><b>Begin to demonstrate behaviors that reflect self concept</b> Point to eyes, mouth, etc. when prompted Show preference for specific adults, peers, objects or activities Call self by name</p> <p><b>Show increased awareness of own abilities</b> Help to put away toys when asked Let you know they need to be changed Enjoy doing some tasks for self (self feeding, undressing) Smile when a task is accomplished</p> <p><b>Display assertiveness</b> Tell mom, "Don't sing!" Give orders to others: "Sit!" Resist control by adults May resist change</p>	<p><b>Demonstrate behaviors that reflect self concept</b> Name some body parts Use pronouns to refer to self Identify objects as belonging to him or her</p> <p><b>Demonstrate self-confidence; learn to do things by themselves</b> Insist on trying tasks without help Show completed projects to caregivers Try new tasks May seek help after trying something challenging Help with simple chores</p> <p><b>Show awareness of themselves as part of a group</b> Repeat a behavior when someone is watching Ask simple questions about other children Name family members Recognize self and others in photos</p>



## Beginning to Know About Ourselves and Others

<b>Relationships with Adults: The infant/toddler develops secure and trusting relationships with adults</b>			
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Show responsiveness toward primary caregivers</b>  <i>Quiet when comforted by a familiar caregiver</i>  <i>Accept physical contact and respond to cuddling</i>  <i>Maintain eye contact during feeding</i></p> <p><b>Participate in interactions</b>  <i>Display pleasure with familiar people</i>  <i>Show affection through facial expressions and gestures</i></p> <p><b>Initiate contact with regular caregivers</b>  <i>Use body movement to initiate social interaction (reaches for adult's face)</i>  <i>Use sounds or gestures to get help from familiar adult</i></p> <p><b>Establish and maintain rhythmic interactions with caregiver</b>  <i>Enjoy playing simple interactive games like peek-a-boo</i>  <i>Begin to make sounds in response to caregiver making sounds</i></p>	<p><b>Begin to solidify relationships with adults</b>  <i>Show feelings of security with familiar adults</i>  <i>Look to adult before beginning to explore</i></p> <p><b>React differently toward familiar and unfamiliar adults</b>  <i>Show wariness or cling when someone new appears</i>  <i>Show discomfort when caregiver is not in sight</i></p> <p><b>Demonstrate increasing responsiveness in interactions with others</b>  <i>Respond positively to encouragement</i>  <i>Look to adult for indication of appropriate behavior</i>  <i>Share hugs with familiar adults</i>  <i>Cooperate during routine care</i></p> <p><b>Begin to take turns with caregiver during play</b>  <i>Take turns imitating each other's actions</i>  <i>Respond to caregiver saying, "Your turn, my turn"</i></p>	<p><b>Continue to need the emotional security of a trusted adult</b>  <i>Play in the sandbox with other children, but return to the caregiver periodically</i>  <i>Look up from play activity to make eye contact with adult</i></p> <p><b>Continue to show caution around unfamiliar adults</b>  <i>Hold adult's hand when introduced to a new adult</i>  <i>Observe from a distance before approaching a new adult</i></p> <p><b>Demonstrate increased reciprocity in relationships with adults</b>  <i>Enjoy imitating adults behaviors</i>  <i>Follow caregiver around the house</i>  <i>Display pleasure when interacting with adults</i></p>	<p><b>Trust and interact comfortably with familiar adults</b>  <i>Seek adult assistance with challenges when needed</i>  <i>Respond positively to guidance most of the time</i>  <i>Start activity after a caregiver's suggestion</i></p> <p><b>Establish relationships with consistent adults other than primary caregiver</b>  <i>Attempt to please adults; look to them for approval</i>  <i>Work with adult to solve problems or communicate ideas</i>  <i>Begin to accept different limits in different situations (e.g. home and Grandma's house)</i></p> <p><b>Begin to imitate or portray roles and relationships</b>  <i>Are eager to help with chores</i>  <i>Pretend or act out roles and events</i></p>

## Beginning to Know About Ourselves and Others

<b>Relationships with Peers: The infant/toddler uses beginning social skills with other children</b>		
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)
<p><b>Show awareness of other children</b> <i>Demonstrate attention by watching</i> <i>Begin to cry when another child cries</i></p> <p><b>Begin to interact with peers</b> <i>Observe and imitate gestures, sound and actions of other children</i> <i>Reach out to them</i></p> <p><b>Show enjoyment in interaction with other children</b> <i>Touch mouth or hair of another child</i> <i>Smile spontaneously at other children</i></p>	<p><b>Begin to relate to other children</b> <i>Match another child's emotions</i> <i>Touch another child's hair</i></p> <p><b>Demonstrate interest and enjoyment in interactions</b> <i>Participate in spontaneous interactions with peers and show enjoyment</i> <i>Show preference among play partners</i></p> <p><b>Exhibit pro-social behaviors</b> <i>Comfort a crying peer by bringing a blanket</i> <i>Show empathy for the natural world such as a hurt animal</i></p> <p><b>Demonstrate beginning interaction skills with peers</b> <i>Initiate interactions with other children through gestures, vocalization or body contact</i> <i>Accept adult intervention to negotiate disputes about toys</i> <i>Imitate or respond to actions of peers</i></p>	<p><b>Older Toddlers</b> (24-36 mo.)</p> <p><b>Demonstrate ability to interact with an increasing number of children</b> <i>Show enthusiasm for company of others</i> <i>Engage in complementary interaction- feed the doll another child is holding</i> <i>Name friends</i></p> <p><b>Use beginning negotiation skills with other children</b> <i>Begin to share and take turns with assistance</i> <i>Use adults to help take turns</i> <i>Give up and keeps objects during play with assistance</i></p> <p><b>Begin to use words in social situations with peers</b> <i>Assert ownership: "mine"</i> <i>Communicate with other children to settle disputes with assistance</i></p> <p><b>Participate positively in activities with more than one other child</b> <i>Participate in loosely structured games dramatic play, chase</i> <i>Sit with several other children for a short story or song</i></p>





# Infant/Toddler Early Learning Guidelines

**Domain: Beginning to Communicate**





## Domain: Beginning to Communicate

### Domain Vignette:

As two-year-old Isaiah was playing outdoors, he carried a basket in one hand and a plastic bucket in the other. When his teacher, Mario, asked where he was going, Isaiah said, “Bye-bye. See Nana”(Grandma). Isaiah put 2 rocks into his basket and 2 sticks into his bucket. Mario asked, “Are you and Nana going to the store?” Isaiah said, “Yes.” “What are you and Nana going to buy at the store?” Mario asked Isaiah. “Papas, cheese”, said Isaiah as he showed his teacher the 2 rocks in his basket and 2 sticks in his bucket. Curious about Isaiah’s thinking, Mario asked, “Did you and Nana buy these at the store?” Isaiah nodded his head to indicate yes and said, “Papas”. Mario exclaimed, “Wow- one papa for you and one papa for Nana!” Isaiah grinned eagerly and showed Mario the sticks in his bucket. “Cheese,” he said.

*(Isaiah is showing his capabilities in Beginning to Communicate by demonstrating understanding of questions and interest in conversation. He combines some words to communicate ideas and speaks clearly enough for his teacher to understand him. In addition, he demonstrates a play scenario that shows his imagination, an ability to use objects (rocks and sticks) to represent other objects (food) in play, and ability to follow through with a simple play theme. He is also beginning to use one-to-one correspondence in play.)*

### Domain Description:

Communication involves sending and receiving information so that meaning is shared between two or more people. Language is the shared code or symbol system that is used to communicate. Language can be verbal or non-verbal. Language and speech skills develop as children participate in acts of communication, over and over again. This broad concept of communication is especially important to keep in mind while working with infants and toddlers. Young children are great communicators well before they speak. Imagine a baby who reaches with her arms toward an adult, using a non-verbal gesture that communicates a desire to be picked up. When the adult interprets that gesture correctly says, “Up? Do you want me to get you up?” and then picks the baby up for a cuddle, language (a shared code) has been used effectively to meet the needs of the baby. As the baby responds positively to being picked up and cuddled, the adult also experiences feelings of pleasure and success from this exchange.

Learning the language of one’s family is a primary task for infants and toddlers. The indicators in the early learning guidelines can be used to assess the mode of communication most familiar or appropriate for the child. We are calling this



his “home language”, which may be Spanish, English, an indigenous language, sign, etc. They can also be used to assess a child’s second language, any language to which the child is exposed in addition to his home language. Depending on the child’s situation, this may also be Spanish, English, an indigenous language, sign, etc. In New Mexico, many of our infants and toddlers are growing up as members of families and within households where more than one language is spoken. Some young children may live in communities that are working to revitalize heritage languages that are at risk of being lost. Some children may also be learning a second language while in our care. Research tells us that babies are well equipped to learn more than one language right from birth. Bilingual children generally reach communication milestones at about the same time as their monolingual peers.

Early childhood educators should communicate with children in the child’s home language as much as possible, modeling language usage for infants and toddlers. The child’s home language is what is familiar and comforting to them as they are getting used to a new environment or feeling stressed by the separation from their familiar caregivers. Young children understand many more concepts than they are able to express. Therefore, early educators should provide them with every opportunity to engage at their optimal level of cognitive/conceptual ability (what they understand). Research supports that children who develop a strong foundation in their home language will use that foundation to learn a second language (for example, English) more effectively.

The domain, Beginning to Communicate, also includes components and indicators about looking at and reading books and drawing and making marks with writing tools as children build on their communication skills and move towards understanding of the written word.



(b)(6)

### **When You Are Observing**

**Effective early educators know that an important part of observation is listening. To learn more about each child’s capabilities with communication, they listen and respond. As they interact with infants and toddlers, they listen closely for the ways that young children express themselves. Young infants make sounds that can be conversational when a caring adult mimics them back to the child. In addition, infants and toddlers pay close attention to the use of language by a caregiver. So the caregiver’s verbal interactions with the child and the child’s response become the heart of observations in the communication domain.**

### **Keep in Mind**

**Families transmit values, beliefs and a sense of belonging to their children...primarily through their language. Support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family.**



## Beginning to Communicate

Listening and Understanding: The infant/toddler responds to the message of another's communication			
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Show sensitivity to noise and sudden sounds</b> Respond with a startle to loud or sudden noises Turn to locate the source of a sound</p> <p><b>Respond to sounds in the environment or verbal communication</b> Smile at person who talks/gestures to her Watch caregiver's face as he speaks Become calm when sung to</p> <p><b>Begin imitating adult facial expressions</b> Smile when an adult smiles at him Imitate or copy an adult's facial expression</p> <p><b>Begin to listen to words with understanding</b> Look at mother when asked, "Where's mommy?" Respond to name when called</p>	<p><b>Pay attention to what speaker is looking at or pointing to</b></p> <p><b>Respond non-verbally to gestures and/or words</b> Point when asked "Where is the puppy?" Shake head to indicate preferences Respond with hand gestures when adult says, "bye-bye" or repeats what adult says</p> <p><b>Follow one-step requests when caregiver uses gestures and words, Hold out arms when caregiver and says "Up?"</b> Crawl toward a ball when asked, "Where is the ball?"</p> <p><b>Recognize familiar routines or games</b> Put hands together when "Pat-a-Cake" (or other simple gesture game) is demonstrated</p>	<p><b>Respond appropriately to simple commands</b> "Give me the _____" "Sit, please" "Bring me a diaper, please"</p> <p><b>Understand that words stand for objects</b> Point to pictures of actions when named Respond to simple questions non-verbally Recognize and pick out common objects</p> <p><b>Demonstrate understanding of simple questions</b> Respond appropriately most of the time when asked "What?" or "Where?"</p> <p><b>Demonstrate interest in conversation and language</b> Like stories about themselves Enjoy nursery rhymes and simple songs</p>	<p><b>Follow more complex directions and requests</b> "Take your cup and throw it in the trash" Begin to put toys in a basket when the a familiar clean-up routine is started</p> <p><b>Demonstrate active listening strategies</b> Listen for short periods Begin to ask questions about what was heard</p> <p><b>Demonstrate increased understanding of questions</b> Respond with appropriate action or word when asked "Who?" or "Where?" questions Respond to questions about objects or events outside of the immediate context</p> <p><b>Show increased receptive vocabulary</b> Point to body parts when asked Respond appropriately to most prepositions; "put it in the box." Begin to understand a few pronouns ("me", "mine", "you")</p>

**Note:** The indicators refer to the mode of communication most familiar or appropriate for the child. We are calling this his "home language" which may be Spanish, English, an indigenous language, sign etc. The second language to which the child is exposed in addition to his home language. Depending on the child/situation this may also be Spanish, English, an indigenous language, sign, etc.

## Beginning to Communicate

<b>Speaking and Communicating: The infant/toddler conveys a message to another person</b>			
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Use sounds, gestures or actions to express needs and feelings</b> Vary cries to communicate needs Reach for a wanted toy Turn away to express need for a break Squeal and laugh to express pleasure</p> <p><b>Coo, babble</b> Engages in vocal play with vowel sounds and consonant-vowel combinations</p> <p><b>Use sounds in social situations</b> Vocalize in response to another's voice Make sounds to attract attention</p> <p><b>Begin to initiate interactions</b> Smile at familiar objects and people Raise arms to familiar adults</p> <p><b>Request continued action of a toy or activity through body movements, eye contact or vocalizations</b> Wiggle body to get caregiver to repeat rocking/movement game Look at source of music and vocalizes when it stops playing</p> <p><b>Vocalize to get attention</b></p>	<p><b>Imitate sounds, gestures or words</b> Make raspberries (vibrating sound with lips) or bubbles to experiment with sounds Babble with inflection Make animal sounds when prompted</p> <p><b>Begin to use consistent sounds combinations, words and gestures to communicate</b> Say "mama", "papa" or "uh-oh" Shake head side-to-side to say "no" Request an object by pointing Sign "more" when asked, "Do you want more juice?"</p> <p><b>Begins to participate in socially expected conversations</b> Engage in vocal turn taking Wave bye-bye Play "peek a boo"</p> <p><b>Ask simple questions</b> Point to cookie jar to ask "Can I have one?" Say "Daddy gone?" when she can't find her father</p>	<p><b>Use words and gestures to communicate ideas</b> Point and say, "Cookie" to request Produce sounds of animals and familiar objects Names familiar people</p> <p><b>Combine words</b> Describe own actions; "____ jump" Make short sentences of two or three words: "Me go outside."</p> <p><b>Use sounds and words in social situations</b> Nod and shake head Pretend to talk on the toy phone Answer questions with yes or no</p>	<p><b>Express more complex ideas</b> In some languages, more complex ideas may be expressed w/o increasing number of words Talk about past and future events Ask what, why and where questions to get information</p> <p><b>Begin to follow some grammatical rules, although not always correctly</b> In English this may include: Add "s" to words when talking about more than one Use negatives Use adjectives in phrases – "big truck" Begin to use pronouns: mine, yours Use past tense – may make mistakes: say "runned" for "ran"; "goed" for "went"</p> <p><b>Initiate socially expected communication</b> Say "stop" when pushed by another child Make related comment during group conversation Answer questions about a story Take turns in simple conversations</p> <p><b>Speak clearly enough to be understood, most of the time</b></p>



# Beginning to Communicate

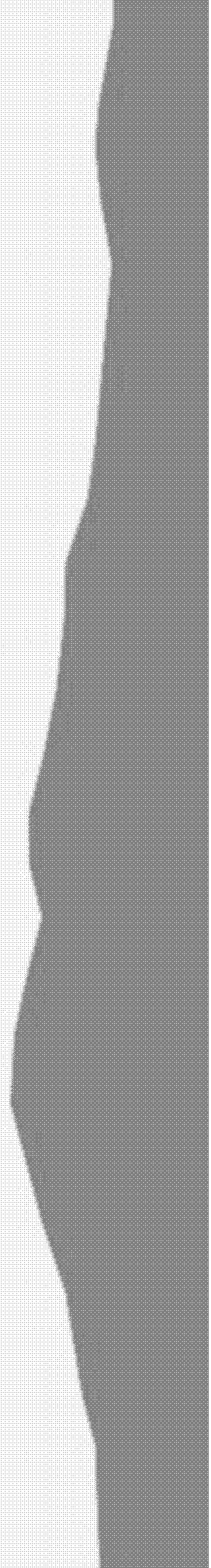
<b>Early Literacy: the infant/toddler begins to develop the foundations for early literacy</b>			
Young infants (birth to 8 mo.)	Mobile infants (6-18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Show interest in books, pictures, songs and rhymes</b>  <i>Look at pictures in books</i>  <i>Coo when hears singing</i>  <i>Follow caregiver gaze to look at picture</i></p> <p><b>Explore books as objects</b>  <i>Mouth vinyl book</i>  <i>Pat pages when held in lap with book</i></p> <p><b>Respond to rhythmic language in rhymes and songs</b>  <i>Calm or brightens to familiar songs</i>  <i>Make sounds when looking at picture books</i></p> <p><b>Begin to develop eye-hand coordination</b>  <i>Wave arms when seeing a toy that excites</i>  <i>Bat at, reach for, grasp or mouth objects placed in reach</i></p> <p><b>Manipulate materials with increasing precision</b>  <i>Grasp rattle and lets go</i>  <i>Transfer and manipulates objects</i>  <i>Pick up small toy with thumb and fingers</i></p>	<p><b>Begin to participate in stories, songs and fingerplays</b>  <i>Point at or name pictures or photos</i>  <i>Make movements in response to cues</i>  <i>Bring book to adult to read</i>  <i>Make animal sounds when shown picture</i></p> <p><b>Explore books with interest</b>  <i>Look at pictures</i>  <i>Manipulate books by looking, patting, pointing, turning pages</i>  <i>Turn pages of a board book.</i></p> <p><b>Listen to stories for a short period of time</b>  <i>Watch while teacher does finger plays</i>  <i>Sit in lap to listen to short story</i></p> <p><b>Experiment with grasp using a variety of writing tools</b>  <i>Hold a crayon in his fist to make random marks on paper</i>  <i>Use palmar (fist) grasp to pick up objects</i></p> <p><b>Scribble spontaneously using large circular motions</b></p>	<p><b>Participate in stories, songs and fingerplays</b>  <i>Request favorite book</i>  <i>Move rhythmically or attempt to sing along with familiar songs</i>  <i>Verbally label pictures in a familiar book</i></p> <p><b>Begin to develop imitative reading</b>  <i>Turn pages and "tell story"</i>  <i>Show preference for a favorite book or page</i>  <i>Fill in words in familiar text</i></p> <p><b>Responds to early literacy activities</b>  <i>Listen attentively to familiar stories, rhymes and songs for a short period</i>  <i>Request favorites</i></p> <p><b>Explore writing as a means of communication</b>  <i>Intentionally make marks on paper</i>  <i>Explore various writing materials</i>  <i>Imitate vertical lines made by an adult</i></p>	<p><b>Initiate and participate in stories, songs and fingerplays</b>  <i>Recite phrases from familiar songs or fingerplays</i>  <i>Fill in words to repetitive stories or rhymes</i></p> <p><b>Begin to follow what happens in a story</b>  <i>Tell what happened next</i>  <i>Laugh at a funny story</i>  <i>Notice changes in a familiar story</i></p> <p><b>Show awareness of pictures and symbols in print</b>  <i>Name cereal brand or restaurant logo</i>  <i>Name street signs in environment or pictures</i></p> <p><b>Demonstrate understanding that written symbols have meaning</b>  <i>Request adults to write for them</i>  <i>Tell adult about drawing and ask adult to write story</i></p> <p><b>Start to use own drawings to represent objects and ideas</b>  <i>Pretend to take orders when playing restaurant</i>  <i>Make a scribble picture and says "It's a dinosaur"</i></p> <p><b>Express creativity using skills for writing</b>  <i>Create squiggles and lines with shaving cream</i>  <i>Use shapes and lines to represent words</i></p>





# Infant/Toddler Early Learning Guidelines

**Domain: Beginning to Build Concepts**







## Domain: Beginning to Build Concepts

### Domain Vignette:

Nine-month-old Kalila is busy crawling around the room at the child-care center. She crawls over to shelves and pulls toys off, sits herself down on the floor and bangs the toys together, laughing and smiling while looking at her teacher, Lauren. Clearly, Kalila feels very comfortable in her care setting and so is able to turn her attention to exploring her environment. Kalila's parents speak primarily in Arabic to her at home. At her teachers' request, they have provided the child care center staff with a number of simple words and familiar phrases they use with Kalila during play and caregiving routines. These familiar communication routines, along with the many non-verbal forms of communication used naturally in play help Kalila as she explores and makes discoveries about her environment. When Lauren pushes the buttons on the toy radio to make the music play, Kalila pushes the button in imitation of Lauren and moves her body as the music plays. When Lauren claps in approval, Kalila claps too. Today, Lauren covered up a baby doll with a blanket so that it couldn't be seen. Kalila crawled over and took the blanket off the baby. Lauren covered it again and Kalila uncovered it again. They played at this game back and forth several times.

*(Kalila 's capabilities in Beginning to Build Concepts are clear as she explores her environment with curiosity and interest, demonstrates her understanding of cause and effect, imitating Lauren's actions, and shows her awareness of object permanence - the doll is still there when the blanket is removed. All of these are important cognitive skills that will eventually help Kalila deal with the abstract concepts that will help her learn many concepts in her preschool, kindergarten and elementary school years)*

### Domain Description:

The knowledge base for young children is only limited by their world around them. As they explore, they do so with great curiosity and delight. The young infant looks and observes, reaches out and touches the items and people that are in close range to her. As mobility develops, the older infant and toddler can extend his world and more actively explore his environment, noting similarities and differences in items and materials. The exploration of cause and effect begins with the very young as a baby notes the reaction to his or her own actions. The toddler becomes more purposeful in experimentation and more secure in the knowledge of object permanence. Concepts such as size, quantity, representation of thoughts and feelings and the development of problem-solving skills are all represented in this domain. Infants and toddlers are developing foundational skills that will serve them as they move into preschool and kindergarten academic experiences with literacy, numeracy and scientific conceptual understandings.



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

(b)(6)

### **When You Are Observing**

**When documenting observations, early educators keep their opinions and judgments out of their written descriptions. In this way, they collect factual evidence to support conclusions about what the child can do. They come to these conclusions after multiple observations of the child in action so that they are sure that they know the child's capabilities well.**

### **Keep in Mind**

**While development generally proceeds through a predictable sequence of milestones, there is wide variation in the pace at which milestones may be achieved. Adaptations and accommodations may be needed to support learning.**



## Beginning to Build Concepts

<b>Exploration and Discovery: The infant/toddler inquires about the world and experience the properties of things</b>			
Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Observe to learn about the environment</b>  <i>Respond to light and patterns</i>  <i>Focus on faces and objects in close range</i>  <i>Visually follow movements of objects and people</i></p> <p><b>Explore attributes of materials</b>  <i>Make sound with rattles, bells, etc</i>  <i>Pat textures on play mat</i>  <i>Play with fingers and toes</i>  <i>Reach and grasp objects</i></p>	<p><b>Explore size and shape</b>  <i>Play with toys and objects of different sizes and shapes</i>  <i>Put toys into containers of different sizes</i></p> <p><b>Actively explore the environment</b>  <i>Explore space by moving self over, under and through objects</i>  <i>Experiment with gravity by dropping items off high chair</i>  <i>Participate in many sensory experiences using more than one sense</i></p> <p><b>Investigate new things in the environment</b>  <i>Reach out to touch grass or flowers</i>  <i>Focus on stranger's face</i>  <i>Interact with a new toy</i></p>	<p><b>Notice how items are the same or different</b>  <i>Point to matching or similar objects</i>  <i>Begin to identify common shapes</i>  <i>Sort and match with guidance</i>  <i>Use play to try out how things go together</i></p> <p><b>Use sounds and simple words to describe things /ask questions about the environment</b>  <i>Imitate or match animal sounds</i>  <i>Use "daddy" for all men</i>  <i>Use one word questions: "Doggie?"</i></p> <p><b>Explore concepts of space</b>  <i>Play with toys that can be taken apart and put together</i>  <i>Turn a puzzle piece to make it fit</i>  <i>Attempt to climb into the doll cradle</i>  <i>Crawl through a tunnel or into closed spaces</i></p>	<p><b>Notice and describe how items are the same or different</b>  <i>Use size words; compare sizes</i>  <i>Group objects together that are the same in some way (matches, fills and dumps, sorts)</i>  <i>Identify objects by touch in a feely bag</i>  <i>Identify objects when told their use</i></p> <p><b>Begin to organize materials and information</b>  <i>Collect and organize materials for play</i>  <i>Comment on pattern or sequence</i>  <i>Arrange objects in a line</i>  <i>Ask "why?"</i></p> <p><b>Show beginning interest in time and location</b>  <i>Ask when and where questions</i>  <i>Anticipate familiar routines</i>  <i>Arrange objects in simple patterns</i></p>

**Remember:** You are likely to see the **behaviors indicators written in bold font** in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The **examples written in italicized font** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.

## Beginning to Build Concepts

**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 (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Differentiate between familiar and unfamiliar people and objects</b> Smile at familiar sounds Display anxiety when a stranger is seen</p> <p><b>Imitates facial expressions immediately or later</b> Smile when caregiver returns</p> <p><b>Begin to know that objects still exist when out of sight</b> Look for dropped object Reach for partially hidden toy</p> <p><b>Repeat actions to get the same reaction</b> Continue to bat at crib toy to make a sound Smile at caregiver to get a smile back Drop object for caregiver to pick up repeatedly</p>	<p><b>Develop an awareness of quantity and size</b> Understand "more" in reference to food or play Order a few objects by size, with assistance</p> <p><b>Imitate other's actions, gestures and sounds</b> Push button on music toy after caregiver demonstrates Clap and laugh when caregiver does</p> <p><b>Demonstrates object permanence</b> Uncover a hidden toy Ask for something that is out of view Find something from the day before</p> <p><b>Observe and respond to different causes and effects</b> Play with a "busy box" or other cause and effect toy Use a variety of actions to explore a ball</p>	<p><b>Develop an increasing awareness of quantity and size</b> Understand amount words such as more, less and another, all gone May notice if one group of crackers has more than another or choose the bigger piece of something Attempt to put large objects into small boxes</p> <p><b>Demonstrate a more complex level of object permanence</b> Know where items belong Find items without needing to see them hidden Initiate a hiding game</p> <p><b>Experiment with more complex cause and effect play</b> Observe what happens when a tall tower is built Poke, squeeze, push and pull objects to see what will happen Use trial and error to stack rings together</p>	<p><b>Demonstrate beginning number and measurement concepts</b> Begin to use 1-1 correspondence in play and routines Explore measuring tools Use some number words "Count" objects, although not necessarily correctly</p> <p><b>Experiment with effect of own actions on objects and people</b> Watch for reaction when doing something that is not allowed Observe blocks as a tower grows taller</p> <p><b>Expresses understanding of cause and effect</b> State, "Baby fall. She cry." Take tissue to sneezing mom.</p> <p><b>Show increasing knowledge and memory for details and routine</b> Talk about past events; remember places Imitate behavior seen in another place and time e.g. plays "birthday"</p>



## Beginning to Build Concepts

**Problem Solving and Use of Symbols:** The infant/toddler finds solutions and represent thoughts and feelings in creative ways

Young infants (birth to 8 mo.)	Mobile infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Experiment with self-soothing</b> Suck own fist Watch own fingers</p> <p><b>Use simple actions to make things happen</b> Cry to get caregiver attention Shake rattle to make noise</p> <p><b>Respond to music or chanting</b> Quiet when hears familiar tune May calm to familiar chant</p>	<p><b>Begin to solve simple problems</b> <i>Crawl around toys rather than over them</i> <i>Pull string to bring toy closer</i></p> <p><b>Use simple tools</b> <i>Climb on stool to reach toy</i> <i>Use a bucket to carry things</i></p> <p><b>Use a person or object to solve a problem</b> <i>Use a stick to get a ball that is stuck under the couch</i> <i>Get caregiver to help wind up car</i></p> <p><b>Play with dramatic play materials</b> <i>"Talk" on the toy phone</i> <i>Feed the baby</i></p> <p><b>Begin to use art media</b> <i>Use brush with water and makes strokes</i></p> <p><b>Express self by moving to music</b> <i>Bounce to familiar music</i></p>	<p><b>Solve simple problems using logical reasoning</b> <i>Try to fit square shape into a round hole, big item into small box</i> <i>Get a toy broom to clean up</i> <i>Use a push or pull toy</i> <i>Experiment with new uses for familiar objects-e.g. use a banana for a phone</i></p> <p><b>Begin to express self creatively</b> <i>Move rhythmically to familiar songs</i> <i>"Name" scribble drawings</i> <i>Explore using different art materials</i> <i>Use an object to represent something else during play</i> <i>Try out new ways to get dressed</i></p>	<p><b>Demonstrate increased problem solving ability</b> <i>Purposefully use trial and error to solve problems</i> <i>Use tools to experiment: uses a toy hammer to "fix" a toy car</i> <i>Find creative ways to solve a problem</i></p> <p><b>Represent thoughts and feelings in a variety of ways</b> <i>Use words or actions to portray a real or imaginary role</i> <i>Act out simple stories with adult support</i> <i>Draw a picture and tell a story</i> <i>Participate in music through movement, dancing and gestures</i> <i>Experiment with art media</i></p>

**Remember:** You are likely to see the **behaviors indicators written in bold font** in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The **examples written in italicized font** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.





# Infant/Toddler Early Learning Guidelines

**Domain: Beginning to Move and Do**





# Domain: Beginning to Move and Do

## Domain Vignette:

In her class of eighteen- to twenty-four-months- old children, Colleen has noticed many differences in the children's use of their small and large muscles. Today, she brought out a tub of rubber pegboards with large, colored pegs and put it on the floor. Five children swarmed around the tub, trying to get the materials. Colleen assured them that she would give them each a pegboard and pegs, but they were impatient. Brian grabbed for the tub and fell backwards on his bottom. He easily stood back up, moved away from the group and sat down in a space where he could work by himself. Colleen made sure he had several pegs and watched as he placed each peg into a hole. She commented on the colors as he did so. Sofia reached into the tub, pulled out two pegboards, walked across the room and placed them on the table. Then, she ran back to the tub to get pegs and attempted to carry three or four in her fists back to the table. She dropped some and went back and forth, bending down to pick up those on the floor and getting more from the tub, until she had several on the table. She then tried to put them into the holes on the boards, but was not always successful.

(Both Brian and Sofia are showing their capabilities in moving their bodies - their large muscle skills - as well as in manipulating objects with their hands and fingers - their small muscle or fine motor skills. They are demonstrating increasing balance and control as they move in the room. Brian is more easily able to manipulate the pegs in the boards while Sofia is still working on developing the eye-hand coordination needed to be successful with the task.)

## Domain Description:

Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. The youngest infants are immobile, but developing strength in holding their heads up and gaining control of their arms and legs. As they learn to crawl and walk, young ones begin to demonstrate coordination and balance that increases and strengthens. The ability to coordinate hands and eyes and to manipulate objects for various purposes is an important developmental task that helps children use a variety of tools such as feeding utensils and drawing materials, begin to undress and dress themselves and attend to their personal needs.

Keep in mind that while most infants and toddlers will demonstrate these behaviors at some point during the age ranges indicated, many aspects of children's movement development (including the timing of achieving motor milestones) depend on biological as well as environmental factors, influenced by experiential, child-rearing, and cultural practices. (Karasik, L. B., Adolph, K. E., Tamis-LeMonda, C. S., & Bornstein, M. (2010). WEIRD walking: Cross-cultural differences in motor

development. *Behavior and Brain Sciences*, 33, 95-96; Thelen, E. (1993). Timing and developmental dynamics in the acquisition of early motor skills. In G. Turkewitz and D. A. Devenny (Eds.), *Developmental time and timing* (pp. 85-104). Hillsdale, NJ: Erlbaum; Cintas, H. M. (1989). Cross cultural variation in infant motor development. *Physical & Occupational Therapy in Pediatrics*, 8 (4), 1-20. DOI: 10.1080/J006v08n04\_01)



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

(b)(6)

### **When You Are Observing**

Tying observations to the Early Learning Guidelines helps teachers determine what the child *can* do and what's next in developmental expectations. By knowing what comes next in the continuum, a teacher can plan activities that challenge the child at just the right level for him or her. Then, she can provide scaffolding and support to help the child move towards those next steps.

### **Keep in Mind**

Development begins in the pre-natal period and extends throughout life. The early years are an unparalleled time of rapid growth, particularly in sensory, physical and brain development. Optimal development occurs when families are supported in providing for the health and nutrition of their young child combined with nurturing and responsive care. Program planning works best when early childhood professionals support the family's goals for the child and work in partnership with them.



## Beginning to Move and Do\*

<b>Large motor: The infant/toddler moves her body to achieve a goal</b>			
Young infants (birth to 8 mo.)	Mobile Infants (6-18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Gain control of head and body</b>  <i>Turn head from side to side</i>  <i>Hold head up when placed on stomach</i>  <i>Push chest and head off floor</i>  <i>Roll over to get closer to a toy</i>  <i>Sit with support, then without</i></p> <p><b>Move body, arms and legs with increasing coordination</b>  <i>Support self on hands</i>  <i>Use arms and legs to move forward and backward when on stomach or back</i>  <i>Rock forward and backward on hands and knees</i>  <i>Begin creeping and crawling</i>  <i>Crawl through and around objects</i></p>	<p><b>Begin to control movements using arms and legs</b>  <i>Scoot on bottom</i>  <i>Use furniture to pull from sitting to standing or to lower self</i>  <i>Throw a ball or other object</i>  <i>Walk while holding on to furniture or people</i></p> <p><b>Demonstrate beginning coordination and balance</b>  <i>Sit and maintains balance while playing with a toy</i>  <i>Crawl on hands and knees</i>  <i>Stand without support</i>  <i>Climb up, then down stairs</i>  <i>Walk with help, then alone</i></p>	<p><b>Demonstrate increasing large motor control</b>  <i>Begin to run awkwardly</i>  <i>Walk up stairs holding a hand</i>  <i>Kick a beach ball</i></p> <p><b>Demonstrate increasing coordination and balance</b>  <i>Try to move a riding toy using feet</i>  <i>Squat to look at things down low</i>  <i>Push a toy cart or pull a wagon</i>  <i>Throw or kick a large ball</i></p>	<p><b>Demonstrate coordination, balance and control in a variety of ways</b>  <i>Walk easily or run from place to place</i>  <i>Jump into puddles or piles of leaves</i>  <i>Climb on chair or stool to reach objects</i>  <i>Walk on tiptoes</i>  <i>Climb stairs alternating feet</i>  <i>Ride a trike with pedals</i>  <i>Participate in large motor games such as dance and Ring around the Rosey</i></p>

\*Accommodations or adaptations such as use of special equipment may be required for some children.



## Beginning to Move and Do

<b>Fine motor: The infant/toddler manipulates objects and uses simple tools</b>			
Young infants (birth to 8 mo.)	Mobile Infants (6-18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Use hands or feet to make contact with objects or people</b>  <i>Reach for mother's face</i>  <i>Hit or kicks at mobile</i>  <i>Put fingers in mouth</i>  <i>Grasp dad's finger</i></p> <p><b>Begin to coordinate hand and eyes</b>  <i>Gaze at familiar face</i>  <i>Follow toys with eyes</i>  <i>Reach for or swipe at toy</i>  <i>Look at toy in hand while bringing it to mouth</i></p> <p><b>Show growing control of hand and fingers</b>  <i>Pick up and place objects</i>  <i>Drop items into container</i>  <i>Mimic hand clapping or waving</i></p>	<p><b>Use hands to explore objects with variety of actions</b>  <i>Push and pull toys</i>  <i>Bang blocks together</i>  <i>Pat the textures in a feely book</i></p> <p><b>Gain control of hands and fingers</b>  <i>Pick up finger food between thumb and finger</i>  <i>Turn object with hand</i>  <i>Transfer toy from one hand to another</i>  <i>Hold the drum with one hand and bang it with the other</i></p> <p><b>Build on beginning eye-hand coordination</b>  <i>Hold crayon and makes dots</i>  <i>Stack two or three blocks</i>  <i>Try to put shapes into shape box</i></p>	<p><b>Use hands and fingers in more complex and refined ways</b>  <i>Squeeze a sponge to watch the water drip</i>  <i>Roll, pound or squeeze dough</i>  <i>Turn pages of a book one by one</i></p> <p><b>Begin to use simple tools</b>  <i>Use spoon to feed self</i>  <i>Scribble or imitate marks with crayons</i></p> <p><b>Show increasing eye-hand coordination</b>  <i>Pull apart pop beads</i>  <i>String large beads</i>  <i>Line up blocks</i>  <i>Imitate a vertical stroke</i></p>	<p><b>Coordinate several senses</b>  <i>Do hand motions to finger plays</i>  <i>Tear paper to make a collage</i></p> <p><b>Use simple tools independently</b>  <i>Draw with markers</i>  <i>Use tools with playdough</i>  <i>Snip paper</i></p> <p><b>Demonstrate eye-hand coordination</b>  <i>Complete simple puzzles</i>  <i>Put together and take apart items such as Legos, links, etc.</i>  <i>Wind toy with a pincer grasp</i></p>

**Remember:** You are likely to see the indicators written in bold font in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The **examples written in italicized font** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.

## Beginning to Move and Do

<b>Self help skills: The infant/toddler begins to care for self and practice personal safety.</b>			
Young infants (birth to 8 mo.)	Mobile Infants (6-18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Begin to regulate themselves</b>  <i>Coordinate sucking, swallowing and breathing while feeding</i>  <i>Establish a sleeping and eating pattern</i>  <i>Suck fingers or pacifier for comfort</i></p> <p><b>Begin to help with feeding, dressing and personal hygiene</b>  <i>Turn toward bottle or breast</i>  <i>Begin to feed simple finger foods</i>  <i>Hold own bottle</i>  <i>Pick up dry cereal with fingers</i>  <i>Lift arms when getting shirt put on or off</i></p>	<p><b>Show beginning awareness of personal needs</b>  <i>Vocalize when needs to be changed</i>  <i>Crawl to get blanket when tired</i>  <i>Point to bottle when thirsty</i></p> <p><b>Help with feeding, dressing, personal hygiene</b>  <i>Remove socks and loose clothing</i>  <i>Hold powder during diaper change</i>  <i>Help to feed self, holding spoon or cup</i></p> <p><b>Understand safe and unsafe situations</b>  <i>Respond to "hot" or "no" when told</i>  <i>Accept suggestions for redirection</i></p>	<p><b>Begin to attend to personal needs</b>  <i>Ask for a snack</i>  <i>Tell a peer, "Move away"</i>  <i>Point to crib or use words to signify being tired</i></p> <p><b>Show increasing abilities in feeding, dressing and personal hygiene</b>  <i>Drink from sippy cup</i>  <i>Remove hat and mittens</i>  <i>Zip or unzip a large zipper</i>  <i>Wash hands with help</i></p> <p><b>Participate in safety routines</b>  <i>Hold parent's hand outdoors or on stairs</i>  <i>Learn to stop when told "stop"</i></p>	<p><b>Show increased attention to personal needs</b>  <i>Pull at pants or gives signs of needing toilet</i>  <i>Open door by turning handle</i>  <i>Assert independence: "Me do!"</i></p> <p><b>Show increasing independence in personal care</b>  <i>Feed self without help</i>  <i>Dress themselves with help for the hard things</i>  <i>Pour own milk from small pitcher</i>  <i>Drink from open cup</i></p> <p><b>Participate in healthy care routines</b>  <i>Brush teeth with supervision</i>  <i>Wash hands independently**</i>  <i>Get tissue when nose is running</i></p> <p><b>Pay attention to safety instructions</b>  <i>Climb into car seat when asked</i>  <i>Pick up toys after playing</i></p>

\*\* Toddlers should still be supervised in hand washing for health reasons



# Infant/Toddler Early Learning Guidelines

Domain: Approaches to Learning





## Domain: Approaches to Learning

### Domain Vignette:

Two-month-old Tessa is carefully studying her hands as she waves them in front of her face. Maria, her care provider, leans into view and Tessa smiles broadly as Maria sings and talks with Tessa. Tessa reaches out to explore Maria's face, feeling her nose and chin carefully. This goes on for over five minutes as Tessa uses her curiosity and initiative to learn more about her world. Eighteen-month-old Calvin is outdoors with his toddler group and teacher, Cheyenne. He walks unevenly around the small playground, picking up leaves and throwing them in the air. He plops down in the sand and rubs his hands across the sand, sending a small cloud of dust flying. "Should we add some water to the sand?" Cheyenne asks as she brings a pail of water to Calvin. She pours some water on the sand and Calvin reaches in and splashes in the puddle before it is soaked up. "Yay!" Cheyenne says. Calvin claps his hands and says, "More!" They repeat the pouring and splashing for a few minutes, then, as other toddlers join them, Cheyenne gets shovels for all and they dig in the wet sand. Calvin periodically picks up clumps of wet sand and squeezes it between his hands. "Now, it's wet sand, isn't it?" Cheyenne asks. "It's cool and not so dusty." "More wa-wa!" Calvin calls out and Cheyenne pours more from the pail into the sand pile. This exploration goes on for over fifteen minutes.

*(Both Tessa and Calvin are demonstrating their Approaches to Learning by showing curiosity in exploration and using their senses to explore their environment. They are focusing on what's interesting to them - for Tessa, it's her caregiver's face; for Calvin, it's the wet sand.)*

## **Domain Description:**

This domain reflects dispositions toward learning which may or may not be a direct outgrowth of a child's temperament. Caring adults can encourage the development of each disposition, thus providing a strong foundation for later learning. The dispositions in **Approaches to Learning** include:

- **Curiosity** - refers to the very young child's growing interest in her environment
- **Initiative** - refers to the infant/toddler's willingness to initiate and engage in actions and interactions
- **Creativity** - looks at the very young child's developing capacity for inventiveness
- **Persistence** - refers to the growing motivation to continue a task until completion or mastery
- **and Problem Solving** - looks at the ways even very young children attempt to find ways to meet their needs and wants



(b)(6)

### When You Are Observing

Teachers learn about children by observing them in action in many situations and experiences. Parents and family members can contribute information to a teacher's observations. Talking with families can be very helpful in learning more about the child's experiences outside of the early childhood program. Home visits can broaden the perspective of the early childhood professional and help her to learn more about the family's culture and values. Sensitivity and respect for family members' goals for the child will help build a partnership that will benefit the child.

### Keep in Mind

Every child needs consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Infants and toddlers learn through reciprocal communication and interactions with adults in the context of routine care, play, and within an appropriate developmental environment.



# Approaches to Learning

The infant/toddler demonstrates curiosity, initiative, persistence, imagination and problem solving in his or her everyday activities			
Young Infants (birth to 8 mo.)	Mobile Infants (6 to 18 mo.)	Young Toddlers (16-24 mo.)	Older Toddlers (24-36 mo.)
<p><b>Show curiosity and interest in people, objects and events</b> React to new voices and sounds by turning, quieting or getting more active, or facial expression Explore environment through mouthing, kicking, waving, watching</p> <p><b>Begin to demonstrate initiative</b> Engage adults in interactions Repeat interesting actions</p> <p><b>Demonstrate creativity by exploring objects in multiple ways</b> Observe hands and feet Mouth, shake and bang objects</p> <p><b>Begin to focus on interesting things: show persistence</b> Hold attention of caregiver through gaze or vocalization Track movement of interesting object</p> <p><b>Begin to use senses to solve problems</b> Look for a person who disappears from sight Cry to get needs met</p>	<p><b>Demonstrate curiosity by using senses to explore the environment</b> Manipulate objects that give responses Venture out using motor skills to explore the environment Play with a variety of sensory materials</p> <p><b>Demonstrate initiative by showing likes and dislikes</b> Select a toy or book from several choices Express desire to feed self</p> <p><b>Use creative expression in beginning role play</b> Pretend to talk on the telephone Give baby a bottle Pretend to pat tortilla</p> <p><b>Focus longer on interesting things; respond to order and routine and notice changes</b> Repeat filling and dumping activity over and over Notice changes to words in favorite story</p> <p><b>Begin to find different ways to solve problems</b> Imitate caregiver action such as pushing a button to make music Gesture caregiver to pick him up to reach toy on a shelf</p>	<p><b>Demonstrate curiosity by using all senses to explore new things in the environment</b> Listen carefully to sounds objects make Engage with objects that light up or move Move towards something new to observe and/or interact with it</p> <p><b>Demonstrate preferences and make independent choices</b> Choose when offered two different snacks Begin to show preferences, for example, sneakers over sandals, apple juice over grape juice.</p> <p><b>Engage in more complex pretend play based on everyday events</b> Pretend to cook and offer food Use a dump truck to carry things</p> <p><b>Engage in activity towards a goal</b> Retrieve toy that is out of sight Pushes button to make a noise Lift flaps on pop-up books</p> <p><b>Demonstrate more complex problem solving skills</b> Attempt to stack or nest cups Take objects apart and try to put them together</p>	<p><b>Actively attempt to learn new things they are curious about</b> Ask "why?" to learn more about the world Explore objects to find out how they work</p> <p><b>Show initiative by making choices and taking risks</b> Initiate imaginative play with others Choose one activity over another and pursue it for a short period</p> <p><b>Pretend and use creativity and imagination during play</b> Invent new uses for everyday objects Try out a role that has not been observed</p> <p><b>Persist toward a goal with an activity, object, or toy</b> Resist adults attempts to help Attempt task for several minutes before requesting help</p> <p><b>Begin to find novel solutions to problems</b> Use trial and error to solve a problem, such as balancing blocks Use objects as tools, for example, stands on a toy truck to reach an object on a counter</p>

**Remember:** You are likely to see the indicators written in bold font in most typically developing children at some point during the age ranges indicated. The ways in which children demonstrate these indicators can vary significantly. The **examples written in italicized font** are only some possible examples and should not be used as a checklist for any child or group of children. Be sure to ask parents and other family members for their ideas and observations about how their children show us what they know and can do.



## Alignment of Infant/Toddler and 3-Year-Old through Kindergarten Guidelines

Infant/Toddler Domains	3-Year-Old through Kindergarten Domains
<p><b>Beginning to Know About Ourselves and Others</b>            Relationships with adults            Relationships with peers            Self awareness            Self control</p>	<p><b>Self, Family and Community</b></p>
<p><b>Beginning to Communicate</b>            Listening and Understanding            Speaking and Communicating            Foundations for Reading            Foundations for Writing</p>	<p><b>Literacy</b></p>
<p><b>Beginning to Build Concepts</b>            Exploration and Discovery            Concept Development and Memory            Problem Solving and Use of Symbols</p>	<p><b>Scientific Conceptual Understandings</b>   <b>Numeracy</b></p>
<p><b>Beginning to Move and Do</b>            Large motor development            Fine motor development            Self help skills</p>	<p><b>Physical Development, Health and Well-Being</b></p>
<p><b>Approaches to Learning</b></p>	<p><b>Approaches to Learning</b></p>
<p>Aesthetic creativity is integrated into other areas, especially            "problem solving and use of symbols"</p>	<p><b>Aesthetic Creativity</b></p>





# Preschool and Kindergarten Early Learning Guidelines





# Introduction to the Preschool and Kindergarten Early Learning Guidelines

The Preschool and Kindergarten Early Learning Guidelines include twenty-eight broad outcomes for development ranging across seven domains. Imbedded in those broad outcomes are performance indicators - observable descriptions of child behavior that demonstrate some aspect of that outcome. There are sixty-seven indicators.

These outcomes and indicators encompass the development of the *whole* child so that children’s cognitive skills and capabilities are included along with their social and emotional, motoric and creative ones as well. The outcomes and indicators build toward the New Mexico Kindergarten Standards. These standards are identified as the highest levels of the Early Learning Guidelines Essential Indicators with Rubrics. There are twenty-five Essential Indicators (again crossing seven domains) that have been selected from the full set of sixty-seven.

## Alignment across Systems

The New Mexico Early Learning Guidelines have been aligned across systems. This alignment of indicators enables classroom teachers with children funded by multiple systems to observe, document and report children’s growth, development and learning using the same criteria. Most importantly, this alignment provides common criteria that can be used as the foundation for appropriate planning and curriculum development for all children in the class.

Indicators that reflect this alignment are designated with the following symbols:

- New Mexico PreK and Title I
- ▲ “619” Early Childhood Special Education
- Head Start

You will find all of the outcomes and indicators on the following pages with the Essential Indicators marked with the appropriate symbols to show this alignment across systems.




Domain	Outcome	Indicator	
Physical Development, Health and Well-Being	#1 The child independently uses gross motor control including balance, spatial awareness and stability.	▲	
		1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	
	▲	1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., "Duck, Duck, Goose").	
	#2 The child independently uses fine motor skills.	2.1 Is developing manual coordination to use cutting and writing tools and demonstrate self-help skills such as buttoning and zipping.	
		■ ▲ ●	2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.
		2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.	
	#3 The child's behavior demonstrates health and hygiene skills.	3.1 Shows increasing awareness of hygiene in handwashing, toileting, and/or dental hygiene.	
		3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).	
	#4 The child demonstrates safe behaviors in increasing numbers of situations.	4.1 Identifies potentially harmful objects, substances and behaviors.	
		4.2 Increasingly follows classroom, school and safety rules most of the time.	









Domain	Outcome	Indicator
Literacy	#5 The child demonstrates development and expansion of listening skills.	■ ▲ ●
		■ ▲ ●
		■ ▲ ●
		■ ▲ ●
	#6 The child communicates experiences, ideas and feelings through speaking.	■ ▲ ●
		■ ▲ ●
		■ ▲ ●
	#7 The child engages in activities that promote the acquisition of emergent reading skills.	■ ▲ ●
		■ ▲ ●
		■ ▲ ●
	#8 The child engages in activities that promote the acquisition of emergent writing skills.	■ ▲ ●
		■ ▲ ●
		■ ▲ ●

Domain	Outcome	Indicator
Numeracy	#9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals.	9.1 Uses one-to-one correspondence in counting increasingly higher groups of objects.
		9.2 Uses numbers and counting as a means for solving problems and determining quantity.
		9.3 Recognizes some numerals.
	#10 The child demonstrates understanding of geometrical and spatial concepts.	10.1 Recognizes, names, describes, compares and creates familiar shapes.
		10.2 Describes and interprets spatial sense and positions.
	#11 The child demonstrates an understanding of non-standard units to measure and make comparisons.	11.1 Compares and uses language relating to time with increasing accuracy.
		11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.
		11.3 Demonstrates emerging knowledge of measurement.
	#12 The child demonstrates the ability to investigate, organize, and create representations.	12.1 Sorts, classifies, and groups materials by one or more characteristics.
		12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.



Domain	Outcome	Indicator
<b>Aesthetic Creativity</b>	#13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).	   <p>13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).</p>

Domain	Outcome	Indicator
<b>Scientific Conceptual Under-Standings</b>	#14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.	   <p>14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.  14.2 Asks questions about the physical and natural worlds.  14.3 Makes predictions and forms hypotheses.  14.4 Uses various tools to gather information (i.e., thermometers, magnifiers, rulers, and/or balances).</p>
	#15 The child acquires scientific knowledge related to life sciences.	   <p>15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things.  15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p>
	#16 The child acquires scientific knowledge related to earth science.	<p>16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.</p>

Domain	Outcome	Indicator
Self, Family and Community	#17 The child exhibits self-awareness.	<p>17.1 Expresses needs and/or stands up for own rights.</p> <p>17.2 Makes choices and expresses likes and dislikes.</p> <p>17.3 Identifies own gender, family and culture.</p> <p>17.4 Expresses cultural influences from home, neighborhood and community.</p>
	#18 The child demonstrates self-control.	<p>18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).</p> <p>18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.</p>
	#19 The child demonstrates personal responsibility.	<p>19.1 Cares for personal and group possessions.</p> <p>19.2 Begins to accept the consequences of his or her own actions.</p>
	#20 The child works cooperatively with other children and adults.	<p>20.1 Plays and interacts with various children, sharing experiences and ideas with others.</p> <p>20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p>
	#21 The child develops relationships of mutual trust and respect with others.	<p>21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.</p> <p>21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p> <p>21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p>
	#22 The child demonstrates knowledge of neighborhood and community.	<p>22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.</p> <p>22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p>



Domain	Outcome	Indicator	
Approaches to Learning	#23 The child is open and curious to learn new things.	■ ▲ ●	
		23.1 Demonstrates eagerness to find out more about other people. 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.	
	#24 The child takes initiative.	■ ▲ ●	
		24.1 Initiates interaction with peers and adults. 24.2 Develops increasing independence during activities, routines, and play.	
	#25 The child exhibits imagination and creativity.	■ ▲ ●	
		25.1 Tries new ways of doing things.	
		25.2 Uses imagination to generate a variety of ideas.	
	■ ▲ ●	25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	
	#26 The child shows confidence.	■ ▲ ●	26.1 Demonstrates increasing self-confidence through interactions with others.
	#27 The child displays persistence and pursues challenges.	■ ▲ ●	27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.
27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).			
#28 The child uses problem-solving skills.	■ ▲ ●	28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.	





# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Physical Development,  
Health and Well-Being (Fine Motor)





## Domain: Physical Development, Health and Well-Being (Fine Motor)

### Domain Vignette:

In her preschool classroom for 3-, 4- and 5-year-olds, Olivia has an art center that is well-stocked with many materials and tools so that children can make their own unique creations, using their imaginations and their fine motor skills to the fullest. She has organized the area in such a way that the children can choose from the shelves the materials that they want to use for their artistic endeavors and can easily put things away when they are finished. Olivia has tubs full of different colors and kinds of papers, fabrics, ribbons, and small objects (such as shells, buttons and sequins). She has a basket filled with different kinds of scissors (including those with outer handles for an adult's hand to guide the child's) and hole punchers. Another basket contains glue sticks as well as clear tape and masking tape. Markers, colored pencils, crayons and pens are available. And, the name cards with the children's names written on them are provided so that children can label their own collages or drawings.

Olivia is watching in the art area today as three-year-old William is working along-side five-year-old Dominic. Dominic is using scissors and snipping tiny pieces of colored paper - then gluing them onto his paper. He picks up each piece using a pincer grasp. Sometimes, it takes him more than one try to do so - but he persists. Periodically, he counts the number of small pieces he has glued onto the paper. "One, two, three..." he continues counting correctly, pointing to each piece until he reaches thirteen - then he says "twenty-teen".

William is also using scissors but is not being successful in cutting the paper he is holding in his hand. He turns the scissors upside down and tries that way with no luck. He puts them in his other hand (his left) and again is not successful. He pounds the table and says to Dominic, "I can't do it!" Dominic stops what he is doing and looks at William with a smile. "Sure you can, Will. Here, I'll help you." Dominic puts the scissors back in William's right hand and places his hand over William's and squeezes the scissors. A few cuts are made. "See, you can do it!" Dominic says. William is beaming with a big smile on his face. "Can I help you glue, Dominic?" William asks. "Sure!" Dominic passes some small pieces of paper to William, gets him a glue stick, and the two work side-by-side. William picks up the pieces by sweeping them off the table into his hand and then drops them onto a place on the paper where he has spread the glue. "Look, Dominic, I did this many." He says. Dominic asks, "How many?" William counts out loud without pointing "One, two, seven, ten! Hurray!" Both boys continue working side by side for ten minutes.

(Both William and Dominic are showing their capabilities in coordinating eye-hand movements. In addition, their capabilities in other domains are evident as well. They are also demonstrating their conversational language skills, understanding of counting and quantity, creativity, cooperation, independence, and focus on a task.)

**Domain Description:**

Developing fine motor skills, the ability to use the small muscles of the hands and fingers, is important as children move into the preschool years and on through kindergarten and elementary school. Many everyday tasks require coordination of these muscles including buttoning and zipping, tying shoes, manipulating small objects, using scissors and other tools as well as using writing implements to draw and write. As children turn three years of age, they tend to use a fist grasp of objects more so than a pincer grasp. Through a variety of experiences with play dough, puzzles, attempts at self-dressing and experiments with cutting, drawing and writing, they become more dexterous and coordinated in their use of their hands and feel less frustration and more success in fine motor tasks.



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

(b)(6)

### **When You Are Observing**

Children show their fine motor skills in many tasks. Be alert and ready to observe when they choose to work with manipulatives like puzzles or connectors or put on their coats to go outside. Even snack time can be a time to see them use their smaller muscles of their hands as they pick up small pieces of food or coordinate their hands to pour juice without spilling.

### **Keep in Mind**

Children do not develop at the same rate or pace, but rather each does so in his or her unique way. Some children have strengths in areas that go beyond their chronological age. And, most have areas that are not as strong. The New Mexico Early Learning Guidelines help early childhood professionals and parents and family members see an individualized picture of each child's capabilities.



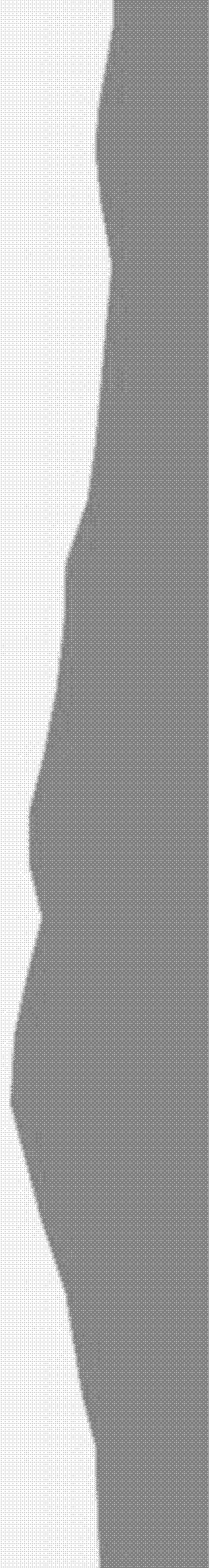




# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Literacy







# Domain: Literacy

## Domain Vignette:

In Cathy’s kindergarten classroom, children have many opportunities to see their names in print as well as expectations to write their names. They sign in each morning and write their names on their papers, drawings and art creations, and on labels for their block buildings or manipulative constructions. Name cards are available throughout the room so that children can easily see the correct formation of the capital and lower case letters in their names. And, names are displayed on the helper chart and on cubbies as well. What has intrigued Cathy is not just how well each child recognizes his or her own name - but also how they are learning to figure out the names of their classmates.

Today, Marianna announced that she was going to make a post office. Cathy offered her some materials to help: envelopes, different kinds of paper and stationery, many kinds of writing tools (pens, pencils, markers, crayons), stickers for stamps and an ink pad and stamp for cancelling postage. “We need a mail box,” Marianna said. Cathy replied, “Hmmm. I wonder how we could make a mailbox?” Several children volunteered and began to call out what was needed. Cathy found a small, cardboard box. Joshua said, “We’ll need a red flag to show there’s mail,” and went to the art area with Peter to make one. Tatiana helped Marianna organize all of the writing materials at a table. And, Cathy worked with Drew and Jose’ to fix up the mail box. “Should it say ‘U.S. Mail?’” she asked them. They both nodded - and worked with her to sound out the letters needed on the box as Cathy wrote them. Joshua and Peter returned with a red flag and tape and affixed it to the box.

“Okay, everybody,” Marianna announced. “If you want to write a letter you have to come over here to the table. But if you want to mail it, you have to put it in the box. Then, the mailman will deliver the letters at circle time.” “I want to be the mailman,” Jose’ said. Cathy asked him what he would need to be a mailman. “I need a hat and a bag.” And the two of them went off to the dramatic play area to find the necessary items. “Mrs. Cathy, Mrs. Cathy,” some of the children at the letter-writing table called out. “How do you spell ‘Kevin’? How to you write ‘my friend?’” As they sat waiting for Cathy to come over, Tatiana said, “I know. Let’s get the name cards.” She found them at the sign-in table and brought them over. “Here’s Kevin’s name.” She gave it to Joe who had asked. “Who’s your friend?” she asked Lilly. “You are!” Lilly replied. So, Tatiana gave her name card to Lilly.

The children’s letters looked like this: on the stationery they wrote their own name; and on the envelope they wrote the name of their friend. Some added to their letters including drawings of hearts, suns, animals and people. Some wrote the word “love”. Letters were sealed in the envelopes. Stamps were affixed. And, the letters were “mailed” in the mail box. Sure enough, at circle time, Jose’ was wearing a police hat from dramatic play (“But I’m really a mailman” he assured everyone) and carried all of the letters in a large tote bag. He delivered the letters to the children named on the envelopes asking for

help when he couldn't decipher the writing. This post office play continued on and off for several weeks in Cathy's kindergarten classroom. Cathy made it more challenging by adding children's last names to a set of name cards. The children then wrote both first and last names much of the time on their letters and envelopes.

(The children are showing many of their capabilities in the Literacy domain including: listening and conversing, understanding and using concepts of print and writing meaningful print. In addition, their capabilities in other domains are evident as well. They are also demonstrating their creativity, their cooperation to extend a theme and expand on interests, their initiative, their ability to role play to re-enact real-life roles and to focus on a task.)

### **Domain Description:**

Literacy encompasses all of the language arts: listening, speaking, reading and writing. In the preschool and kindergarten years, children learn skills that will be the foundation for their use of language throughout their lives. These skills will help them develop both receptive and expressive vocabularies as well as learn to read and to communicate through writing. Young children learn language by listening to others and further refine their vocabulary and understanding of the world around them by listening to a variety of books and stories. They begin to notice the sounds of language and may play with conventions such as rhyming or identifying similar sounds. They socialize through spoken language and learn to express their needs, wants, feelings and thoughts so that they can interact with others in satisfying ways. Their home language is their primary one. As teachers interact with children and families, respect and special attention is given to the home language so that each child can demonstrate his or her competence in listening and speaking to the fullest. As they listen and learn to talk, and as they are exposed to books and other reading experiences, they learn that words are meant for communication, that words represent things, ideas, feelings and that words help us organize our thoughts.

Children observe adults as they read and write and imitate their actions. Memorizing favorite stories, using picture and context clues, and beginning to notice the characteristics of written language (both letters and words) are all part of the foundational skills that will help them become able to decode written language for themselves in the elementary years. The more exposure to reading experiences such as listening to stories and enjoying rich children's literature, the more their love of reading and comprehension skills will develop. Imitating adult writing through scribbling, forming written marks and shapes, and eventually letters and words, leads to asking how words are spelled and attempting to use writing processes to represent their thoughts and ideas and to communicate with others. And, the home language may be the first and most developed in regards to reading and writing, as well. Teachers provide as many resources as possible in children's home languages.



Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again

(b)(6)

### When You Are Observing

Teachers observe children all the time. Even when they are interacting with children, helping them find materials, spell words, or complete a task, teachers are taking in information about what each child is doing. To be an effective observer and to remember what each child did and or said, teachers need to write down their observations. They can't possibly document *everything* they observe - so they choose observations that are most informative - perhaps the first time a child did something; or a time a child was challenged; or a time that represents what the child typically does.

### Keep in Mind

Families transmit values, beliefs and a sense of belonging to their children. Because they do so primarily through their language, support of the development of home language is strongly encouraged by all involved in relationships with the child and his or her family. Assessment of language must be done in the language of the home.



**Essential Indicators**  
**Domain: Literacy**

**Outcome #5: The child demonstrates development and expansion of listening skills.**

**Indicator 5.1 (Essential Indicator #2): Listens with understanding to directions and conversations.**

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)
Responds appropriately to simple commands (i.e., Stop, Sit down)	Follows through with one clear, simple direction with adult help (i.e., put this in the trash, get your coat)	Follows through with one clear, simple direction. (i.e., put this in the trash, get your coat)	Follows through with two clear, simple directions that involve a sequence of actions.	Follows through with more than two directions that involve a sequence of actions.	Follows through with more than 2 directions that become increasingly complex and may be accomplished over longer periods of time and responds to one part of a conversation appropriately	Follows increasingly complex directions and maintains the thread of a conversation with two appropriate responses	Follows increasingly complex directions and maintains the thread of a conversation with more than two appropriate responses



**Essential Indicators  
Domain: Literacy**

**Outcome #5: The child demonstrates development and expansion of listening skills.**

**Indicator 5.3 (Essential Indicator #3): Hears and discriminates the sounds of language in words to develop phonological awareness.**

3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics	
<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplished for 3's (First Steps for 4's)</b>	<b>Making Progress</b>	<b>Accomplished for 4's (First Steps for K)</b>	<b>Exceeds for 4's</b>
Participates in stories, songs and fingerplays with rhyming words or word patterns	Repeats rhyming words or word patterns in songs, poems and/or stories	May recite simple and familiar chants and rhymes or repeat alliterative language; does not make up own	Makes up own chants and rhymes and/or knows the beginning sound of his or her name	Is starting to make letter-sound associations	Makes many letter-sound associations with beginning consonants and compares sounds of words for rhyming or alliteration with adult assistance
					<b>Making Progress</b>
					<b>Accomplished for K (End of K)</b>
					Consistently makes many letter-sound associations with beginning and ending consonants and compares sounds of words for rhyming or alliteration independently

**Essential Indicators  
Domain: Literacy**

**Outcome #6: The child communicates experiences, ideas and feelings through speaking.**

**Indicator 6.1 (Essential Indicator #4): Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.**

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)	
Combines signs or words to describe what they are doing (i.e., "I jump").	Combines 3 signs or words following the subject-verb-object word order	Uses 3-4 word sentences to express self	Uses 5-6 word sentences to express ideas	Uses complex questions and/or statements of 7 or more words to present and get information	Uses 2 connected sentences to express ideas and reply with relevant information to questions and comments of others	Uses 3 connected sentences to express ideas and reply with relevant information to questions and comments of others	Uses 4 connected sentences to express ideas and reply with relevant information to questions and comments of others	



**Essential Indicators**  
**Domain: Literacy**

**Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills**

**Indicator 7.1 (Essential Indicator #5): Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.**

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)	
Shows interest in listening to an adult read a book (not necessarily listening to the whole book) and/or looks at books	Asks to listen to or look at the same story again and again	Listens to an adult read a book or chooses to look at books alone or with others less frequently than every day	Listens to an adult read a book or chooses to look at books alone or with others almost every day, making comments about illustrations	Listens to an adult read a book or chooses to look at books alone or with others almost every day and/or looks at books using the illustrations to tell the story and/or following along with familiar text (may not be accurate)	Selects a book to read or listen to, based on favorite author or topic of interest. Gives reasons for liking or disliking a book	Selects books to read or listen to of increasing length and variety, with adult assistance, to obtain purposeful information (Example: looks for books identifying bugs following a nature walk.)	Independently selects books to read or listen to of increasing length and variety to obtain purposeful information	

**Essential Indicators**  
**Domain: Literacy**

**Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills**

**Indicator 7.2 (Essential Indicator #6): Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.**

3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics	
<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplished for 3's (First Steps for 4's)</b>	<b>Making Progress</b>	<b>Accomplished for 4's (First Steps for K)</b>	<b>Exceeds for 4's</b>
Relates story content to own experiences, i.e., "Look, a dog"	Uses own experiences to make comments that may or may not follow along the story line	Listens to stories and responds by pointing to pictures, turning pages, and/or asking simple questions	Listens to stories and responds by asking related questions and/or making pertinent comments	Listens to stories and responds by asking related questions and/or making predictions or retelling stories read	Role plays main events of a story with puppets or other props
					<b>Making Progress</b>
					<b>Accomplished for K (End of K)</b>
					Answers questions that show comprehension of a story, including problems, solutions; fantasy vs. realism; cause and effect
					Demonstrates sense of story by identifying beginning, middle, end; characters; and details of plot



**Essential Indicators**  
**Domain: Literacy**

**Outcome #7: The child engages in activities that promote the acquisition of emergent reading skills**

**Indicator 7.4 (Essential Indicator #7): Progresses in understanding and using concepts of print.**

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)
Identifies print in the environment, i.e., asking "What's that say?"	Identifies own name as a whole	Recognizes that letters of the alphabet can be individually named	Recognizes some of the letters in his or her own name	Recognizes letters in his or her own name and in those of classmates as well as in environmental print	Recognizes and names most upper and lower case letters	Recognizes and names all upper and lower case letters	Recognizes some common words and environmental signs by sight

**Essential Indicators**  
**Domain: Literacy**

**Outcome #8: The child engages in activities that promote the acquisition of emergent writing skills.**

**Indicator 8.3 (Essential Indicator #8): Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.**

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)
Makes marks or scribbles in addition to drawings	Makes marks or scribbles in response to adult suggestions for writing	Makes marks or scribbles and identifies them as writing	Purposefully makes marks, scribbles and/or letter-like shapes identifying the writing as words or print in the environment	Shows increasing control of the writing tool as seen in the formation of letter-like shapes, forms of pretend cursive writing and some letters. May write some words or names.	Writes own first and last name and many additional letters of the alphabet	Writes words using inventive (emergent) spelling with some correct letters and some approximations	Writes some simple words using standard spelling in combination with inventive (emergent) spelling



# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Numeracy





## Domain: Numeracy

### Domain Vignette:

Two four-year-old boys, Luis and Matthew, were building in the block area. Luis had a measuring tape hanging over his shoulders. Matthew enclosed a space with layers of long wooden blocks. “This is for the lions so they can’t get out,” Matthew said. Luis passed more blocks to Matthew as he stacked, then started building a low wall off to the side of the lions’ cage. “Look, Matt, this is gonna be really long,” Luis said. Their teacher, Tina, was sitting on the floor nearby. Luis said, “Look, Tina, this is the road so the guys can bring the food to the lions.” Tina replied, “That is a long road, Luis. And, I see you have your measuring tape. Are you going to measure it to see how long it is?” Luis took the measuring tape off his shoulders and laid it down along the road. “Thirty-four!” he called out. “How did you know it was thirty-four?” Tina asked. “I just know,” Luis answered. “How about we lay it down with the number one at this end and hold it straight?” Tina suggested. Together they pulled the measuring tape taut and looked at the number at the other end of the road. “Twenty-six! Hey, Matt, it’s twenty-six!” Luis said. “Come do this one,” Matt said, pointing to the wall of his lion cage. “Where will the end go when you measure up and down instead of on the floor?” Tina asked. Again, she assisted as they figured out the best way to measure. Several other structures were built and measured. And Tina suggested that the boys might like to label those structures with their lengths and heights. They created signs with the numerals on them and taped them to each of the structures. “How do you write *inches*?” Luis asked and wrote the letters as Tina sounded them out for him. “I want to write ‘Watch out for the lions!’” Matthew said. And Tina helped him figure out the letters needed for his sign as well. (from Gronlund, 2010, Developmentally Appropriate Play: Guiding Young Children to a Higher Level, pp. 149-150)

(Both Luis and Matthew are showing their capabilities in the Numeracy area of measurement. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding in a conversation, to hear and discriminate the sounds of language, to represent meaningful words in print, to communicate ideas through creative activities, to interact with other children, to try new experiences, and to focus on a task.)

### **Domain Description:**

Numeracy encompasses mathematical thinking as it is applied in meaningful and purposeful experiences in everyday life. Understanding of number and quantity is essential and goes beyond counting in depth and breadth. Children need many experiences with number and real objects to determine the constancy of quantities. Figuring out the numerical system happens as children learn to count one by one as well as see the patterns in the numeric tens system. And Numeracy involves the symbolic representation of number.

Exploring geometry by recognizing shapes and patterns in the world around them is an important part of children's growing mathematical understanding. And, making comparisons related to size are the first steps in learning about measurement. Mathematics includes organizing information into categories, seeing relationships between objects and identifying patterns, quantifying data and solving problems involving time, space and number. Children come to understand these concepts as they work with a variety of hands-on materials and engage in daily life routines such as cooking and cleaning up.



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

(b)(6)

### When You Are Observing

Remember to write down the facts: what you see children do and hear them say! When documenting observations, teachers keep their opinions and judgments out of their written descriptions. In this way, they collect factual evidence to support conclusions about the child's performance. They come to those conclusions after multiple observations of the child in action so that they are sure they know the child's capabilities well.

### Keep in Mind

Young children learn by doing. Play and active learning are the best strategies to enhance young children's development. Numeracy can be imbedded in many playful activities and is best addressed through hands-on exploration with actual materials.



**Essential Indicators  
Domain: Numeracy**

**Outcome #9:** The child understands numbers, ways of representing numbers and relationships between quantities and numerals.

**Indicator 9.2 (Essential Indicator #9):** Uses number and counting as means for solving problems and determining quantity.

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)
Imitates counting of objects by counting aloud with no relationship to the objects at hand	Lines up or sorts objects, one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block)	Begins to assign a number when pointing to each item while counting	Correctly assigns a number to each item while counting five or fewer items using one to one correspondence	Correctly assigns a number to each item while counting 6 to 9 items using one to one correspondence	Child correctly assigns a number to each item while counting 10 objects using one to one correspondence	Child correctly assigns a number to each item while counting 11 to 19 objects using one to one correspondence	Child correctly assigns a number to each item while counting 20 or more objects using one to one correspondence



**Essential Indicators**  
**Domain: Numeracy**

**Outcome #10: The child demonstrates understanding of geometrical and spatial concepts.**

**Indicator 10.1 (Essential Indicator #10): Recognizes, names, describes, compares and creates familiar shapes.**

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)	
Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles)	Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help	Distinguishes familiar shapes from one another	Identifies some familiar shapes by name in various circumstances	Describes and compares characteristics of shapes and creates them with a variety of materials	Compares and sorts objects of familiar geometric shapes by common attributes and states reasons for grouping (e.g., shape, size, number of corners)	Describes, identifies, models, draws and/or creates common 2 dimensional geometric objects (with increasing accuracy (example: circle, triangle, square, rectangle, oval, rhombus)	Describes, identifies, models, draws and/or creates common 3 dimensional geometric objects with increasing accuracy ( example: cube, sphere, cone)	

**Essential Indicators  
Domain: Numeracy**

**Outcome #11: The child demonstrates an understanding of non-standard units to measure and make comparisons.**

**Indicator 11.3 (Essential Indicator #11): Demonstrates emerging knowledge of measurement.**

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)	
Identifies objects as big or small	Compares using language or gestures related to size (i.e., bigger, taller, longer, shorter, smaller)	Identifies objects that are similar in size	With assistance, makes direct comparisons of length, weight, volume, height or area of materials or objects in the environment	Uses measurement to explore length, height, or weight, using standard or non-standard base of measurement	Uses appropriate vocabulary with adult assistance to describe length, height, weight and time	Describes and compares with increasingly accurate vocabulary length, height, weight and time concepts. (example: Length -shorter, longer, taller; Volume - full, empty; Weight - heavy, light; and Time - before, after, morning, afternoon, days of week)	Describes and compares with increasingly accurate vocabulary length, height, weight and time. Records the results of such measurement comparisons.	









# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Aesthetic Creativity





# Domain: Aesthetic Creativity

## Domain Vignette:

Austin (three-years-old) was playing in the dramatic play area. He draped several scarves around his neck, put a hat on his head and a bag over his shoulder. “Hey, teacher, want to see my angry dance?” He then began to stomp his feet and sing at the top of his voice, “I’m mad! Not sad. I’m mad!” He marched around the room continuing to sing and stomp until he reached the balance beam. He stopped singing and climbed onto the balance beam, walking carefully without falling across it. When he stepped off, he resumed his “angry dance and song” until he came to the teacher. “See?” he said. “That’s the angry dance. You have to make your face look like this. My Mom showed me. Sometimes we do a sad dance, too. Then you look like this.” He made a sad face and returned to the dramatic play area.

(Austin is showing his capability to creatively express feelings through movement and song. In addition, his capabilities in other domains are evident as well. He is also demonstrating his ability to use gross motor control, coordination and balance, to converse in his home language, to share information about his own family, to play alone and to take initiative.)

## Domain Description:

The arts provide a vehicle and an organizing framework for children to express their ideas, knowledge and feelings. Music, movement, drama, and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that are aesthetically pleasing and simultaneously convey meaning.

Through experimenting with sounds, colors, forms, motion, and words, children communicate in ways that are distinctly their own and that reflect their unique approaches to learning. Each painting, dramatic play scenario, and improvised tune provides teachers and families with insights into a child’s interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.



Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again

(b)(6)

### When You Are Observing

Young children demonstrate their skills in many ways, but rarely in isolation. They often combine and integrate what they know and can do and apply concepts and skills as they go about creating a painting, building a structure, acting out a role-play or trying to put together connecting blocks. Teachers are looking for the ways that children use and apply their skills and understandings and document their observations with written descriptions, photographs and work samples. The photo of the block construction along with a description of how the child went about building it is a wonderful way to capture a child's capabilities!

### Keep in Mind

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. A cycle of observation, reflection, planning and implementation is the basis for all curricular planning. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.



**Essential Indicators**  
**Domain: Aesthetic Creativity**

**Outcome #13: The child demonstrates appreciation for the arts (movement, music, visual and dramatic).**

**Indicator 13.1 (Essential Indicator #13): Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).**

3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics	
<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplished for 3's (First Steps for 4's)</b>	<b>Making Progress</b>	<b>Accomplished for 4's (First Steps for K)</b>	<b>Exceeds for 4's</b>
Participates in simple creative activities for sensory experience and/or exploration	Participates in more complex creative activities for sensory experience and/or exploration	Communicates one simple idea or feeling through creative activities	Communicates two ideas or feelings through creative activities	Communicates a more complex combination of ideas or feelings through creative activities	Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., drawing or painting to represent the sounds of music; creating props to accompany a dramatization)
					Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization)
					Communicates details about personal creations that show understanding of the medium with adult help (i.e., describing volume of music, color and form of a painting, representation in dance moves, or story line in dramatization)
					Communicates details about personal creations that show understanding of the medium with minimal adult help (i.e., drawing or painting to represent the sounds of music; creating props to accompany a dramatization)





# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Scientific Conceptual Understandings





# Domain: Scientific Conceptual Understandings

## Domain Vignette:

In his preschool classroom, Jeff noticed that the children's block play was not quite as complex as it had been in the past. He had taught the children how to make ramps with the blocks and watched them as they rolled cylindrical blocks and various small vehicles down them. But they didn't seem to know what else to do at that point. And only a few children remained with the activity for any length of time. Jeff decided to introduce a challenge at the block area and see whether that might bring about higher levels of engagement.

As he introduced the play areas and activities the next day, he posed this question to the group: "In the block area today, I have a challenge for you. If we changed the surface of the ramps you've been building, I wonder if that will change how far and fast things roll down your ramps? I'll need people who are interested in this challenge to choose blocks and come see what materials I have to challenge your thinking." At the block area, he helped the children get two ramps built quickly. Then, he showed them the following items: aluminum foil, a carpet mat, a large piece of sandpaper, and a piece of satin fabric. Jeff said, "My challenge to you is: what do you think will happen if we place these different textures on the ramps? Will our blocks and cars roll faster and farther? Or slower and not as far?" The children felt the textures, made predictions, and conducted experiments to see what would happen. Jeff was able to keep this challenge going throughout the week so that all of the children who were interested in participating had an opportunity to do so. He helped them throughout, and even kept a chart recording their findings. (from Gronlund, 2010, Developmentally Appropriate Play: Guiding Young Children to a Higher Level, pp. 156-157)

(Through this experience, the children are showing their capabilities in the Scientific Conceptual Understandings area of sensory investigation, making predictions and forming hypotheses. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding to directions, to converse in their home language, to use measurement vocabulary, to try new experiences, and to focus on a task.)

## Domain Description:

For young children, the world is their laboratory. They explore nature and learn about physical properties. They wonder at the night sky and make observations about changes in the weather. They use their senses to explore and experience the capabilities of their own bodies. They observe, question, investigate and interpret the infinite possibilities of the world around them. In preschool and kindergarten, foundational scientific skills are developed as children have varied opportunities to observe, manipulate, listen, reflect, problem solve, make inferences and draw conclusions. They begin to develop hypotheses and set up experiments to learn scientific concepts and build understanding of their world.



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

(b)(6)

### When You Are Observing

Tying observations to the Early Learning Guidelines helps teachers determine what the child *can* do and what's next in developmental expectations. By knowing what comes next in the continuum, a teacher can plan activities that challenge the child at just the right level for him or her. Then, she can provide scaffolding and support to help the child move towards those next steps. The Early Learning Guidelines are the criteria by which teachers can determine what their observations are telling them about each child's performance and plan curriculum accordingly.

### Keep in Mind

From birth through the kindergarten year, young children are growing, developing and learning. They are gaining foundational skills that will serve them as they move into more rigorous and focused academic learning in the elementary school years. They do so within the context of relationships with family members and primary caregivers, feeling safe and secure and therefore, willing to try new things, take risks and gain new skills.



**Essential Indicators**  
**Domain: Scientific Conceptual Understandings**

**Outcome #14: The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.**

**Indicator 14.1 (Essential Indicator #14): Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.**

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 with materials of different textures (e.g., sand, water, leaves) with adult encouragement	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	Uses obvious sensory information to explore the world, reacting more physically than verbally	Uses one sense (such as sight only, or smell only) in a sensory experience, making 1-2 simple comments describing the experience	Uses 2 or more senses (such as both sight and smell, or both hearing and touch) to explore the world and makes 1 or more detailed comments describing sensory experiences	Conducts small hands-on /multi-sensory experiments with adult guidance and uses observation and verbal questioning and comments to investigate and draw conclusions	Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, dictations, and numbers or symbols on graphs and charts	Conducts small hands-on/multi-sensory experiments with adult guidance and records observations and conclusions through pictures, drawings, dictations, and numbers or symbols on graphs and charts

**Essential Indicators**  
**Domain: Scientific Conceptual Understandings**

**Outcome #14:** The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.

**Indicator 14.3 (Essential Indicator #15):** Makes predictions and forms hypotheses.

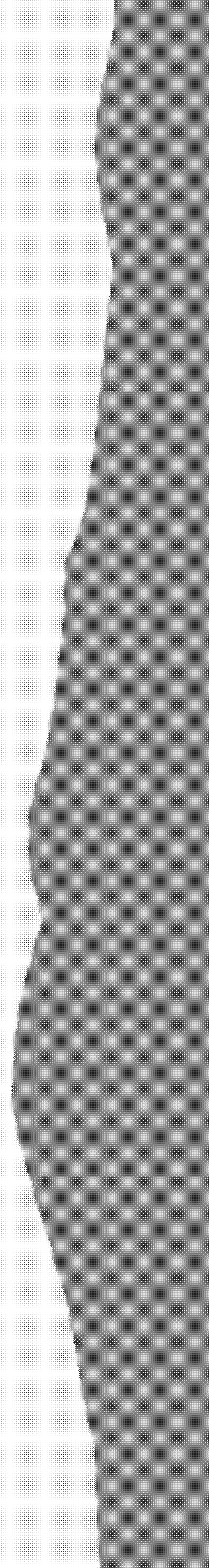
3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics	
<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplished for 3's (First Steps for 4's)</b>	<b>Making Progress</b>	<b>Accomplished for 4's (First Steps for K)</b>	<b>Exceeds for 4's</b>
Asks "why" and other simple questions for adult explanations about things observed	Asks "why" and other simple questions for adult explanations about things observed and explored through additional senses	In a science or nature experiences, guesses at what will happen next with no relation to the experience	In a science or nature experience, makes a prediction or guess that is related to the experience	In a science or nature experience, makes one or more predictions and gives reasons for predicted result	Develops plans with teacher assistance for testing prediction or hypothesis, and tries out ideas
					<b>Making Progress</b>
					<b>Accomplished for K (End of K)</b>
					Develops alternative hypothesis based on testing results when initial prediction/hypothesis is found to be inaccurate
					Independently develops plans for testing prediction or hypothesis, and tries out ideas
					Develops plans with teacher assistance for testing prediction or hypothesis, and tries out ideas



# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Self, Family and Community







# Domain: Self, Family and Community

## Domain Vignette:

Sarine, an English speaker, announced to her friends, Melissa and Tina, that they were going to have a birthday party. They often played together with Sarine in the play leader role. All three girls spoke English. Tina was bilingual and Sarine spoke a little Spanish. Dominga, the assistant teacher, was nearby and commented in Spanish about the girls' plans. "You be the birthday girl," Sarine said to Dominga. Dominga sat down at the table in the play kitchen and the girls adorned her with scarves and jewelry. Soon other children joined the party. Many of them spoke only Spanish. Play food items, pots and pans, dress-up clothes, and other items from around the classroom were piled on the table in front of Dominga as her presents. Finally, Dominga said, "No mas," and led the group in singing "Las Mañanitas," the birthday song in Mexico. Dominga thanked everyone in both English and Spanish for her beautiful gifts and party. Then, the children spent time putting everything back in its place. (from Genishi and Dyson, 2009, Children, Language and Literacy: Diverse Learners in Diverse Times, pp. 61-62)

(The children are showing their capabilities in the area of Self, Family and Community including their expression of cultural influences from their families, playing and interacting with other children and caring for group possessions. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to converse in their home language, to be creative and to role play real-life experiences.)

## Domain Description:

The Self, Family and Community Domain encompasses what is traditionally learned in social studies experiences in the elementary years. For young children, their foundation for learning in social studies begins with their personal experiences and understanding of their relationship to home and family. Culture, heritage, home language, values and traditions all play very important roles in the child's growing sense of self. As they move on in the preschool and kindergarten years, their understanding moves beyond just self and family and gradually expands to include the people they meet in their school, neighborhood, community and the larger world.

This domain includes social and emotional development which is critical to lifelong learning and well-being. Research clearly indicates that children who develop self-confidence and positive social skills early in life are more successful learners later on (The National Academies, *Eager to Learn*, NRC, 2001a; *Neurons to Neighborhoods*, 2000; Katz & McLennan; Ladd, 1990). This competence is nurtured in an environment that affirms children as individuals and as participants in their community helping them to learn to get along with others and demonstrate personal responsibilities.



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

(b)(6)

### **When You Are Observing**

Teachers learn about children by observing them in action in many situations and experiences. And parents and family members can contribute information to a teacher's observations. Talking with families can be very helpful in learning more about the child's experiences outside of the early childhood program. Home visits can broaden the perspective of the early childhood professional and help her to learn more about the family's culture and values. Sensitivity and respect for family members' goals for the child will help build a partnership that will benefit the child.

### **Keep in Mind**

Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and teachers is critical to children's academic success and later school achievement. Teachers give families the information they need to support their children's learning and development. Creating partnerships with families is a way to insure that children are provided with the best learning experiences at home and at school.



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

**Outcome #17: The child exhibits self-awareness.**

**Indicator 17.4 (Essential Indicator #16): Expresses cultural influences from home, neighborhood and community.**

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)	
Identifies family members	Names family members	Shares information about own family members	Shares information about his or her community (such as school, neighborhood, and/or church)	Begins to share information about his or her family's cultural knowledge, beliefs, values and/or customs (beyond common holiday traditions)	Frequently shares information about his or her family's cultural knowledge, beliefs, values and/or customs (beyond common holiday traditions)	Identifies family customs and traditions and explains their importance (beyond common holiday traditions)	Begins to show interest in and appreciation for other people's customs, beliefs and/or values	

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

**Outcome #19: The child demonstrates personal responsibility.**

**Indicator 19.1 (Essential Indicator #17): Cares for personal and group possessions.**

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)
Responds to directions from adults to put items away or to be careful with group possessions some of the time	Responds to directions from adults to put items away or be careful with group possessions most of the time	Places personal items in own cubby (backpack, jacket, shoes, etc.) and participates in clean-up time with adult help	Places personal items in own cubby without assistance (but may need reminding) and participates in clean-up time with some independence and some adult help	Places personal items in own cubby without assistance and participates in clean-up time independently (without adult help) almost every day	Routinely demonstrates responsibility for care of classroom environment	Engages peers to assist with care of classroom environment	Consistently shows respect for classroom property and the possessions of others by exercising reasonable care and returning found items to their proper places/owners





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

**Outcome #20: The child works cooperatively with other children and adults.**

**Indicator 20.2 (Essential Indicator #19): Uses and accepts negotiation, compromise, and discussion to resolve conflicts.**

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)	
Waits for something he or she wants to have or do only with adult help	Can wait for something he or she wants to have or do without adult help some of the time	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance	With teacher guidance generates own ideas of appropriate ways to handle conflicts and comes to an agreeable solution	Tries to work through conflicts with peers in appropriate ways (may or may not end up needing teacher help)	More frequently initiates and successfully completes conflict resolution with minimal adult assistance	Typically initiates and completes peer-to-peer conflict resolution successfully, independent of adult assistance	Consistently initiates and completes peer-to-peer conflict resolution successfully, independent of adult assistance	



# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Approaches to Learning





## Domain: Approaches to Learning

### Domain Vignettes:

Three four-year-old boys were invited by their teacher, Gina, to sort colored bears into round sorting trays with multiple compartments. As long as she was there with them, they cooperated in the sorting activity, talking about the colors of the bears as they sorted them. As she moved on after five or six minutes to help in another area of the classroom, their interaction with the bears changes. “Hey, I know,” says Alec. “Let’s see who can throw them into the tray!” The boys move the trays to the opposite end of the table and begin to throw the bears. Their initial throws involve aiming for the small compartments. As bears fly across the table and land in the compartments, some of them bounce out again onto the table from the force of the throw. The boys laugh hysterically, and continue to throw the bears harder and harder. Their laughter grows louder by the minute. Soon, bears are flying across the table and onto the floor. The boys’ laughter is high-pitched. They pound on the table and lay across it as each bear lands. (Gronlund and James 2008, 50)

Gina moves across the room and says to the boys, “It’s gotten very loud over here. And I see that you’re throwing the bears instead of sorting them.” The boys stop throwing but still giggle. She continues, “It looks to me like you wanted to do something different with the bears. That’s okay. But throwing them into these small compartments probably isn’t safe. What are some other things that you might do with the bears?” The boys look at her blankly, and Noah says, “I don’t know.” Gina says, “I wonder if you might like to practice throwing with something else, like beanbags and soft balls. We could set up a hoop as the target over there across the room. You could try throwing from different distances and see how many times you could get the beanbags and balls inside the hoop. What do you think?” Noah and his friends yelled out, “Yeah! Let’s do that.” Gina suggested that they clean up the bears first, then help her get out the throwing items and hoop. She then supervised as they played the throwing game. (from Gronlund, 2010, Developmentally Appropriate Play: Guiding Young Children to a Higher Level, pp. 83-84)

(The boys are showing their capabilities in the area of Approaches to Learning including their interest in exploring the environment and developing independence that still needs some adult help. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to sort and classify objects, to use negotiation and conflict resolution (again with adult help) and to throw objects.)

### **Domain Description:**

Approaches to learning include the ways in which a child acquires and understands knowledge and applies that knowledge in meaningful ways. The child's dispositions to try new things, to take initiative and to stay with a task even in the face of challenges are all essential elements of success for students in academic endeavors. Preschool and kindergarten children are beginning to develop these dispositions as they enter into school experiences and learn more about themselves as learners.

Each young child's approaches toward learning are unique. Cultural background and experiences contribute to a child's approach to tasks and should be validated and respected. A well-planned learning environment, carefully designed activities, and positive teacher/child interactions support children's willingness to explore their environment, try new experiences and gain persistence in completing projects. Adults must insure that every child has the opportunity to develop their knowledge and skills to a new level of mastery.



Watch & Listen

Ask & Wonder

Reflect & Plan

Implement & Watch Again

(b)(6)

### When You Are Observing

Some of the indicators in the Early Learning Guidelines can be observed quickly by teachers. And the child's performance can be documented with a checkmark or a "Yes" or "No." Other indicators must be observed multiple times so that a teacher can build a case about how the child goes about showing that set of skills or capabilities. The documentation for these indicators will include written descriptions of what the child did and/or said and may be accompanied by a photograph or work sample. It's important for teachers to think about which indicators are best documented in these different ways.

### Keep in Mind

Every child needs consistent, predictable, reliable and responsive adults who are available to them both emotionally and cognitively. Nurturing and responsive relationships provide the foundation for healthy growth and development. They help children develop a sense of security and trust. Preschoolers and kindergartners learn with caring adults guiding and facilitating play and investigative experiences, as well as large and small group activities.



**Essential Indicators**  
**Domain: Approaches to Learning**

**Outcome #23: The child is open and curious to learn new things.**

**Indicator 23.2 (Essential Indicator #20): Shows interest in exploring the environment, learning new things and trying new experiences.**

3-Year-Old Rubrics		4-Year-Old Rubrics		Kindergarten (5-Year-Old) Rubrics	
<b>First Steps</b>	<b>Making Progress</b>	<b>Accomplished for 3's (First Steps for 4's)</b>	<b>Making Progress</b>	<b>Accomplished for 4's (First Steps for K)</b>	<b>Exceeds for 4's</b>
Explores new objects while playing	Explores new objects while playing and identifies favorite, familiar activities	Shows interest in exploring the environment often choosing favorite, familiar activities, trying new experiences only with adult encouragement	Shows interest in exploring the environment choosing favorite, familiar activities and trying 1-2 new experiences independent of adult encouragement	Shows interest in exploring the environment often trying new experiences independent of adult encouragement	Initiates an ongoing interest in finding out more about own environment and trying new experiences
					<b>Making Progress</b>
					<b>Accomplished for K (End of K)</b>
					Independent of adult assistance, organizes a small group to explore the environment for a specific purpose, or to complete a specific task
					Partners with another child to expand interests and experiences



**Essential Indicators**  
**Domain: Approaches to Learning**

**Outcome #24: The child takes initiative.**

**Indicator 24.2 (Essential Indicator #21): Develops increasing independence during activities, routines and play.**

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)
Starts activity only after an adult makes suggestions	Starts activity after an adult makes suggestions, some of the time	Needs extensive adult help during activities, routines and play	Needs less adult help during activities, routines and play	Self-initiates activities and play and shows increasing independence in routines calling on adults when help is needed	Demonstrates independence during activities, routines, classroom transitions and play most of the time	Assists others during activities, routines, transitions and play before calling on adult for help	Creates own plan or routine; selects materials and sustains attention until project/task is completed

**Essential Indicators**  
**Domain: Approaches to Learning**

**Outcome #25: The child exhibits imagination and creativity**

**Indicator 25.3 (Essential Indicator #22): Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.**

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)
Interacts with dolls, stuffed animals or props in pretend play	Adds dress-up clothes or other items to pretend play	Imitates real-life roles and experiences in simple role plays	Incorporates 1-2 social behaviors observed in adults and expression of 1-2 feelings in role playing real-life roles and experiences	Incorporates more than 2 social behaviors and/or expression of more than 2 feelings when role playing real-life roles and experiences so that a more complex story is dramatized	Communicates feelings and tries out social behaviors with other children	Communicates feelings and tries out social behaviors with other children and begins to sustain the role play across more than one day	Communicates feelings and tries out social behaviors with increasing self regulation in dramatic play situations with other children and makes plans to sustain the role play across more than one day









# Preschool and Kindergarten Early Learning Guidelines

## Essential Indicators with Rubrics

Domain: Physical Development, Health and  
Well-Being (Gross Motor)





# Domain: Physical Development, Health and Well-Being (Gross Motor)

## Domain Vignette:

Ms. Hernandez's prekindergarten class had been doing an Eric Carle study - reading many of his books again and again, acting out the stories with puppets and other props and making watercolor and tissue paper collages in his artistic style. Although all of the books were popular, The Hungry Caterpillar was the favorite of most of the children.

Today, Taryn asked if she could take the basket of books outside at play time. Ms. Hernandez suggested that she bring a blanket and set up a reading corner under the shade of the oak tree in the yard. Taryn and Kimberly took the lead in doing so and sat under the tree looking through the books and talking quietly. Soon, several other children joined them. Ms. Hernandez stood nearby, watching and listening as the children looked at the books and discussed them. "See, the caterpillar has to eat all of this food before he can become a butterfly," Michael said. "No, he has to make a cocoon," Taryn replied, turning to the page that shows the spinning in action. "Yeah, but I don't think he'd eat an ice cream cone, do you?" asked Kim. All the children laughed. "Hey, I know. Let's play a Hungry Caterpillar game!" Taryn suggested. "We'll do it just like Duck, Duck, Goose - only you have to say 'Caterpillar, Caterpillar, Butterfly.'" The group stood up and Kim said, "Everybody skip just like me." They all skipped, galloped or ran over to the area of the playground where a large circle was painted. "You have to sit on the circle, remember? Just like when we play other games," Taryn said. "I get to go first," Michael announced. He walked around the circle, tapping each child on the head saying "Caterpillar, Caterpillar" until he chose his "butterfly" then he ran and galloped quickly back to his spot. The game continued for ten minutes and then the group wandered back to look at books again in the shade of the tree.

(The children are showing their capabilities in the area of Gross Motor development including their body coordination in running, galloping and skipping as well as exhibiting balance and spatial awareness in a group game. In addition, their capabilities in other domains are evident as well. They are also demonstrating their ability to listen with understanding in conversations, use their home language, demonstrate interest in books and their comprehension of familiar stories, identify shapes, and interact with other children.)

**Domain Description:**

Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. Gross motor control or large muscle movement refers to such characteristics as balance, coordination, purposeful control and stability of body movements and functions. Given opportunities both indoors and out to explore their world, children develop agility and strength as well as general body competence and overall autonomy. The goal for all children is full participation. Good physical health and motor development allow for full participation in learning experiences. Children with a disability receive special accommodations which permit them to participate fully at his or her level.



(b)(6)

### When You Are Observing

In order to observe and document the indicators in the New Mexico Early Learning Guidelines, teachers may need to set up opportunities for children to demonstrate them. Rather than doing so only through on-demand tasks, teachers can provide materials that encourage children to use specific skills and capabilities. For example, setting up an obstacle course indoors or out will encourage children to use their gross motor capabilities. Teachers can also plan for experiences that are related to the indicators. For example, after reading a favorite children's book, teachers can encourage children to act out the story with puppets and thus determine the children's comprehension of the reading experience. In this way, curriculum is related to the outcomes and indicators in the guidelines.

### Keep in Mind

As active learners young children need opportunities to observe objects, people and events in their world, form their own hypotheses, try them out, observe what happens, and formulate their own answers. Play is children's mode of finding out about the world around them. All types of play - manipulative play, play with games, rough-and-tumble play, and socio-dramatic play - provide children with opportunities to try things out, to observe what happens and learn.



**Essential Indicators**  
**Domain: Physical Development, Health and Well-Being (Gross Motor)**  
 (FOR "619" SPECIAL EDUCATION PRESCHOOL PROGRAMS)

**Outcome #1: The child independently uses gross motor control including balance, spatial awareness and stability.**

**Indicator 1.1 (Essential Indicator #24): Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.**

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)	
Climbs stairs independently and runs and walks easily from place to place	Climbs familiar stairs and tries new stairs/ladders, progressing to alternating feet and runs, walks and jumps easily	Climbs on age appropriate playground equipment with some adult assistance and walks, runs, jumps and marches easily	Climbs on age appropriate playground equipment with little adult assistance and walks, runs, jumps, marches and hops easily	Independently and confidently climbs on age appropriate playground equipment and walks, runs, jumps, marches, hops and gallops easily	Independently and confidently climbs on age appropriate playground equipment and skips with adult assistance and modeling	Transitions smoothly between movements when climbing or moving (such as running into a jump) and attempts to skip independently	Child exhibits a variety of locomotor patterns (including skipping) using mature form	



**Essential Indicators**  
**Domain: Physical Development, Health and Well-Being (Gross Motor)**  
 (FOR "619" SPECIAL EDUCATION PRESCHOOL PROGRAMS)

**Outcome #1: The child independently uses gross motor control including balance, spatial awareness and stability.**

**Indicator 1.2 (Essential Indicator #25): Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e., "Duck, Duck, Goose").**

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)	
Maneuvers around objects and people without bumping into them most of the time and kicks and throws a ball	Walks along a line or beam structure with some success and attempts to catch a large ball	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls	Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls	Shows balance in many situations including play outdoors, ball handling and in simple group games	Shows balance in many situations including play outdoors, ball handling and in simple group games and throws or kicks objects with increased accuracy	Shows balance in many situations, moving, changing speed, direction and pathway quickly and safely most of the time (sometimes in response to throwing, catching and kicking balls)	Moves in different directions and makes the necessary adjustments and kicks or bats at a ball with increasing coordination	

## Definitions

**Early Learning Guidelines:** Expectations about what typically-developing children should know (understand) and do (competencies and skills) across different domains of learning. (National Infant and Toddler Child Care Initiative, 2006).

**Domain:** A broad category of children’s learning and development.

**Component:** One aspect of learning and development within a domain.

**Outcome:** What we would reasonably expect a typically-developing child to know, be able to do and the dispositions we would expect that child to have by a particular age.

**Milestones:** Developmental accomplishments of children.

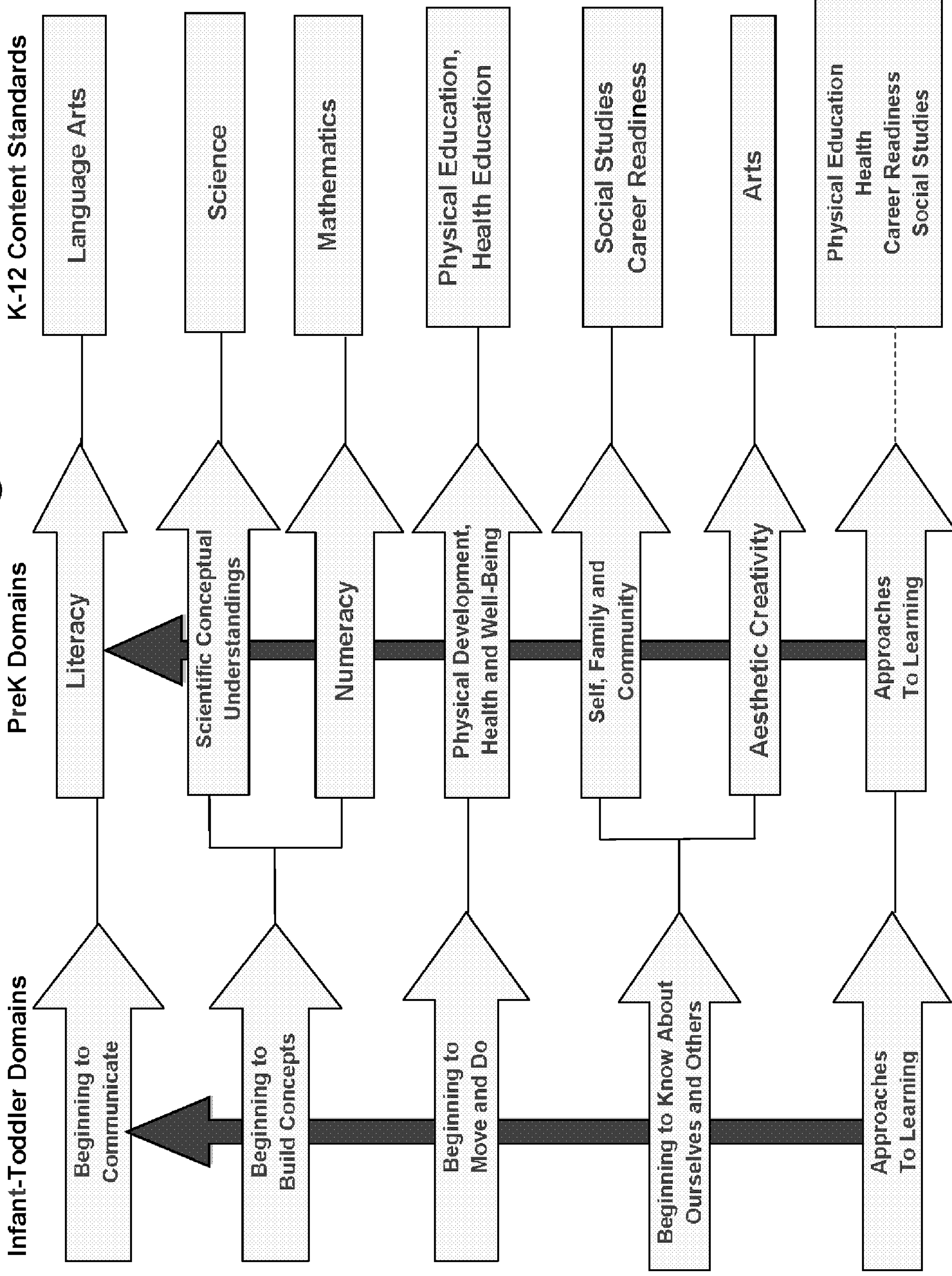
**Indicator:** Observable behaviors or skills of children, in relation to a specific outcome.

**Strategies/supports:** Some ways adults can interact with children to nurture their learning and development.

**Program Standards:** Requirements established by entities such as child care licensing, Early Head Start and NAEYC that focus primarily on environment, adult behaviors and program administration.



# Overview of Learning Outcomes







# New Mexico Early Learning Guidelines: Birth through Kindergarten

Appendix A: Sample Portfolio Forms





## Building Portfolios

When authentically assessing young children's developmental progress, teachers and care providers can use portfolios to organize their observation notes, photographs, work samples and other documentation. By tying documentation directly to the Early Learning Guidelines, teachers as well as parents and others begin to see the specific indicators in action.

Examples of portfolio forms have been provided here with this kind of documentation in mind. Two different formats are offered:

- Developmental Progress Portfolio Forms can be used with any age group including infants, toddlers, preschoolers and kindergartners.
- Portfolio Forms for some of the preschool and kindergarten indicators that are most suited for portfolio documentation have been provided for three- and four-year-olds, as well as kindergartners.

Teachers and care providers are invited to use whichever format fits their program best. Or, they may create a different design altogether.

It's most important that the documentation be a factual and descriptive representation of what each child can do and gives clear information about the child's developmental progress across the developmental continuum presented in the Early Learning Guidelines.

A few considerations for effective and informative portfolio collection should be remembered:

1. The portfolio is a place to gather information. It is not a report card, but rather the collection of evidence.
2. Observation notes should be factual and descriptive. They should tell a story of what the child did and/or what she or he said - not the teacher's or caregiver's opinion about it.
3. Work samples and photographs (and perhaps other documentation) of the child in action support the observations documented on the portfolio form.
4. Portfolios are put together with the family in mind. Family members love to see photos of their children. The photos and work samples give them a window into the child's time at the early childhood program. And, by tying photos and observations to the Early Learning Guidelines, family members gain a better understanding of how their child is progressing developmentally.
5. Observations are done across time. They are not one-shot, on-demand tasks. Teachers and care providers watch children throughout daily interactions, play, and routines. They take notes of what children do and say so that they can get to know each child better and build a case about where she or he is successful and where she or he is challenged.
6. These observations and other forms of documentation support curricular strategies so that each child can be supported to reach his or her full potential.

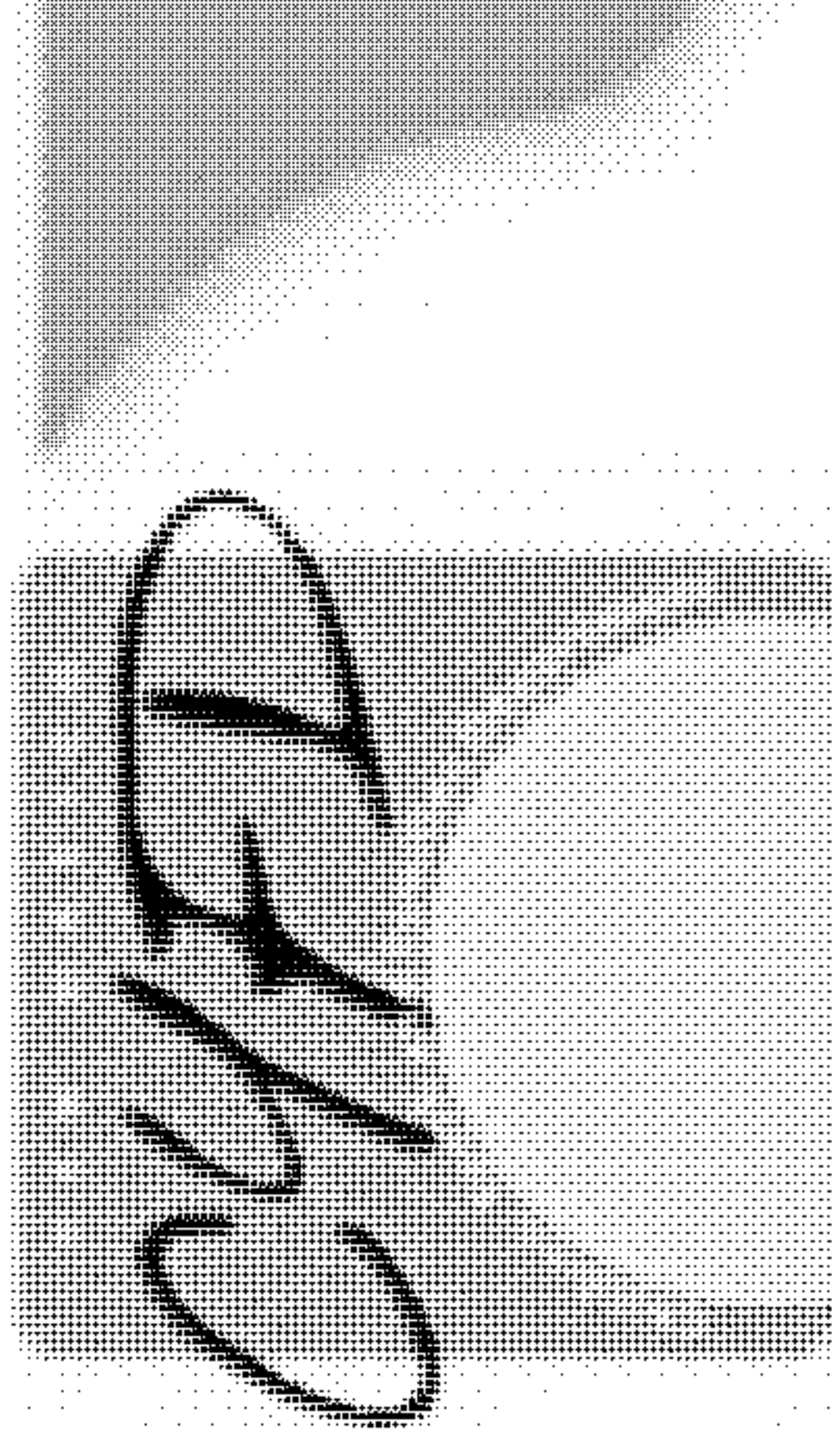




## 6. FOCUS TQRIS: Essential Elements of Quality, 2011

# **FOCUS**

**Revised Tiered Quality Rating and Improvement System  
For Early Learning and Development Programs  
*Essential Elements of Quality***





# FOCUS Essential Elements of Quality

## HISTORY OF NEW MEXICO'S QUALITY RATING AND IMPROVEMENT SYSTEM

### 1<sup>st</sup> GENERATION:

On March 31, 1997, the Children, Youth and Families Department implemented a new three-tiered licensing system for licensed child care centers and licensed family child care homes. The purpose of this system was to encourage, recognize, and reward child care providers for excellence in providing child care services. Programs were recognized with a Bronze, Silver or Gold child care license designation. Although Silver and Gold license levels recognized the child care provider's efforts to achieve excellence in child care, the bronze level did not imply substandard care. All providers were expected to comply with the regulations that required centers or family child care homes to insure the health, safety and emotional well-being of the children in their care. Silver and Gold quality criteria focused on Director and Staff Qualifications, and Staff/Child Ratios. Programs at a Silver license level were also required to be in the self-study phase for national accreditation or have a well developed and written program curriculum document reflecting developmentally appropriate practices. Programs with a Gold license level were required to have obtained and maintained accreditation through one of the CYFD recognized national accrediting organizations. Higher subsidy reimbursement rates, above the base reimbursement rate, were paid to Silver and Gold programs.

### 2<sup>nd</sup> GENERATION:

It was the intent of the Children, Youth and Families Department to assist as many child care programs as possible to improve the quality of services being provided to low income children and families. To act on this commitment, beginning July 1, 1999, the Children, Youth and Families Department implemented the AIM HIGH Program Development Initiative, a voluntary program for licensed child care programs and registered family child care providers. The AIM HIGH Essential Elements of Quality were developed with criteria in five ascending levels that are nationally recognized to enhance the quality of services to young children. Programs serving the highest percentage of children receiving state subsidy were given priority for participation. Programs that were designated as Silver (52 programs) and Gold (54 programs) were automatically included in the AIM HIGH Initiative. Silver programs were considered at level four and Gold programs were considered at level five. These programs had one year to demonstrate that they met the AIM HIGH Essential Elements of Quality for Level 1, 2, and 3 in order to maintain their higher license level.

Federal and state funding was provided to Early Childhood Training and Technical Assistance Program (TTAP) contractors statewide to provide support, training and technical assistance to interested programs. The on-site support included a task as simple as writing a Parent Handbook or as complex as conducting a self-study in preparation for national accreditation.

Level 1 focused on Program and Operation with the premise that the success of the program is dependent upon the leadership of the administration. Level 2 programs received support related to the physical environment and curriculum. The Environment Rating Scales were introduced at this level. Programs were expected to develop and use a curriculum that is developmentally appropriate, based on the holistic view of each child and meets their needs in all six developmental areas. Programs at Level 3 received assistance in meeting criteria related to professional development. Programs at this level were expected to obtain and maintain higher rated scores on the Environment Rating Scales. Level 4 programs focused on ratios and group size. The focus for Level 5, the highest level in the revised system, was related to the self-study and accreditation process. The purpose of voluntary accreditation was to improve the quality of care and education provided to young children.

Knowing that lower ratios and national accreditation costs real money, the Children, Youth and Families Department agreed to attach a higher value to the child care vouchers of children who attended programs at higher levels. When funds were available, the Department has periodically increased the subsidy rate for programs operating at the higher levels.

At times and when appropriate, some of the criteria were moved from the AIM HIGH Essential Elements of Quality to child care licensing regulations. In 2005, a decision was made to embed the AIM HIGH Essential Elements of Quality in child care licensing regulations. The child care license levels were expanded to a five-tiered system called *Look for the STARS*. The criteria for Level 1 were integrated into the licensing regulations. In 2010 the child care licensing regulations were again revised to include criteria at the 2-STAR level. This decision was made once there was a large percentage of programs operating with a 2-STAR or higher level license.

Federal stimulus funds were used to conduct a review of the Quality Rating and Improvement System (QRIS). The Children, Youth and Families Department/Early Childhood Services Bureau convened a broad group of representatives from the early childhood community to participate in a three-day meeting. The primary responsibility of the group was to review and make recommendations to improve the QRIS. This process was led by an impartial facilitator. The group identified the top priorities in each of the major categories of the QRIS which were presented as recommendations to the Department. Simultaneously, the federal Office of Child Care set a priority goal to strengthen the quality of early childhood programs, recognizing that States are using quality rating and improvement systems as a framework for organizing, guiding, and gauging the progress of early care and education. By setting high quality benchmarks, the federal government will be able to track investments and measure progress, as well as guide technical assistance and research efforts.



### 3<sup>rd</sup> GENERATION:

Based on recommendations from the early childhood community and using quality benchmarks proposed by the federal government, the Children, Youth and Families Department has revised the state's QRIS standards. In the first half of 2011, an internal workgroup developed the revised standards. The revised Tiered Quality Rating and Improvement System (TQRIS) called FOCUS will include:

- targeted program and practitioner supports;
- professional development to increase teacher knowledge and skills and program quality;
- graduated program standards that are closely tied to the state's Early Learning Guidelines: Birth through Kindergarten and children's school readiness expectations;
- substantive content related to child assessment, curriculum development, instruction practices, learning activities, and adult-child interactions;
- health promotion practices and,
- more emphasis on program administration.

A multi-year process of phasing-out the current AIM HIGH QRIS to phasing-in the new FOCUS TQRIS will begin in 2012. During this time period, programs will maintain their current STAR license while they work to meet and maintain the new standards in the FOCUS TQRIS.

3-STAR	4-STAR	5-STAR
<p><b>3A) <u>Licensing Compliance</u></b></p> <ol style="list-style-type: none"> <li>1. Licensed Program:                             <ol style="list-style-type: none"> <li>a. The Program must have a current license issued by the State of New Mexico.</li> <li>b. The Program has corrected all noncompliance/s cited by Child Care Licensing within the specified timeframe.</li> </ol> </li> <li>2. Registered Family Child Care Home:                             <ol style="list-style-type: none"> <li>a. On an annual basis, the FCCH must demonstrate compliance with applicable child care licensing regulations.</li> <li>b. The FCCH must be registered and in good standing with an approved Child and Adult Care Food Program Sponsor.</li> </ol> </li> </ol> <p>The FCCH has corrected any non-compliance/s issued by the Children, Youth, and Families Department and the Food Program Sponsor within the specified timeframe.</p> <p><b>3B) <u>Health Promotion Practices:</u></b> Providers will verify that all enrolled children have an established medical and dental home. If one has not been established, appropriate resources or referrals will be provided.</p>	<p><b>4A) <u>Licensing Compliance</u></b></p> <p>All Licensed Programs and Registered Family Child Care Homes continue meeting 3-STAR requirements.</p>	<p><b>5A) <u>Licensing Compliance</u></b></p> <p>All Licensed Programs and Registered Family Child Care Homes continue to meet 3-STAR requirements</p>
<p><b>3B) <u>Health Promotion Practices:</u></b> Providers will verify that all enrolled children have an established medical and dental home. If one has not been established, appropriate resources or referrals will be provided.</p>	<p><b>4B) <u>Health Promotion Practices:</u></b> Providers will verify that all enrolled children have obtained a vision and hearing screening. If screenings have not taken place, appropriate resources or referrals will be provided.</p>	<p><b>5B) <u>Health Promotion Practices</u></b> Providers will verify that all enrolled children have had a developmental screening, or administer the ASQ and ASQ-SE for those who have not had a developmental screening.</p>



3-STAR	4-STAR	5-STAR
<p><b>3C) <u>Staff Qualifications and Professional Development</u></b></p> <p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>All NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED).</li> <li>Site Director shall meet child care licensing regulations for director qualifications without licensing waivers.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>Site Director shall successfully complete:                             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Child Growth, Development &amp; Learning (or equivalent)</b> at the Associate degree level.</li> <li>As part of the annual training requirements, complete the following trainings:                                     <ol style="list-style-type: none"> <li>Environment Rating Scales (ERS)</li> <li>New Mexico's Observation/Assessment</li> </ol> </li> </ol> </li> </ol>	<p><b>4C) <u>Staff Qualifications and Professional Development</u></b></p> <p>Continue to meet 3-STAR requirements plus:</p> <p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>No additional requirements at this level.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>Site Director shall successfully complete:                             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Assessment of Children and Evaluation of Programs</b> (or equivalent) at the Associate degree level.</li> <li>As part of the annual training requirements, complete the following trainings:                                     <ol style="list-style-type: none"> <li>Classroom Assessment Scoring System (CLASS)</li> <li>Intermediate training on New Mexico's</li> </ol> </li> </ol> </li> </ol>	<p><b>5C) <u>Staff Qualifications and Professional Development</u></b></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>No additional requirements at this level.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>Site Director shall successfully complete:                             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Family and Community Partnerships</b> (or equivalent) and a 2-credit course titled <b>Health, Safety &amp; Nutrition</b> (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance</li> </ol> </li> </ol>

<p>Curriculum Planning Process(includes Early Learning Guidelines)</p> <p>3) 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</p> <p>2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:</p> <p>1) Environment Rating Scales (ERS)</p> <p>2) New Mexico's Observation/Assessment Curriculum Planning Process</p> <p>3. As part of the annual training requirements, all teaching staff shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</p> <p>4. Evidence of an annual review of the current staff's professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program's Improvement Plan.</p> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b> *Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.</p>	<p>Observation/Assessment Curriculum Planning Process</p> <p>3) Program Administration Scale (PAS – for center-based programs or Business Administration Scale (BAS - for family child care homes)</p> <p>4) 6-Hour Quality Early Childhood Programs for ALL Course– Part 2</p> <p>2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:</p> <p>1) Classroom Assessment Scoring System (CLASS)</p> <p>2) Intermediate course on New Mexico's Observation/Assessment Curriculum Planning Process</p> <p>3. All teaching staff shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2</p> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b> *Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.</p>	<p>of the certificate.</p> <p>b. As part of the annual training requirements, complete advanced training on New Mexico's Observation/Assessment Curriculum Planning Process</p> <p>2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete advanced training on New Mexico's Observation/Assessment Curriculum Process.</p> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b> *Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.</p>
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<p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>All NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED).</li> <li>Site Director shall meet child care licensing regulations for director qualifications without licensing waivers.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>Site Director shall successfully complete:             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Child Growth, Development &amp; Learning</b> (or equivalent) at the Associate degree level.</li> <li>As part of the annual training requirements, complete the following trainings:                     <ol style="list-style-type: none"> <li>Environment Rating Scales (ERS)</li> <li>6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</li> </ol> </li> </ol> </li> <li>As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:             <ol style="list-style-type: none"> <li>Environment Rating Scales (ERS)</li> </ol> </li> <li>As part of the annual training requirements, all teaching staff shall</li> </ol>	<p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>No additional requirements at this level.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>Site Director shall successfully complete:             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Assessment of Children and Evaluation of Programs</b> (or equivalent) at the Associate degree level.</li> <li>As part of the annual training requirements, complete the following trainings:                     <ol style="list-style-type: none"> <li>Classroom Assessment Scoring System (CLASS)</li> <li>Program Administration Scale (PAS – for center-based programs) or Business Administration Scale (BAS - for family child care homes)</li> <li>6-Hour Quality Early Childhood Programs for ALL Course– Part 2</li> </ol> </li> </ol> </li> <li>As part of the annual training requirements, one teacher per classroom (preferably the Lead</li> </ol>	<p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>No additional requirements at this level.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>Site Director shall successfully complete:             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Family and Community Partnerships</b> (or equivalent) and a 2-credit course titled <b>Health, Safety &amp; Nutrition</b> (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance of the certificate.</li> </ol> </li> </ol>
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<p>complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</p> <p>4. Evidence of an annual review of the current staff's professional development plan that is aligned with the New Mexico FOCUS TQRIS goals and the Program's Improvement Plan.</p> <p><b><u>FAMILY CHILD CARE HOMES:</u></b> <i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>1. All NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED).</li> <li>2. Director/Owner shall meet child care licensing regulations for director qualifications without licensing waivers.</li> </ol> <p><b><i>PROFESSIONAL DEVELOPMENT:</i></b></p> <ol style="list-style-type: none"> <li>1. Director/Owner shall successfully complete:             <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Child Growth, Development &amp; Learning</b> (or equivalent) at the Associate degree level.</li> <li>b. As part of the annual training requirements, complete the following trainings:                 <ol style="list-style-type: none"> <li>1) Environment Rating Scales (ERS)</li> <li>2) New Mexico's</li> </ol> </li> </ol> </li> </ol>	<p>Teacher) shall complete the following training:</p> <ol style="list-style-type: none"> <li>1) Classroom Assessment Scoring System (CLASS)</li> <li>3. All teaching staff shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2</li> </ol> <p><b><u>FAMILY CHILD CARE HOMES:</u></b> <i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>1. No additional requirements at this level.</li> </ol> <p><b><i>PROFESSIONAL DEVELOPMENT:</i></b></p> <ol style="list-style-type: none"> <li>1. Director/Owner shall successfully complete:             <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Assessment of Children and Evaluation of Programs</b> (or equivalent) at the Associate degree level.</li> <li>b. As part of the annual training requirements, complete the following trainings:                 <ol style="list-style-type: none"> <li>1) Classroom Assessment Scoring System (CLASS)</li> <li>2) Intermediate training on New</li> </ol> </li> </ol> </li> </ol>	<p><b><u>FAMILY CHILD CARE HOMES:</u></b> <i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>1. No additional requirements at this level</li> </ol> <p><b><i>PROFESSIONAL DEVELOPMENT:</i></b></p> <ol style="list-style-type: none"> <li>1. Director/Owner shall successfully complete:             <ol style="list-style-type: none"> <li>1. A 3-credit course offered by an accredited institution of higher education titled <b>Family and Community Partnerships</b> (or equivalent) and a 2-credit course titled <b>Health, Safety &amp; Nutrition</b> (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office</li> </ol> </li> </ol>
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<p>Observation/Assessment Curriculum Planning Process(includes Early Learning Guidelines)</p> <p>3) The 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</p> <p>2. As part of the annual training requirements, all teaching staff * shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</p> <p>3. Evidence of an annual review of the current's staff's professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program's Improvement Plan.</p> <p>*Teaching staff are identified as the second caregiver.</p>	<p>Mexico's Observation/Assessment Curriculum Planning Process</p> <p>3) Program Administration Scale (PAS – for center-based programs or Business Administration Scale (BAS - for family child care homes)</p> <p>4) 6-Hour Quality Early Childhood Programs for ALL Course– Part 2</p> <p>3. All teaching staff* shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2</p> <p>*Teaching staff are identified as the second caregiver.</p>	<p>of Child Development for issuance of the certificate.</p> <p>2. As part of the annual training requirements, complete the advanced training on New Mexico's Observation/Assessment Curriculum Process.</p>
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3-STAR	4-STAR	5-STAR
<p><b>3D) <u>Physical/Social Emotional Environment</u></b></p> <p>Although there are no requirements at this level, other than required training, it is suggested that programs wishing to obtain a 4-STAR and 5-STAR license complete a self-study process using the ERS and related resource materials and practice using the ERS rating scale/s in each classroom/learning area. This process will build upon the content in the required ERS training.</p>	<p><b>4D) <u>Physical/Social Emotional Environment</u></b></p> <p>Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. The program shall self-administer the ERS every other year in each classroom/learning area.</li> <li>2. On opposite years of the ERS self-assessment, the program shall self-assess child/staff interactions in each classroom/learning area using the CLASS.</li> </ol>	<p><b>5D) <u>Physical/Social Emotional Environment</u></b></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Every other year, the program shall show evidence that there has been on going progress in implementing the ERS Program Improvement Plan. The ERS scores will be verified in at least 1/3 of all classrooms/learning areas.</li> <li>2. On the opposite year of the ERS, the program shall show evidence that there has been on going progress in implementing the CLASS Program Improvement Plan. The scores will be verified in at least 1/3 off all classrooms/learning areas.</li> </ol>
<p><b>3E) <u>Program Administration</u></b></p> <p>Director/Owner is knowledgeable of resources regarding the federal Fair Labor Standards Act (FLSA).</p>	<p><b>4E) <u>Program Administration</u></b></p> <p>Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Program shall complete a self-assessment of its organizational systems using the Program Administration Scale (PAS)-center based or Business Administration Scale (BAS) -Family Child Care Homes. This should include a process to determine if the goals and objectives of the program are being met. The evaluation process shall include collecting, summarizing, analyzing, and using the findings to document outcomes.</li> </ol>	<p><b>5E) <u>Program Administration</u></b></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Show evidence of implementation of the PAS/BAS Program Improvement Plan and maintain supporting documentation.</li> </ol>



<p><b>3 F) <u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Begin self study process and practice using the ERS and related resource materials</li> </ol>	<p><b>4F) <u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Based on the findings of the ERS, the program shall develop a Program Improvement Plan that includes short term and long term goals for items that score below a rating of “4”.</li> <li>2. Based on the findings of the of the CLASS self-assessment, the program shall develop a Program Improvement Plan for all items scoring below a “4”.</li> <li>3. Using the evaluation data fro the PAS/BAS, the program shall develop a Program Improvement Plan.</li> </ol>	<p><b>5F) <u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Program will focus on at least one self-selected/self-identified area that will further strengthen services to enrolled children and their families and at least one self-selected/self-identified area that will strengthen program administration and staff support. This may include, but is not limited to the following:             <ol style="list-style-type: none"> <li>a) <u>Healthy practices for families.</u> This could include areas related to obesity, expanding physical exercise, developing healthy eating habits.</li> <li>b) <u>Community resources for families.</u> This could include having a printed community resource guide, using a resource guide that was developed by another community agency that also works with young children and families, or have community agencies provide information during family events.</li> <li>c) <u>Best practice in teaching and learning.</u> This could include a more in-depth study of developmentally appropriate practice.</li> <li>d) <u>Promoting sustainability and environmental conservation</u></li> <li>e) <u>Challenging behaviors</u></li> <li>f) <u>Best practice to support staff.</u> This</li> </ol> </li> </ol>
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		<p>could include obtaining training and implementation of reflective practice, strategies related to staff retention including compensation and benefits.</p> <ul style="list-style-type: none"><li>g) <u>Program financial operating procedures and practices</u></li><li>h) <u>Other identified by the program</u> that is related to the criteria in the TQRIS.</li></ul>
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3-STAR	4-STAR	5-STAR
<p>3G) <b>Assessment and Curriculum</b></p> <p><b>CENTER-BASED AND FAMILY CHILD CARE HOMES:</b></p> <p><b>3 AND 4 YEAR OLDS:</b> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on and report data on 14 Essential Indicators (EI):</p> <ol style="list-style-type: none"> <li>Complete the <i>NM Quick Check Recording Sheets</i> for the 12 identified Essential Indicators.</li> <li>Complete portfolio documentation for EI#4 and EI#9 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs.</li> <li>Hold a family/teacher conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and the completed <i>NM Portfolio Collection Forms</i> for EI#4 and EI#9.</li> <li>Report data from <i>completed NM Quick Check Recording Sheets</i> and 2 required portfolios after each collection period (Fall and Spring).</li> <li>Use documentation gathered through</li> </ol>	<p>4G) <b>Assessment and Curriculum</b></p> <p>Continue to meet 3-STAR requirements plus:</p> <p><b>CENTER-BASED AND FAMILY CHILD CARE HOMES:</b></p> <p><b>3 AND 4 YEAR OLDS:</b> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on and report data on 16 Essential Indicators (EI):</p> <ol style="list-style-type: none"> <li>Complete the <i>NM Quick Check Recording Sheets</i> for 12 identified Essential Indicators.</li> <li>Continue to complete portfolio documentation by adding EI#4, EI#9, EI#6, and EI#8 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs.</li> <li>Hold a family/teacher conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and <i>NM Portfolio Collection Forms</i> for EI#4, EI#9, EI#6, &amp; EI#8.</li> <li>Report data from completed <i>NM Quick Check Recording Sheets</i> and 4 required portfolios after each collection period (Fall and Spring).</li> </ol>	<p>5G) <b>Assessment and Curriculum</b></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p><b>CENTER-BASED AND FAMILY CHILD CARE HOMES:</b></p> <p><b>3 AND 4 YEAR OLDS:</b> Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus and report on all 23 Essential Indicators (EI):</p> <ol style="list-style-type: none"> <li>Complete the <i>NM Quick Check Recording Sheets</i> for 12 identified Essential Indicators.</li> <li>Continue to complete portfolio documentation by adding EI#4, EI#9, EI#6, EI#8, EI#13, &amp; EI#14 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs.</li> <li>Teachers will embed EI#16, EI#18, EI#19, EI#22, &amp; EI#23 into portfolio documentation using the <i>NM Portfolio Collection Forms</i>.</li> <li>Hold a family/teacher conference after each collection period to share information gathered on all 23 EIs. Report data from completed <i>NM Quick Check Recording Sheets</i> and 6 required Portfolios</li> </ol>

<p>use of <i>NM Quick Check Recording Sheets, NM Portfolio Collection Forms</i> and IFSP or IEP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.</p> <p>f. Complete the first page of the <i>NM Weekly Lesson Plan Form</i> and share with families.</p> <p>g. Formally reflect on classroom practices at least once monthly by completing a journal entry.</p>	<p>e. Use documentation gathered through use of <i>NM Quick Check Recording Sheets, NM Portfolio Collection Forms</i> and IFSP or IEP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs. Complete the first and third page of the <i>NM Weekly Lesson Plan Form</i> and share with families.</p> <p>f. Formally reflect on classroom practices at least once every two weeks by completing a journal entry. As a direct result of reflections, teachers will use the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p>	<p>Collection Forms after each collection period (Fall and Spring).</p> <p>e. Use documentation gathered through the use of <i>NM Quick Check Recording Sheets, NM Portfolios Collection Forms</i> and IFSP or IEP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.</p> <p>f. Complete all three pages of the <i>NM Weekly Lesson Plan Form</i> and share with families.</p> <p>g. Throughout the week, teachers will reflect on and make changes when needed to their classroom practices in order to meet the needs of each child related to their progress on the EIs.</p> <p>h. Teachers will use the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p>
<p><b>INFANTS AND TODDLERS:</b> Using the <u><i>New Mexico Early Learning Guidelines</i></u>, teachers will focus on the Five Domains and their components:</p> <p>a. Complete the <i>NM Benchmark Quick Check Recording Sheets</i> for the Five Domains.</p> <p>b. Complete 2 <i>NM Portfolio Collection Forms</i> under the following domains: Beginning to Know About Ourselves and Others and</p>	<p><b>INFANTS AND TODDLERS:</b> Using the <u><i>New Mexico Early Learning Guidelines</i></u>, teachers will focus on the Five Domains and their components:</p> <p>a. Complete the <i>NM Benchmark Quick Check Recording Sheets</i> for the Five Domains.</p> <p>b. Continue to complete 4 <i>NM Portfolio Collection Forms</i> by adding the following</p>	<p><b>INFANTS AND TODDLERS:</b> Using the <u><i>New Mexico Early Learning Guidelines</i></u>, teachers will focus on the Five Domains and their components:</p> <p>a. Complete the <i>NM Benchmark Quick Check Recording Sheets</i> for the Five Domains.</p> <p>b. Continue to complete 6 <i>NM Portfolio Collection Forms</i> by adding the following</p>



<p>Beginning to Communicate.</p> <p>c. Hold family/teacher conferences at least three times a year to share information gathered on the <i>NM Benchmarks Quick Check Recording Sheets</i> and the 2 completed <i>NM Portfolio Collection Forms</i>.</p> <p>d. Use documentation gathered through use of <i>NM Benchmarks Quick Check Recording Sheets, NM Portfolio Collection Forms</i> and IFSP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.</p> <p>e. Formally reflect on classroom practices at least once monthly by completing a journal entry</p> <p><b>SCHOOL AGE:</b> Because assessments are conducted in the primary grades, portfolio observations are not required for school-age programs. However,</p>	<p>domains: Beginning to Build Concepts, and Beginning to Move and Do.</p> <p>c. Hold family/teacher conference at least three times a year to share information gathered on the <i>NM Benchmarks Quick Check Recording Sheets</i> and the 4 completed <i>NM Portfolio Collection Forms</i>.</p> <p>d. Use documentation gathered through use of <i>NM Benchmarks Quick Check Recording Sheets</i> and Portfolios and IFSP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs. Lesson plans will be shared with families.</p> <p>e. Formally reflect on classroom practices at least once every 2 weeks by completing a journal entry. Teachers will note changes in activities, materials and/or support given as a direct result of reflections on the <i>NM Infant Toddler Lesson Plan Form</i>.</p> <p><b>SCHOOL AGE:</b> Because assessments are conducted in the primary grades, portfolio observations are not required for school-age programs. However,</p>	<p>domains: two for Approaches Toward Learning.</p> <p>c. Teachers will embed the remaining Essential Indicators on <i>NM Portfolio Collection Forms</i>.</p> <p>f. Use documentation gathered through use of <i>NM Benchmarks Quick Check Recording Sheets</i> and Portfolios and IFSP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs. Lesson plans will be shared with families.</p> <p>d. Hold family/teacher conferences at least three times a year to share information gathered for all Domains. Teachers will use the <i>NM Infant and Toddler Family Teacher Summary Report</i>.</p> <p>e. Throughout the week, teachers will reflect on and makes changes when needed to their classroom practices in order to meet the needs of each child related to their progress in the Five Domains. Teachers will use the <i>NM Infant Toddler Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p> <p><b>SCHOOL AGE:</b> No Additional requirements</p>
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<p>the following elements are required:</p> <ol style="list-style-type: none"> <li>1. The development of program activities are consistent with the program’s current mission and philosophy statements.</li> <li>2. Site Director will keep informed about special school projects and events.</li> <li>3. In collaboration with school personnel, insure that the development of the programs activities are coordinated with and will enrich school learning.</li> <li>4. Maintain regular communication with school personnel, including teachers, about ways to help enrolled children achieve success with their peers and in school.</li> </ol>	<p>the following elements are required:</p> <ol style="list-style-type: none"> <li>1. Staff works closely with school personnel to insure that the program’s academic components align with the school curricula.</li> <li>2. The program has a holistic approach to meet the needs of school-age children, including the allocation of appropriate time for support of academics, including enrichment activities, homework help, and tutoring.</li> <li>3. Show evidence that staff meet with school personnel and families in order to help the school and program gain a sense of the whole child.</li> <li>4. Show evidence that the program communicates with school personnel to monitor the behavior needs and progress of each enrolled child.</li> </ol>	
<p><b>3H) <u>Cultural Competence</u></b></p> <ol style="list-style-type: none"> <li>1. Evidence that all employed staff have read and are familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child.</li> </ol>	<p><b>4H) <u>Cultural Competence</u></b></p> <p>Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Evidence that racial and cultural diversity is represented in materials, equipment and classroom displays.</li> </ol>	<p><b>5H) <u>Cultural Competence</u></b></p> <p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Complete a survey/checklist provided by the Department to assess implementation of inclusive cultural practices that support every enrolled child.</li> <li>2. Curriculum components address</li> </ol>



<p>31) <b>Staff: Child Ratios</b> No requirements for this level</p>		<p>issues of linguistically appropriate child assessments and daily programming.</p>
<p>41) <b>Staff: Child Ratios</b> Implement ratios and group size: 1. <b>Licensed Child Care Centers</b> Child Care Centers in which children are grouped by age: 6 weeks through 24 months.....1:5 2 years.....1:8 3 years.....1:10 4 years.....1:10 5 years.....1:12 6 years.....1:12 2. <b>Child Care Centers</b> in which age groups are combined: 6 weeks through 24 months.....1:5 2, 3 and 4 years.....1:10 3, 4 and 5 years.....1:12 6 years .....1:12  <b>Maximum group size:</b> 6 weeks through 24 months.....10 2 years.....16 3, 4, and 5 years.....24 6 years and up.....24  <b>Licensed Family Child Care Homes:</b> a) 1:6 for programs licensed for 6 children b) 2:12 for programs licensed for 12 children  <b>Licensed Out-of-School Time Programs:</b> Group size does not exceed 30. The ratio is between 1:8 and 1:12 for groups</p>	<p>51) <b>Staff: Child Ratios</b> 1. Program shall maintain ratios and group size standards set by NAEYC for centers, NAFFC for family child care homes, and COA for school-age programs.</p>	

	<p>that include children 6 years of age or younger. The ratio is between 1:10 and 1:15 for groups of children 6 years of age and older.</p> <p><b>Registered Family Child Care Homes:</b> A caregiver will have no more than four (4) non-resident children at any one time.</p> <p>A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</p> <p>A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</p> <p>Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</p> <p><b>Registered Family Child Care Homes:</b> A caregiver will have no more than four (4) non-resident children at any one time.</p> <p>A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</p> <p>A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</p>	
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	<p>Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</p>	
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3-STAR	4-STAR	5-STAR
<p><b>3J) Family Involvement/Family Engagement</b></p> <ol style="list-style-type: none"> <li>In the home language of the child/family, hold scheduled parent/teacher conferences to share child outcomes using portfolio observations and the New Mexico Early Learning Guidelines.</li> </ol>	<p><b>4J) Family Involvement/Family Engagement</b></p> <ol style="list-style-type: none"> <li>Survey the majority of enrolled families to ascertain the how the program is meeting items in subscales 16 and 17 of the Program Administration Scale (PAS). Use the findings as part of the Program Improvement Plan.</li> <li>In conjunction with parents, develop a transition plan for children transitioning to another classroom or program or school.</li> <li>Use Family Information Material developed by the Department to share information.</li> </ol>	<p><b>5J) Family Involvement/Family Engagement</b></p> <ol style="list-style-type: none"> <li>At least once a year, conduct a home visit for all children enrolled in the program.</li> <li>Show evidence of implementation of the Program Improvement Plan for subscales 16 and 17 of the Program Administration Scale (PAS)</li> </ol>



## *FOCUS*

### *Tiered Quality Rating and Improvement System*

#### *Essential Elements of Quality-Health, Safety, and Health Promotion Practices*

##### *1. Licensing Compliance*

**RATIONALE** – The State of New Mexico has established graduated program quality standards that are built on the foundation of the child care licensing regulations.

**DEFINITION** – Programs meet and maintain substantial compliance with all applicable child care licensing regulations and related standards. This applies to all settings – Child Care Centers, Head Start/Early Head Start Programs, School-Age Care Programs, and Family Child Care Homes.

##### **Research to support licensing compliance:**

Austin, L.J.E., Whitebook. M., M. Connors., & Darrah, R. (2011) Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change? Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Child Trends. (2010) Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2008-2011. Washington, DC: Report prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

Herzenberg et al. (2005); Whitebook. M., & Bellm, D. (2008) Taking on turnover: An action guide for child care center teachers and directors. Washington, DC: Center for the Child Care Workforce.

## 2. Health Promotion Practices

**RATIONALE** – Health means not only the absence of disease, but the total physical, psychological, and emotional wellbeing of individuals and communities (WHO, 1984). Scientific evidence indicates that much of a child's learning is based on vision. Vision screening is vital to detecting and correcting barriers to learning and development among children. Dental health has a significant impact on the general health and well-being of children. Poor oral health impacts social function and can lead to limitations in communication and social interactions. The critical period for a child's language development occurs during the first two years. The younger a child is when auditory and language stimulation occurs, the better the chances of establishing language brain centers. A child's growth and development are followed—or monitored—through a partnership between parents and health care professionals. At each well-child visit, the doctor looks for developmental delays or problems and talks with the parents about any concerns the parents might have. In addition, doctors may conduct a *developmental screening*. Early care and education programs can also build healthy lifestyles for generations to come.

**DEFINITION** –Programs will increase awareness among staff of the critical role they play in promoting healthy habits among children participating in their programs and among parents utilizing their programs.

### Research to support health promotion practices:

Center for Disease Control and Prevention. <http://www.cdc.gov/ncbddd/childdevelopment/screening.html>. Retrieved September 24, 2011.

NACCRA (2010) *Promoting Healthy Practices in Child Care Settings The Role of Child Care Resource and Referral Agencies*

World Health Organization (1984) Health Promotion: A discussion document on concepts and principles. Geneva: WHO.

American Academy of Pediatrics (2010) *Preventing Childhood Obesity in Early Care and Education Programs Selected Standards from Caring for Our Children: National Health and Performance Standards*. [http://nrckids.org/CFOC3/PDFVersion/preventing\\_obesity.pdf](http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf). Retrieved September 27, 2011.



3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><b><u>Licensing Compliance:</u></b></p> <ol style="list-style-type: none"> <li>1. Licensed Programs:                             <ol style="list-style-type: none"> <li>a. Must have a current license issued by the State of New Mexico to provide child care services and be in good standing with the Child Care Service Bureau, Child Care Licensing.</li> <li>b. Must have corrected all noncompliance/s cited by Child Care Licensing within the specified timeframe.</li> </ol> </li> <li>2. Registered Family Child Care Homes:                             <ol style="list-style-type: none"> <li>a. On an annual basis, the FCCH must demonstrate compliance with applicable child care licensing regulations.</li> <li>b. The FCCH must be registered and in good standing with an approved Child and Adult Care Food Program Sponsor.</li> </ol> </li> </ol> <p>The FCCH has corrected any non-compliance/s issued by the Children, Youth, and Families Department and the Food Program Sponsor within the specified timeframe.</p>	<p><b><u>Licensing Compliance:</u></b></p> <ol style="list-style-type: none"> <li>1. Licensed Programs:                             <ul style="list-style-type: none"> <li>- Current license is posted in facility.</li> <li>- Most recent child care licensing survey is on file at the site.</li> </ul> </li> <li>2. Registered Family Child Care Homes:                             <ul style="list-style-type: none"> <li>- Child Care Licensing Supervisor provides documentation that program meets applicable regulations governing registered non-licensed family childcare homes.</li> <li>- Current agreement with an approved CACFP Food Program Sponsor is on file.</li> <li>- Most recent CACFP Food Program Sponsor visitation form is on file.</li> <li>- Most recent child care licensing survey is on file.</li> </ul> </li> </ol>
<p><b><u>Health Promotion Practices:</u></b></p> <ol style="list-style-type: none"> <li>1. Providers will verify that all enrolled children have an established medical and dental home for their child. If one has not been established, appropriate resources or referrals will be provided.</li> </ol>	<p><b><u>Health Promotion Practices:</u></b></p> <ol style="list-style-type: none"> <li>1. Medical and dental home is documented on enrollment application. If none noted, documentation shall be presented verifying that resources or referrals were provided to the family.</li> </ol>

4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><b><u>Licensing Compliance:</u></b> All Licensed Programs and Registered Family Child Care continue meeting 3-STAR requirements.</p>	<p><b><u>Licensing Compliance:</u></b></p>
<p><b><u>Health Promotion Practices:</u></b> 1. Providers will verify that all enrolled children have obtained a vision and hearing screening. If screenings have not taken place, appropriate resources or referrals will be provided.</p>	<p>1. Vision and hearing screening dates are documented on enrollment application. If none noted, documentation shall be presented verifying that resources or referrals were provided to the family.</p>



5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><b><u>Licensing Compliance:</u></b> All Licensed Programs and Registered Family Child Care continue meeting 3-STAR and 4-STAR requirements.</p>	
<p><b><u>Health Promotion Practices:</u></b> 1. Providers will verify that all children participating in their program have had a developmental screening, or administer the ASQ-SE for those who have not had a developmental screening.</p>	<p>1. Developmental screening date is documented on enrollment application. If none noted, documentation shall be presented verifying that the ASQ and ASQ-SE has been administered.</p>

## *FOCUS*

### *Tiered Quality Rating and Improvement System*

#### *Essential Elements of Quality-Early Childhood Educator Qualifications*

##### *1. Staff Qualifications and Professional Development*

**RATIONALE** – One of the most important determinants of program quality is having qualified administrators/directors and teachers to insure the provision of quality services to young children and their families. On-going professional development, including completion of courses in Early Childhood Education at accredited institutions of higher education, insure that those working directly with young children have basic awareness of what is required to perform their assigned duties.

**DEFINITION** - The site/facility director possesses the training and education necessary to provide a developmentally appropriate program for the ages served and the ability to support teaching staff in implementing the program’s philosophy, mission, goals, and activities. At least one teaching staff person per classroom possesses the training and professional development, including completion of courses in Early Childhood Education at accredited institutions of higher education, to plan and provide developmentally appropriate activities with experiences that support the physical, social, emotional, language, literacy, and cognitive development for the children served. All other teaching staff possesses the training to support the development of children served.

##### **Research to support having qualified staff and on-going professional development:**

Austin, L.J.E., Whitebook. M., M. Connors., & Darrah, R. (2011) Staff preparation, reward, and support: Are quality rating and improvement systems addressing all of the key ingredients necessary for change? Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

Child Trends. (2010) Compendium of quality rating systems and evaluations: Quality rating systems assessment project, 2008-2011. Washington, DC: Report prepared for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation.

Herzenberg et al. (2005); Whitebook. M., & Bellm, D. (2008) Taking on turnover: An action guide for child care center teachers and directors. Washington, DC: Center for the Child Care Workforce.



3-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Staff Qualifications and Professional Development</u></p> <p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>1. All NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED).</li> <li>2. Site Director shall meet child care licensing regulations for director qualifications without licensing waivers.</li> </ol> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> <li>5. Site Director shall successfully complete:             <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Child Growth, Development &amp; Learning</b> (or equivalent) at the Associate degree level.</li> <li>b. As part of the annual training requirements, complete the following trainings:                 <ol style="list-style-type: none"> <li>1) Environment Rating Scales (ERS)</li> <li>2) New Mexico’s Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines)</li> <li>3) 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</li> </ol> </li> </ol> </li> <li>6. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:             <ol style="list-style-type: none"> <li>1) Environment Rating Scales (10 hours of training with 2 additional hours of on-site follow-up support)</li> <li>2) New Mexico’s Observation/Assessment Curriculum Planning Process (18 hours - includes Early Learning Guidelines. Some of these hours will be on-site follow-up support)</li> </ol> </li> </ol>	<p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>1. Copy of high school diploma or equivalent (GED) document is on file</li> <li>2. Child Care Licensing Supervisor provides documentation that director qualifications have been met</li> </ol> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> <li>1. a. Copy of transcript showing completion of the required course with a “C” or better is in the each individual’s personnel file. Course must be offered by an accredited institution of higher education.</li> <li>b. Copy of training certificates for all required training is in each individual’s personnel file</li> </ol> <ol style="list-style-type: none"> <li>2. Copy of training certificates for all required training is in each individual’s personnel file.</li> <li>3. Each staff person has a current professional development plan and there is evidence that the plan has been reviewed/updated on an annual basis.</li> </ol>

<p>7. As part of the annual training requirements, all teaching staff shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</p> <p>8. Evidence of an annual review of the current’s staff’s professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program’s Improvement Plan.</p> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b> *Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.</p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>1. All NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED).</li> <li>2. Site director shall meet child care licensing regulations for director qualifications without licensing waivers.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. Site director shall successfully complete:             <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Child Growth, Development &amp; Learning</b> (or equivalent) at the Associate degree level.</li> <li>b. As part of the annual training requirements, complete the following trainings:                     <ol style="list-style-type: none"> <li>1) Environment Rating Scales (ERS)</li> <li>2) 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</li> </ol> </li> </ol> </li> <li>2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:             <ol style="list-style-type: none"> <li>1. Environment Rating Scales (10 hours of training with 2 additional hours of on-site follow-up support.</li> </ol> </li> </ol>	<p>4. Copy of training certificates for all required training is in each individual’s personnel file.</p> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b> *Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.</p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>1. Copy of high school diploma or equivalent (GED) document is on file</li> <li>2. Child Care Licensing Supervisor provides documentation that director qualifications have been met</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. a. Copy of transcript showing completion of the required course with a “C” or better is in the each individual’s personnel file. Course must be offered by an accredited institution of higher education.</li> <li>b. Copy of training certificates for all required training is in each individual’s personnel file</li> </ol> <ol style="list-style-type: none"> <li>2. Copy of training certificates for all required training is in each individual’s personnel file.</li> </ol>
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<p>3. As part of the annual training requirements, all teaching staff shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</p> <p>4. Evidence of an annual review of the current staff's professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program's Improvement Plan.</p> <p><b><u>FAMILY CHILD CARE HOMES:</u></b> <b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>1. All NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED).</li> <li>2. Director/Owner shall meet child care licensing regulations for director qualifications without licensing waivers.</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. Director/Owner shall successfully complete:             <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Child Growth, Development &amp; Learning</b> (or equivalent) at the Associate degree level.</li> <li>b. As part of the annual training requirements, complete the following trainings:                     <ol style="list-style-type: none"> <li>1) Environment Rating Scales (ERS)</li> <li>2) New Mexico's Observation/Assessment Curriculum Planning Process (includes Early Learning Guidelines)</li> <li>3) 6-Hour Quality Child Care Programs for ALL Course (or equivalent approved by CYFD)</li> </ol> </li> </ol> </li> <li>2. As part of the annual training requirements, all teaching staff* shall complete the 6-Hour Quality Child Care Programs for All Course (or equivalent approved by CYFD)</li> <li>3. Evidence of an annual review of the current's staff's professional development plan that is aligned with the New Mexico FOCUS TQRIS and the Program's Improvement Plan.</li> </ol> <p>*Teaching staff are identified as the second caregiver</p>	<p>3. Each staff person has a current professional development plan and there is evidence that the plan has been reviewed/updated on an annual basis.</p> <p><b><u>FAMILY CHILD CARE HOMES:</u></b> <b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>1. Copy of high school diploma or equivalent (GED) document is on file</li> <li>2. Child Care Licensing Supervisor provides documentation that director qualifications have been met</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. a. Copy of transcript showing completion of the required course with a "C" or better is in the each individual's personnel file. Course must be offered by an accredited institution of higher education.</li> <li>2. Copy of training certificates for all required training is in each individual's personnel file</li> <li>3. Each staff person has a current professional development plan and there is evidence that the plan has been reviewed/updated on an annual basis.</li> <li>4. Copy of training certificates for all required training is in each individual's personnel file.</li> </ol>
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<p style="text-align: center;"><b>4-STAR CRITERIA</b></p>	<p style="text-align: center;"><b>VERIFICATION REQUIREMENTS</b></p>
<p><b><u>Staff Qualifications and Professional Development</u></b> Continue to meet 3-STAR requirements plus:</p> <p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>1. No additional requirements at this level.</li> </ol> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> <li>1. Site Director shall successfully complete:                     <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Assessment of Children and Evaluation of Programs</b> (or equivalent) at the Associate degree level.</li> <li>b. As part of the annual training requirements, complete the following trainings:                             <ol style="list-style-type: none"> <li>1) Classroom Assessment Scoring System (CLASS)</li> <li>2) Intermediate training on New Mexico’s Observation/Assessment Curriculum Planning Process</li> <li>3) Program Administration Scale (PAS – for center-based programs or Business Administration Scale (BAS - for family child care homes)</li> <li>4) 6-Hour Quality Early Childhood Programs for ALL Course– Part 2</li> </ol> </li> </ol> </li> <li>2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:                     <ol style="list-style-type: none"> <li>5) Classroom Assessment Scoring System (CLASS)</li> <li>3) Intermediate course on New Mexico’s Observation/Assessment Curriculum Planning Process</li> </ol> </li> <li>3. All teaching staff shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2</li> </ol>	<p><b><u>Staff Qualifications and Professional Development</u></b></p> <p><b><u>CENTER-BASED PROGRAMS:</u></b></p> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> <li>1. a. Copy of transcript showing completion of the required course with a “C” or better is in the each individual’s personnel file. Course must be offered by an accredited institution of higher education.</li> <li>b. Copy of training certificates for all required training is in each individual’s personnel file</li> </ol> <ol style="list-style-type: none"> <li>2. Copy of training certificates for all required training is in each individual’s personnel file.</li> </ol>

**OUT OF SCHOOL TIME PROGRAMS:**

\*Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.

**STAFF QUALIFICATIONS:**

1. No additional requirements at this level.

**PROFESSIONAL DEVELOPMENT:**

1. Site director shall successfully complete:
  - a. A 3-credit course offered by an accredited institution of higher education titled **Assessment of Children and Evaluation of Programs** (or equivalent) at the Associate degree level.
  - b. As part of the annual training requirements, complete the following trainings:
    - 1) Classroom Assessment Scoring System (CLASS)
    - 2) Program Administration Scale (PAS – for center-based programs or Business Administration Scale (BAS - for family child care homes)
    - 3) 6-Hour Quality Early Childhood Programs for ALL Course– Part 2

2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete the following training:
  - 1) Classroom Assessment Scoring System (CLASS)
3. All teaching staff shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2

**OUT OF SCHOOL TIME PROGRAMS:**

**PROFESSIONAL DEVELOPMENT:**

1. a. Copy of transcript showing completion of the required course with a “C” or better is in the each individual’s personnel file. Course must be offered by an accredited institution of higher education.
  - b. Copy of training certificates for all required training is in each individual’s personnel file
2. Copy of training certificates for all required training is in each individual’s personnel file.

<p><b><u>FAMILY CHILD CARE HOMES:</u></b> <i>STAFF QUALIFICATIONS:</i></p> <ol style="list-style-type: none"> <li>No additional requirements at this level.</li> </ol> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> <li>Director/Owner shall successfully complete:             <ol style="list-style-type: none"> <li>A 3-credit course offered by an accredited institution of higher education titled <b>Assessment of Children and Evaluation of Programs</b> (or equivalent) at the Associate degree level.</li> <li>As part of the annual training requirements, complete the following trainings:                     <ol style="list-style-type: none"> <li>Classroom Assessment Scoring System (CLASS)</li> <li>Intermediate training on New Mexico’s Observation/Assessment Curriculum Planning Process</li> <li>Program Administration Scale (PAS – for center-based programs or Business Administration Scale (BAS - for family child care homes)</li> <li>6-Hour Quality Early Childhood Programs for ALL Course– Part 2</li> </ol> </li> </ol> </li> <li>All teaching staff* shall complete the 6-Hour Quality Early Childhood Programs for ALL Course –Part 2</li> </ol> <p>*Teaching staff are identified as the second caregiver</p>	<p><b><u>FAMILY CHILD CARE HOMES:</u></b></p> <p><i>PROFESSIONAL DEVELOPMENT:</i></p> <ol style="list-style-type: none"> <li>Copy of transcript showing completion of the required course with a “C” or better is in the each individual’s personnel file. Course must be offered by an accredited institution of higher education.             <ol style="list-style-type: none"> <li>Copy of training certificates for all required training is in each individual’s personnel file</li> </ol> </li> <li>Copy of training certificates for all required training is in each individual’s personnel file.</li> </ol>
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<p style="text-align: center;"><b>5-STAR CRITERIA</b></p>	<p style="text-align: center;"><b>VERIFICATION REQUIREMENTS</b></p>
<p><b><u>Staff Qualifications and Professional Development CENTER-BASED PROGRAMS:</u></b></p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>2. No additional requirements at this level</li> </ol> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. Site Director shall successfully complete:                             <ol style="list-style-type: none"> <li>a. A 3-credit course offered by an accredited institution of higher education titled <b>Family and Community Partnerships</b> (or equivalent) and a 2-credit course titled <b>Health, Safety &amp; Nutrition</b> (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance of the certificate.</li> <li>b. As part of the annual training requirements, complete advanced training on New Mexico’s Observation/Assessment Curriculum Planning Process</li> </ol> </li> <li>2. As part of the annual training requirements, one teacher per classroom (preferably the Lead Teacher) shall complete advanced training on New Mexico’s Observation/Assessment Curriculum Process.</li> </ol> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b></p> <p>*Out of School Time Programs: teaching staff are identified as those individuals who are employed year round or for the entire program year.</p> <p><b>STAFF QUALIFICATIONS:</b></p> <ol style="list-style-type: none"> <li>1. No additional requirements at this level</li> </ol>	<p><b><u>Staff Qualifications and Professional Development</u></b></p> <p><b>PROFESSIONAL DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. a. Copy of transcript showing completion of the required course with a “C” or better is in the each individual’s personnel file. Courses must be offered by an accredited institution of higher education. Copy of the New Mexico Child Development Certificate.</li> <li>b. Copy of training certificates for all required training is in each individual’s personnel file</li> </ol> <ol style="list-style-type: none"> <li>2. Copy of training certificates for all required training is in each individual’s personnel file.</li> </ol> <p><b><u>OUT OF SCHOOL TIME PROGRAMS:</u></b></p>

**PROFESSIONAL DEVELOPMENT:**

1. Site Director shall successfully complete:
3. A 3-credit course offered by an accredited institution of higher education titled **Family and Community Partnerships** (or equivalent) and a 2-credit course titled **Health, Safety & Nutrition** (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance of the certificate.

**FAMILY CHILD CARE HOMES:**

**STAFF QUALIFICATIONS:**

1. No additional requirements at this level

**PROFESSIONAL DEVELOPMENT:**

1. Director/Owner shall successfully complete:
  - a. A 3-credit course offered by an accredited institution of higher education titled **Family and Community Partnerships** (or equivalent) and a 2-credit course titled **Health, Safety & Nutrition** (or equivalent) at the Associate degree level. After successful completion of the four courses, meet other requirements for the New Mexico Child Development Certificate and apply to the Office of Child Development for issuance of the certificate.
  - b. The advanced training on New Mexico's Observation/Assessment Curriculum Process.

**PROFESSIONAL DEVELOPMENT:**

3. a. Copy of transcript showing completion of the required course with a "C" or better is in the each individual's personnel file. Courses must be offered by an accredited institution of higher education. Copy of the New Mexico Child Development Certificate.
- b. Copy of training certificates for all required training is in each individual's personnel file

**FAMILY CHILD CARE HOMES:**

**PROFESSIONAL DEVELOPMENT:**

1. a. Copy of transcript showing completion of the required course with a "C" or better is in the each individual's personnel file. Courses must be offered by an accredited institution of higher education. Copy of the New Mexico Child Development Certificate.
2. Copy of training certificates for all required training is in each individual's personnel file.

## FOCUS

### *Tiered Quality Rating and Improvement System*

#### *Essential Elements of Quality-Comprehensive Program Assessment and Continuous Quality Improvement*

##### *1. Physical/Social Emotional Learning Environment*

**RATIONALE** — The environment affects the way children behave, develop, and learn. It also affects the quantity and quality of interactions between adults and children. It includes tangible aspects, such as appropriate materials and equipment, and intangible aspects, such as the physical and human qualities that together create an atmosphere that promotes self-esteem, social interaction, rich language, and joy of learning.

**DEFINITION** — The environment meets all required local, state, and federal regulations. It includes space (both indoors and outdoors) with appropriate equipment and materials that encourage children to engage in hands-on learning. The environment represents New Mexico’s diverse people, languages, and cultures.

##### **Research to support the use of the Environment Rating Scales:**

The Environment Rating Scale measures **global quality** in early childhood programs. The rating scales can be used as a tool “to see how well a program is meeting children’s needs - to see whether children receive the protection, learning opportunities, and positive relationships they need for successful development” (Cryer, Harms & Riley, 2003, p. x).

Children in classes with higher ECERS-R scores have repeatedly been found to do better on outcomes that are considered very important such as: language ability, pre-academic skills, relationships with teachers, social skills, ADD, reduced anti-social behavior in 6th grade, etc. (Head Start FACES Study and EPPE Study in Great Britain, Cost, Quality and Outcomes Study).

In Comparisons of the CLASS with the ECERS-R, classrooms with higher classroom scores on the CLASS were rated higher on the ECERS-R interactions factor (Compendium of Preschool Through Elementary School Social-emotional Learning and Associated Assessment Measures) Quality in Early Childhood Care and Education Settings: A Compendium of Measures).

Commissioner’s Office of Research and Evaluation (2001) Head Start FACES Study: Longitudinal Finding on Program Performance



Sylva, Kathy; Melhuish, Edward; Sammons, Pam; Siraj-Blatchford, Iram; Taggart, Brenda (2008) Effective Pre-school and Primary Education 3-11 project (EPPE 3-11): Final report from the primary phase: Pre-school, school and family influences on children's development during Key Stage 2 EPPE Study in Great Britain,

Frederic B. Glantz, Jean Layzer (2000) Cost, Quality and Outcomes Study.

### **Research to support the use of the CLASS:**

The CLASS is an observational instrument developed to assess classroom quality in preschool through third grade classrooms. The CLASS dimensions are based on observed interactions among teachers and student in Classrooms.

Effective interactions between teachers and students are essential for promoting long-term school success across grades preK-12. The Classroom Assessment Scoring System™ (CLASS) offers an evidence-based approach to defining and measuring effective interactions in school classrooms.

Learners in classrooms that score higher on the CLASS™ tool achieve at levels higher than their peers in lower-scoring classrooms. The CLASS™ tool helps educators focus on effective interactions that

- **Support** students' social and emotional functioning
- **Focus** student behavior, time, and attention in the classroom
- **Build** higher-order thinking and language skills

La Paro, K. M., Pianta, R. C., &Stuhlman, M. (2004). The Classroom Assessment Scoring System: Findings from the Prekindergarten Year. *The Elementary School Journal, 104*(5), 409.

Curby, T. W., LoCasale-Crouch, J., Konold, T. R., Pianta, R. C., Howes, C., Burchinal, M., Bryant, D., et al.(2009). The Relations of Observed Pre-K Classroom Quality Profiles to Children's Achievement and Social Competence. *Early Education & Development, 20*(2), 346–372.

Domínguez, X., Vitiello, V. E., Maier, M. F., & Greenfield, D. B. (2010). A Longitudinal Examination of Young Children's Learning Behavior: Child-Level and Classroom-Level Predictors of Change Throughout the Preschool Year. *School Psychology Review, 39*(1), 29–47.

Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O. (2008). Ready to learn? Children's pre-academic achievement in pre-Kindergarten programs. *Early Childhood Research Quarterly*, 23(1), 27–50.

Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., Burchinal, M., et al. (2008). Measures of Classroom Quality in Prekindergarten and Children's Development of Academic, Language, and Social Skills. *Child Development*, 79(3), 732-749.

### 3. *Program Administration*

**RATIONALE** — Sound financial management is one of the best ways for businesses to remain solvent. Business owners need to identify and implement policies that will lead to and ensure that their financial obligations are met. (U.S. Small Business Administration). It is also important that businesses are aware of federal and state employment laws. In addition, it is essential to measure the overall quality of administrative practices from an organizational perspective including the quality work life for staff and develop specific plans for program improvement.

**DEFINITION** — The program will conduct ongoing self-assessment and develop a Program Improvement Plan with short and long term goals to ensure that quality systems are in place at the organizational level which will sustain high-quality interactions and learning environments at the classroom level (T. Talan & P J Bloom, 2004).

**Research to support the implementation of an administrative Program Improvement Plan:**

Bloom, 1989, 1996a, 1996b; Cost, Quality, and Child Outcomes Study Team, 1995; Kagan & Bowman, 1997; Phillips, Mekos, Scarr, McCartney, & Abbott-Shim, 2000; Whitebook, Howes, & Phillips, 1990

Child Trends. (2010) *Quality in Early Childhood Care and Education Settings: A Compendium of Measures 2<sup>nd</sup> Edition*. Prepared for the U.S. Dept. of Health and Human Services Administration for Children and Families Office of Planning, Research and Evaluation. Washington, D.C.

**Research to support the implementation of a business plan:**

Oliveira, P (2007). *Child Care Center Fiscal Health Survey*. Connecticut Voices for Children

Stoney, L. (2003) *Collective Management of Early Childhood Programs: Approaches That Aim to Maximize Efficiency, Help Improve Quality and Stabilize the Industry*. Cornell University Linking Economic Development and Child Care Project, Smart Start

Summers, J & Price, L. (2008) *Administrative Management Capacity in Out-of-School Time Organizations: An Exploratory Study*. Wallace Foundation

### *3. Continuous Improvement*

**RATIONALE:** Continuous Quality Improvement is an on-going process that owners/administrators engage in to provide the best experience for the children and families enrolled in the program/facility and staff who are employed by the program and work at the facility.

**DEFINITION:** The process includes identifying, describing, and analyzing the strengths and weaknesses of the program or area which improvement is needed. Once an area of improvement is identified; a plan with benchmarks, timelines, assigned tasks, and responsibilities is developed. Testing and implementing solutions is the next step. Evaluating the results and revising the plan will help decide what the next steps are – either to continue working on the same identified issue using the revised plan or to continue to improve by identifying another area to begin work.

#### **Research to support Continuous Improvement:**

Child Trends. (2010) *Quality in Early Childhood Care and Education Settings: A Compendium of Measures 2<sup>nd</sup> Edition*. Prepared for the U.S. Dept. of Health and Human Services Administration for Children and Families Office of Planning, Research and Evaluation. Washington, D.C.

Horton, C. (2007) *Evaluating Early Care and Education Programs: A Review of Research Methods and Findings*. Herr Research Center for Children and Social Policy, Erikson Institute.

Schultz, T. & Kagan, L. (2007) *Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality*. Pew Charitable Trusts



<p style="text-align: center;"><b>3-STAR CRITERIA</b></p>	<p style="text-align: center;"><b>VERIFICATION REQUIREMENTS</b></p>
<p><b><u>Physical/Social Emotional Environment</u></b></p> <ol style="list-style-type: none"> <li>1. Directors and one teacher per classroom shall participate in training and obtain a certificate of completion in the Environment Rating Scales.</li> </ol> <p><b><u>Proposed ERS Training Format:</u></b></p> <ul style="list-style-type: none"> <li>- 4 hours of overview</li> <li>- 4 hours of scales specific in the appropriate ERS tool with homework to include a self-administered scale</li> <li>- 4 hours based on self-administered scale</li> </ul>	<p><b><u>Physical/Social Emotional Environment</u></b></p> <ol style="list-style-type: none"> <li>1. A Program must submit a current personnel roster and certificates of completion in the appropriate ERS training for the director and one teacher per classroom. New staff must attend and complete the training within 6 months of hire. This information will be submitted on the standardized personnel roster form.</li> </ol>
<p><b><u>Program Administration</u></b></p> <ol style="list-style-type: none"> <li>1. Director/Owner is knowledgeable of resources regarding the federal Fair Labor Standards Act (FLSA).</li> </ol> <p><b>RECOMMENDED CRITERIA:</b></p> <ol style="list-style-type: none"> <li>1. Program will develop a business plan.</li> </ol>	<p><b><u>Program Administration</u></b></p> <ol style="list-style-type: none"> <li>1. The Director/Owner will provide proof that he/she is knowledgeable of resources regarding the Fair Labor Standards Act (signed acknowledgment)</li> <li>2. If developed, the business plan will be reviewed.</li> </ol>
<p><b><u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Although there are no additional requirements at this level, it is suggested that programs wishing to obtain a 4-STAR and 5-STAR license complete a self-study process using the ERS and related resource materials and practice using the ERS rating scale/s in each classroom/learning area. This process will build upon the content in the required ERS training.</li> </ol>	<p><b><u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Review self-study results to ensure understanding of criteria and rating process.</li> </ol>

4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p>Continue to meet 3-STAR requirements plus:</p> <p><b><u>Physical/Social Emotional Environment</u></b></p> <ol style="list-style-type: none"> <li>1. Directors and one teaching staff per classroom shall participate in training and obtain certificate of completion in CLASS.</li> <li>2. The program shall self-administer the ERS every other year in each classroom/learning area.</li> <li>3. On opposite years of the ERS self-assessment, the program shall self-assess child/staff interactions in each classroom/learning area using the CLASS.</li> </ol>	<p><b><u>Physical/Social Emotional Environment</u></b></p> <ol style="list-style-type: none"> <li>1. Program must submit a current personnel roster and certificates of completion in the CLASS training for the director and one teacher per classroom. New staff must attend and complete the training within 6 months of hire. This information will be submitted on the standardized personnel roster form.</li> <li>2. Verify completed ERS for each classroom/learning area by reviewing standardized log and by reviewing completed ERS for each classroom/learning area. Review the completed CLASS self-assessment.</li> </ol>
<p><b><u>Program Administration</u></b></p> <ol style="list-style-type: none"> <li>1. Director/Owner shall successfully complete training on the Program Administration Scale (PAS– for center-based programs or Business Administration Scale (BAS - for family child care homes)</li> <li>2. Program shall complete a self-assessment of its organizational systems using the Program Administration Scale (PAS)-center based programs or Business Administration Scale (BAS) -Family Child Care Homes. This should include a process to determine if the goals and objectives of the program are being met. The evaluation process shall include collecting, summarizing, analyzing, and using the findings to document outcomes.</li> </ol>	<p><b><u>Program Administration</u></b></p> <ol style="list-style-type: none"> <li>1. Verify by reviewing copies of certificates that the director/owner has attended the (PAS) – center-based programs or Business Administration Scale (BAS) -Family Child Care Homes.</li> </ol>
<p><b><u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Based on the findings of the ERS, the program shall develop a Program Improvement Plan that includes short term and long</li> </ol>	<p><b><u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Review Program Improvement Plan to ensure short term and long term goals for items scored below a rating of “4” on the</li> </ol>

<p>term goals for items that score below a rating of “4” .</p> <ol style="list-style-type: none"> <li>2. Based on the findings of the of the CLASS self-assessment, the program shall develop a Program Improvement Plan for all items scoring below a “4” .</li> <li>3. Using the evaluation data, the program shall develop a Program Improvement Plan.</li> </ol>	<p>ERS.</p> <ol style="list-style-type: none"> <li>2. Review Program Improvement Plan to ensure short term and long term goals for items scored below a rating of “4” on the CLASS.</li> <li>3. Verify by reviewing a copy of the PAS or BAS (if applicable) self- assessment and the Program Improvement Plan.</li> </ol>
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5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p>Continue to meet 3-STAR and 4-STAR requirements plus:</p> <p><b><u>Physical/Social Emotional Environment</u></b></p> <ol style="list-style-type: none"> <li>1. Every other year, the program shall show evidence that there has been ongoing progress in implementing the ERS Program Improvement Plan. The ERS scores will be verified in at least 1/3 of all classrooms/learning areas.</li> <li>2. On the opposite year of the ERS, the program shall show evidence that there has been ongoing progress in implementing the CLASS Program Improvement Plan. The scores will be verified in at least 1/3 off all classrooms/learning areas.</li> </ol>	<p><b><u>Physical/Social Emotional Environment</u></b></p> <ol style="list-style-type: none"> <li>1. ERS scores in 1/3 of all classrooms/learning areas shall be verified by an inter-rater reliable verifier.</li> <li>2. On the opposite year of the ERS scores verification, the CLASS scores in 1/3 of all classrooms/learning areas shall be verified by an inter-rater reliable verifier.</li> <li>3. The Program Improvement Plan will be reviewed to ensure ongoing progress in implementing CLASS.</li> </ol>
<p><b><u>Program Administration</u></b></p> <ol style="list-style-type: none"> <li>1. Show evidence of implementation of the PAS/BAS Program Improvement Plan and maintain supporting documentation.</li> </ol>	<p><b><u>Program Administration</u></b></p> <ol style="list-style-type: none"> <li>1. Verify by reviewing the Program Improvement Plan.</li> </ol>
<p><b><u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. Program will focus on at least one self-selected/self-identified area that will further strengthen services to enrolled children and their families and at least one self-selected/self-identified area that will strengthen program administration and staff support. This may include, but is not limited to the following:             <ol style="list-style-type: none"> <li>a) <u>Healthy practices for families</u>. This could include areas related to obesity, physical exercise, developing healthy eating habits.</li> <li>b) <u>Community resources for families</u>. This could include having a printed community resource guide, using a resource guide that was developed by another community agency that also works with young children and families, or have community agencies provide information during family events.</li> <li>c) <u>Best practice in teaching and learning</u>. This could include a more in-depth study of developmentally appropriate practice.</li> </ol> </li> </ol>	<p><b><u>Continuous Improvement</u></b></p> <ol style="list-style-type: none"> <li>1. After needs are identified, the program will submit the Continuous Improvement form developed by the Department that provides information about the initiative they will work on – one initiative for children and families and one initiative for program administration and staff support.</li> <li>2. Supporting documents will be verified that show evidence that program is engaged and making progress in the two self-identified areas using the Continuous Improvement process.</li> <li>3. Once the plan for one self-identified area is completed, the program will identify a different area to work on and begin the Continuous Improvement process again.</li> </ol>

	<ul style="list-style-type: none"> <li>d) <u>Promoting sustainability and environmental conservation.</u></li> <li>e) <u>Challenging behaviors.</u></li> <li>f) <u>Best practice to support staff.</u> This could include obtaining training and implementation of reflective practice, strategies related to staff retention including compensation and benefits.</li> <li>g) <u>Program financial operating procedures and practices.</u></li> <li>h) <u>Other</u> identified by the program that is related to the criteria in the TQRIS.</li> </ul>
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## 1. Assessment and Curriculum

**RATIONALE** — New Mexico is committed to authentic, observational assessment that is criterion-based. Teachers watch and listen as children participate in activities and experiences throughout the day. Teachers document observations for the purpose of reflection and planning as well as to assess each child’s capabilities and progress. They collect portfolio documentation on key Essential Indicators and Developmental Domains to capture measurable evidence of children’s progress and growth to share with families and to help with curricular planning.

Authentic assessment in early childhood care and education is a crucial component of quality. The National Association for the Education of Young Children (2003) describes authentic assessment in the following recommendation to early childhood programs: *Use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children’s daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes* (p. 10)

“Observational assessment in New Mexico PreK is well-grounded in research and theory” (New Mexico PreK Curriculum Policy Brief, 2011, p. 9). An ever-increasing pool of research supports the use of authentic assessment tools and methods. The reliability and validity of such tools and methods are demonstrated through peer-reviewed studies” (Gao & Grisham-Brown, 2011; Epstein, Schweinhart, DeBruin-Parecki, & Robin, 2004; Riley-Ayers, Frede, Jacobs, & Boyd, 2008).

**DEFINITION** — Teachers will effectively implement the New Mexico Authentic Assessment and Curriculum process. This process is continuous and includes observing children, documenting, implementing activities and routines, and assessing outcomes. Teachers will use the New Mexico Early Learning Guidelines (ELG’s) to guide and help scaffold children’s learning within the curriculum. Teachers will continually make modifications to help children reach goals. They will plan weekly for the whole group and for individual children. This system should apply to *all* children enrolled in the classroom.

**Research to support assessment and curriculum:**

Gao, X., & Grisham-Brown, J. (2011). The use of authentic assessment to report accountability data on young children’s language, literacy and pre-math competency. *International Education Studies*, 4, 2, 41-54. doi: 10.5539/ies.v4n2p41

Epstein, A. S., Schweinhart, L. J., DeBruin-Parecki, A., & Robin, K.B. (2004). Preschool assessment: A guide to developing a balanced approach. *NIEER: Preschool Policy Matters*, 7, 1-11. Retrieved from: <http://nieer.org/resources/policybriefs/7.pdf>

HighScope Educational Research Foundation. (2005). *Child observation record (COR) for infants and toddlers*. Ypsilanti, MI: HighScope Press

Riley-Ayers, S., Frede, E., Jacobs, G., & Boyd, J. S. (2008). Improving teaching through standards-based systematic assessment: Development of the early learning scale.



Presented at the *National Institute for Early Childhood Professional Development, New Orleans, LA*. Retrieved from: <http://nieer.org/pdf/nieer-els-slides.pdf>

New Mexico PreK (2011). New Mexico preK curriculum policy brief: Executive summary. Retrieved from: <https://www.newmexicoprek.org/index.cfm?event=public.prek.Materials>

## 2. *Cultural Competence*

**RATIONALE:** NAEYC believes that "[f]or optimal development and learning of all children, educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units" (NAEYC 1995, 2). Since all children are rooted in their families we see a child's family structure and all that it entails as the core of their family's culture. This structure can include family socioeconomic status, family composition, parent's level of educational attainment, abilities of children and family members, family's immigration status, family's religion, family's home and preferred languages, parent's sexual orientation, and the way that a family classifies its race and ethnicity.

**DEFINITION:** Program staff will demonstrate a commitment to engage in an ongoing process of learning and developing multiple and various solutions that yield effective practices. Teachers will work "to make the most of children's potential, strengthening and building upon the skills they bring when they enter programs" (NAEYC 1995, 3).

### **Research to support cultural competence:**

Crawford, P.A., & V. Zygouris-Coe. 2006. All in the family: Connecting home and school with family literacy. *Early Childhood Education Journal*, 33 (4), 261-267.

Derman-Sparks, L., & Olsen Edwards, J. 2009. *Anti-bias education for young children and ourselves*. Washington, DC: NAEYC

Halgunseth, L., A. Peterson, D.R. Stark, & S. Moodie. 2009. Family engagement, diverse families, and early childhood education programs: An integrated review of the literature. Washington, DC: NAEYC and Pre-K Now. <http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>. Retrieved September 25, 2011.

## 1. Staff: Child Ratios

**RATIONALE:** One of the most important quality indicators for early childhood programs is the number of children compared to the number of teaching staff/caregivers – its staff to child ratio. Research consistency documents that fewer children per adult and smaller group sizes result in a higher quality program and positive developmental outcomes for children. When teachers have smaller numbers of children and smaller groups, they can supervise the children more carefully, provide more individualized attention, plan and implement activities that are developmentally appropriate for each child, insure that health and safety measures are in place, and engage in more one-on-one communication with the children in their care.

**DEFINITION:** Ratios are stated as the number of children allowed per one adult in each classroom or home at all times. The number of children per adult increases as the ages of children increases. Group size refers to the total number of children in any one classroom or home.

### Research to support Staff: Child Ratios:

Galinsky, E. (2006) *The Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference*. Washington, DC: Committee for Economic Development.

National Association for the Education of Young Children. (2005) *NAEYC Early Childhood Program Standards and Accreditation Criteria*. Website: <http://naeyc.org/academy/standards/>

Schumacher, R. & Hoffmann, E. (2008) *Improve Family Child Care Ratios and Group Sizes*. CLASP

Wisconsin Council on Children and Families (2008). *Small is Beautiful: Staff Ratios and Group Size in Early Care and Education*. [http://www.wccf.org/pdf/small\\_ratio\\_group\\_ece\\_spring\\_2008.pdf](http://www.wccf.org/pdf/small_ratio_group_ece_spring_2008.pdf)

<p style="text-align: center;"><b>3-STAR CRITERIA</b></p>	<p style="text-align: center;"><b>VERIFICATION REQUIREMENTS</b></p>
<p><u>Assessment and Curriculum</u></p> <p><b><u>CENTER-BASED AND FAMILY CHILD CARE HOMES:</u></b></p> <ol style="list-style-type: none"> <li>1. Director/Owner and *one teacher per classroom (preferably the Lead Teacher) shall successfully complete the following training:                             <ol style="list-style-type: none"> <li>a. New Mexico’s Observation/Assessment Curriculum Planning Process(includes Early Learning Guidelines)</li> </ol> <p>*only applies to center-based programs</p> </li> <li>2. Each program will identify a person within their organization who will support teachers and oversee the NM Authentic Assessment and Curriculum Process.</li> </ol> <p><b>3 AND 4 YEAR OLDS:</b></p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on and report data on 14 Essential Indicators (EI):</p> <ol style="list-style-type: none"> <li>a. Complete the <i>NM Quick Check Recording Sheets</i> for the 12 identified Essential Indicators.</li> <li>b. Complete portfolio documentation for EI#4 and EI#9 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs.</li> <li>c. Hold a family/teacher conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets</i> and the completed <i>NM Portfolio Collection Forms</i> for EI#4 and EI#9.</li> <li>d. Report data from completed <i>NM Quick Check Recording Sheets</i> and 2 required portfolios after each collection period</li> </ol>	<p><b><u>CENTER-BASED AND FAMILY CHILD CARE HOMES:</u></b></p> <ol style="list-style-type: none"> <li>1. Copy of training certificates for all required training is in each individual’s personnel file</li> </ol> <p><b>3 AND 4 YEAR OLDS:</b></p> <ol style="list-style-type: none"> <li>1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.</li> <li>2. Documentation that family/teacher conferences have taken place. Sign in sheets will be reviewed.</li> <li>3. Data reporting will be verified to ensure accuracy of information submitted.</li> <li>4. <i>NM Weekly Lesson Plan Forms</i> will available for review for the last three months to ensure curriculum planning that respects children’s developmental, social, and cultural needs.</li> <li>5. Documentation of reflections will be available for review for at least the last three months.</li> </ol>



<p>(Fall and Spring).</p> <ul style="list-style-type: none"> <li>e. Use documentation gathered through use of <i>NM Quick Check Recording Sheets</i>, <i>NM Portfolio Collection Forms</i> and <i>IFSP</i> or <i>IEP</i> goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.</li> <li>f. Complete the first page of the <i>NM Weekly Lesson Plan Form</i> and share with families.</li> <li>g. Formally reflect on classroom practices at least once monthly by completing a journal entry.</li> </ul> <p><b>INFANTS AND TODDLERS:</b></p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on the Five Domains and their components:</p> <ul style="list-style-type: none"> <li>a. Complete the <i>NM Benchmark Quick Check Recording Sheets</i> for the Five Domains.</li> <li>b. Complete 2 <i>NM Portfolio Collection Forms</i> under the following domains: Beginning to Know About Ourselves and Others and Beginning to Communicate.</li> <li>c. Hold family/teacher conferences at least three times a year to share information gathered on the <i>NM Benchmarks Quick Check Recording Sheets</i> and the 2 completed <i>NM Portfolio Collection Forms</i>.</li> <li>d. Use documentation gathered through use of <i>NM Benchmarks Quick Check Recording Sheets</i>, <i>NM Portfolio Collection Forms</i> and <i>IEP</i> goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.</li> <li>e. Formally reflect on classroom practices at least once monthly by completing a journal entry</li> </ul>	<p><b>INFANTS AND TODDLERS:</b></p> <ul style="list-style-type: none"> <li>1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.</li> <li>2. Documentation that family/teacher conferences have taken place. Sign in sheets will be reviewed.</li> <li>3. Data reporting will be verified to ensure accuracy of information submitted.</li> <li>4. <i>NM Weekly Lesson Plan Forms</i> will be available for review for the last three months to ensure curriculum planning that respects children’s developmental, social, and cultural needs.</li> <li>5. Documentation of reflections will be available for review for at least the last three months.</li> </ul>
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<p><b>SCHOOL AGE:</b> Because assessments are conducted in the primary grades, portfolio observations are not required for school-age programs. However, the following elements are required:</p> <ol style="list-style-type: none"> <li>1. The development of program activities are consistent with the program’s current mission and philosophy statements.</li> <li>2. Site Director will keep informed about special school projects and events.</li> <li>3. In collaboration with school personnel, insure that the development of the programs activities are coordinated with and will enrich school learning.</li> <li>4. Maintain regular communication with school personnel, including teachers, about ways to help enrolled children achieve success with their peers and in school.</li> </ol>	<p><b>SCHOOL AGE:</b></p> <ol style="list-style-type: none"> <li>1. Lesson plans will be reviewed to ensure that activities align with the program’s current mission and philosophy statements.</li> <li>2. Documentation will be reviewed that provides evidence of collaboration with school personnel regarding coordination of program activities and communication efforts that support each student’s success.</li> </ol>
<p><b><u>Cultural Competence</u></b></p> <ol style="list-style-type: none"> <li>1. Evidence that all employed staff have read and are familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child.</li> <li>2. All staff shall successfully complete the 6-Hour Quality Child Care for All (or equivalent approved by CYFD) training.</li> </ol>	<p><b><u>Cultural Competence</u></b></p> <ol style="list-style-type: none"> <li>1. Verify by reviewing signed statement that staff has read and are familiar with New Mexico’s Guiding Principles for the Inclusion of Every Child.</li> <li>2. Copy of training certificates for required training is in each individual’s personnel file.</li> </ol>
<p><b><u>Staff: Child Ratios</u></b></p> <ol style="list-style-type: none"> <li>1. No requirements for this level</li> </ol>	

4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><u>Assessment and Curriculum</u> Continue to meet 3-STAR requirements plus:</p> <p><b><u>CENTER-BASED AND FAMILY CHILD CARE HOMES:</u></b> Director/Owner and *one teacher per classroom (preferably the Lead Teacher) shall successfully complete the following training:</p> <ol style="list-style-type: none"> <li>a. Intermediate training on New Mexico’s Observation/Assessment Curriculum Planning Process</li> </ol> <p>*only applies to center-based programs</p> <p><b>3 AND 4 YEAR OLDS:</b></p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on and report data on 16 Essential Indicators (EI):</p> <ol style="list-style-type: none"> <li>a. Complete the <i>NM Quick Check Recording Sheets</i> for 12 identified Essential Indicators.</li> <li>b. Continue to complete portfolio documentation by adding EI#4, EI#9, EI#6, and EI#8 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs.</li> <li>c. Hold a family/teacher conference after each collection period to share information gathered on the <i>NM Quick Check Recording Sheets and NM Portfolio Collection Forms</i> for EI#4, EI#9, EI#6, &amp; EI#8.</li> <li>d. Report data from completed <i>NM Quick Check Recording Sheets</i> and 4 required portfolios after each collection period (Fall and Spring).</li> <li>e. Use documentation gathered through use of NM Quick Check Recording Sheets, NM Portfolio Collection Forms and IFSP or IEP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs. Complete the</li> </ol>	<p><u>Assessment and Curriculum</u></p> <p><b><u>CENTER-BASED AND FAMILY CHILD CARE HOMES:</u></b></p> <ol style="list-style-type: none"> <li>1. Copy of training certificates for all required training is in each individual’s personnel file.</li> </ol> <p><b>3 AND 4 YEAR OLDS:</b></p> <ol style="list-style-type: none"> <li>1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.</li> <li>2. Documentation that family/teacher conferences have taken place. Sign in sheets will be reviewed.</li> <li>3. <i>NM Weekly Lesson Plan Forms</i> will be available for review for the last three months. Evidence of curriculum planning that respects children’s developmental, social, and cultural needs will be verified.</li> <li>4. Data reporting will be verified to ensure accuracy of information submitted.</li> <li>5. Documentation of reflections will be available for review for at least the last three months.</li> </ol>



<p>first and third page of the <i>NM Weekly Lesson Plan Form</i> and share with families.</p> <p>f. Formally reflect on classroom practices at least once every two weeks by completing a journal entry. As a direct result of reflections, teachers will use the <i>NM Weekly Lesson Plan Form</i> to document planned changes in practices and/or the physical environment.</p> <p><b>INFANTS AND TODDLERS:</b></p> <p>Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus on the Five Domains and their components:</p> <ol style="list-style-type: none"> <li>Complete the <i>NM Benchmark Quick Check Recording Sheets</i> for the Five Domains.</li> <li>Continue to complete 4 <i>NM Portfolio Collection Forms</i> by adding the following domains: Beginning to Build Concepts, and Beginning to Move and Do.</li> <li>Hold family/teacher conference at least three times a year to share information gathered on the <i>NM Benchmarks Quick Check Recording Sheets</i> and the 4 completed <i>NM Portfolio Collection Forms</i>.</li> <li>Use documentation gathered through use of <i>NM Benchmarks Quick Check Recording Sheets</i> and Portfolios to guide curriculum planning that respects children’s developmental, social, and cultural needs. Lesson plans will be shared with families.</li> <li>Formally reflect on classroom practices at least once every 2 weeks by completing a journal entry. Teachers will note changes in activities, materials and/or support given as a direct result of reflections on the <i>NM Infant Toddler Lesson Plan Form</i>.</li> </ol>	<p><b>INFANTS AND TODDLERS:</b></p> <ol style="list-style-type: none"> <li>Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.</li> <li>Documentation that family/teacher conferences have taken place. Sign in sheets will be reviewed.</li> <li><i>NM Weekly Lesson Plan Forms</i> will be available for review for the last three months. Evidence of curriculum planning that respects children’s developmental, social, and cultural needs will be verified.</li> <li>Documentation of reflections will be available for review for at least the last three months.</li> </ol>
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<p><b>SCHOOL AGE:</b> Because assessments are conducted in the primary grades, portfolio observations are not required for school-age programs. However, the following elements are required:</p> <ol style="list-style-type: none"> <li>1. Staff works closely with school personnel to insure that the program’s academic components align with the school curricula.</li> <li>2. The program has a holistic approach to meet the needs of school-age children, including the allocation of appropriate time for support of academics, including enrichment activities, homework help, and tutoring.</li> <li>3. Show evidence that staff meets with school personnel and families in order to help the school and program gain a sense of the whole child.</li> <li>4. Show evidence that the program communicates with school personnel to monitor the behavior needs and progress of each enrolled child.</li> </ol>	<p><b>SCHOOL AGE:</b></p> <ol style="list-style-type: none"> <li>1. Lesson plans will be reviewed to ensure that activities align with the program’s current mission and philosophy statements as well as support for academics, including enrichment activities, homework help, and tutoring.</li> <li>2. Documentation will be reviewed that provides evidence of collaboration with school personnel regarding coordination of program activities and communication efforts that support each student’s success.</li> </ol>
<p><b>Cultural Competence</b> Continue to meet 3-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Evidence that racial and cultural diversity is represented in materials, equipment and classroom displays.</li> <li>2. Site Director and all teaching staff shall complete the 6-Hour Quality Early Childhood Programs for ALL Course-Part 2</li> </ol>	<p><b>Cultural Competence</b></p> <ol style="list-style-type: none"> <li>1. Classrooms/learning areas will be assessed to ensure that racial and cultural diversity is represented in materials, equipment and displays.</li> <li>2. Copy of training certificates for all required training is in each individual’s personnel file.</li> </ol>
<p><b>Staff: Child Ratios</b> Implement ratios and group size:</p> <ol style="list-style-type: none"> <li>1. <b>Licensed Child Care Centers</b> Child Care Centers in which children are grouped by age: 6 weeks through 24 months.....1:5 2 years.....1:8</li> </ol>	<p><b>Staff: Child Ratios</b></p> <ol style="list-style-type: none"> <li>1. Ratios will be verified in each classroom/learning area.</li> </ol>

<p>3 years.....1:10                  4 years.....1:10                  5 years.....1:12                  6 years.....1:12</p> <p><b>2. Child Care Centers</b> in which age groups are combined:                  6 weeks through 24 months.....1:5                  2, 3 and 4 years.....1:10                  3, 4 and 5 years.....1:12                  6 years .....1:12</p> <p><b>Maximum group size:</b>                  6 weeks through 24 months.....10                  2 years.....16                  3, 4, and 5 years.....24                  6 years and up.....24</p> <p><b>Licensed Family Child Care Homes:</b>                  a) 1:6 for programs licensed for 6 children                  b) 2:12 for programs licensed for 12 children</p> <p><b>Licensed Out-of-School Time Programs:</b> Group size does not exceed 30.                  The ratio is between 1:8 and 1:12 for groups that include children 6 years of age or younger.                  The ratio is between 1:10 and 1:15 for groups of children 6 years of age and older.</p> <p><b>Registered Family Child Care Homes:</b> A caregiver will have no more than four (4) non-resident children at any one time.</p> <p>A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</p> <p>A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</p>	
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<p>Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</p> <p><b>Registered Family Child Care Homes:</b> A caregiver will have no more than four (4) non-resident children at any one time.</p> <p>A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</p> <p>A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</p> <p>Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</p>	
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5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><b>Assessment and Curriculum</b>                      Continue to meet 3-STAR and 4-STAR requirements plus:  <b>CENTER-BASED AND FAMILY CHILD CARE HOMES:</b></p> <p><b>3 AND 4 YEAR OLDS:</b>                      Using the <u>New Mexico Early Learning Guidelines</u>, teachers will focus and report on all 23 Essential Indicators (EI):</p> <ol style="list-style-type: none"> <li>Complete the <i>NM Quick Check Recording Sheets</i> for 12 identified Essential Indicators.</li> <li>Continue to complete portfolio documentation by adding EI#4, EI#9, EI#6, EI#8, EI#13, &amp; EI#14 using the <i>NM Portfolio Collection Forms</i> specifically designed for these EIs.</li> <li>Teachers will embed EI#16, EI#18, EI#19, EI#22, &amp; EI#23 into portfolio documentation using the <i>NM Portfolio Collection Forms</i>.</li> <li>Hold a family/teacher conference after each collection period to share information gathered on all 23 EIs.</li> <li>Report data from completed <i>NM Quick Check Recording Sheets</i> and 6 required Portfolios Collection Forms after each collection period (Fall and Spring).</li> <li>Use documentation gathered through the use of <i>NM Quick Check Recording Sheets, NM Portfolios Collection Forms</i> and IFSP or IEP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.</li> <li>Complete all three pages of the <i>NM Weekly Lesson Plan Form</i> and share with families.</li> <li>Throughout the week, teachers will reflect on and make</li> </ol>	<p><b>Assessment and Curriculum</b>  <b>CENTER-BASED AND FAMILY CHILD CARE HOMES:</b></p> <p><b>3 AND 4 YEAR OLDS:</b></p> <ol style="list-style-type: none"> <li>Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.</li> <li>Documentation that family/teacher conferences have taken place. Sign in sheets will be reviewed.</li> <li><i>NM Weekly Lesson Plan Forms</i> will be available for review for the last three months. Evidence of curriculum planning that respects children’s developmental, social, and cultural needs will be verified.</li> <li>Data reporting will be verified to ensure accuracy of information submitted.</li> <li>Documentation of reflections will be available for review for at least the last three months.</li> </ol>

changes when needed to their classroom practices in order to meet the needs of each child related to their progress on the Els.

- i. Teachers will use the *NM Weekly Lesson Plan Form* to document planned changes in practices and/or the physical environment.

**INFANTS AND TODDLERS:**

- a. Complete the *NM Benchmark Quick Check Recording Sheets* for the Five Domains.
- b. Continue to complete 6 *NM Portfolio Collection Forms* by adding the following domains: two for Approaches Toward Learning.
- c. Teachers will embed the remaining Essential Indicators on NM Portfolio Collection Forms.
- d. Hold family/teacher conferences at least three times a year to share information gathered for all Domains. Teachers will use the *NM Infant and Toddler Family Teacher Summary Report*.
- e. Use documentation gathered through the use of *NM Quick Check Recording Sheets, NM Portfolios Collection Forms* and IFSP goals, if applicable, to guide curriculum planning that respects children’s developmental, social, and cultural needs.
- f. Throughout the week, teachers will reflect on and make changes when needed to their classroom practices in order to meet the needs of each child related to their progress in the Five Domains. Teachers will use the *NM Infant Toddler Lesson Plan Form* to document planned changes in practices and/or the physical environment.

**INFANTS AND TODDLERS:**

- 1. Copies of portfolios for 25% of the children enrolled during the last collection period will be made available. Portfolios will be reviewed for objectivity.
- 2. Documentation that family/teacher conferences have taken place. Sign in sheets will be reviewed.
- 3. *NM Weekly Lesson Plan Forms* will be available for review for the last three months.
- 4. Documentation of reflections will be available for review for at least the last three months.



<p><b>SCHOOL AGE:</b> No additional requirements</p>	
<p><b><u>Cultural Competence</u></b> Continue to meet 3-STAR and 4-STAR requirements plus:</p> <ol style="list-style-type: none"> <li>1. Complete a survey/checklist provided by the Department to assess implementation of inclusive cultural practices that support every enrolled child.</li> <li>2. Curriculum components address issues of linguistically appropriate child assessments and daily programming.</li> </ol>	<p><b><u>Cultural Competence</u></b></p> <ol style="list-style-type: none"> <li>1. Verify by reviewing results of survey.</li> <li>2. Review curriculum and daily programming for last 3 months to ensure integration of linguistically appropriate child assessments.</li> </ol>
<p><b><u>Staff: Child Ratios</u></b></p> <ol style="list-style-type: none"> <li>1. Program shall maintain ratios and group size standards set by NAEYC for centers, NAFFC for family child care homes, and COA for school-age programs.</li> </ol>	<p><b><u>Staff: Child Ratios</u></b></p> <ol style="list-style-type: none"> <li>1. Ensure ratios in classrooms/learning areas are meeting NAEYC, NAFCC or COA standards, as applicable.</li> </ol>

### *1. Family Involvement/Family Engagement*

**RATIONALE:** Research demonstrates multiple benefits of family engagement, also referred to as parent involvement, in children's formal education and indicates that timing is important: family engagement has a more positive impact if it begins early in a child's educational experience. Early care and education experts agree that the presence and engagement of families in preschool is essential. When families are involved, it increases their knowledge about child development and education which in turn enhances their ability to serve as their child's primary teacher and assist teaching staff/caregivers to make learning meaningful for their child. Acknowledging families is an important step towards building a relationship that encourages a team approach in supporting both the family and the child care program.

**DEFINITION:** Programs assess and implement a written plan for optimal family engagement including a system of communication with families regarding their child's early care and educational progress.

#### **Research to support Family Involvement/Family Engagement:**

Cotton K. & Wikelund Reed, K. (1989) *Parent Involvement in Education* (Portland, OR: Northwest Regional Educational Laboratory. <http://www.nwrel.org/scpd/sirs/3/cu6.html>. Accessed September 26

Retrieved September 26, 2011

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Child Care Bureau. *Promoting Family-Centered Care*. <http://nccic.acf.hhs.gov/pubs/famcent/index.html>. Retrieved September 26, 2011.

U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Child Care Bureau. *Family-Centered: Promoting Family-Centered Child Care*. <http://www.nccic.org/pubs/famcent/>. Retrieved September 26, 2011.

<p><b>3-STAR CRITERIA</b></p>	<p><b>VERIFICATION REQUIREMENTS</b></p>
<p><u>Family Involvement/Family Engagement</u></p> <p>1. In the home language of the child/family, hold scheduled parent/teacher conferences to share child outcomes using portfolio observations and the <u>New Mexico Early Learning Guidelines</u>.</p>	<p><u>Family Involvement/Family Engagement</u></p> <p>1. Verify by reviewing parent/teacher conferences sign in sheet.</p>



4-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><b><u>Family Involvement/Family Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. Survey the majority of enrolled families to ascertain the how the program is meeting items in subscales 16 and 17 of the Program Administration Scale (PAS). Use the findings as part of the Program Improvement Plan.</li> <li>2. In conjunction with parents, develop a transition plan for children transitioning to another classroom or program or school.</li> </ol> <p>Use Family Information Material developed by the Department to share information.</p>	<p><b><u>Family Involvement/Family Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. Review Program Improvement Plan and results of family survey.</li> <li>2. Review transition plans for 25% of children who have transitioned into another classroom, program, or school.</li> </ol>

5-STAR CRITERIA	VERIFICATION REQUIREMENTS
<p><b><u>Family Involvement/Family Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. At least once a year, conduct a home visit for all children enrolled in the program.</li> <li>2. Show evidence of implementation of the program improvement plan for subscales 16 and 17 of the Program Administration Scale (PAS)</li> </ol>	<p><b><u>Family Involvement/Family Engagement</u></b></p> <ol style="list-style-type: none"> <li>1. Review home visit documentation for at least 25% of enrolled children.</li> <li>2. Review Program Improvement Plan.</li> </ol>

## 7. New Mexico Early Learning Framework, June 2011



# New Mexico's Early Learning Framework

(b)(6)

The 3 R's of Early Childhood Care and Education:  
Relationships, Respect and Reflective Practice

June 30, 2011

## Introduction

The aim of this document is to describe New Mexico's vision to enrich the lives of children from birth to five years and through the transition to school. This vision document, entitled NM's Early Learning Plan, was developed to assist policy makers, educators, early childhood and special education service providers, and communities to maximize the potential toward building an integrated and aligned foundation for early childhood learning and well-being. In this way, the vision can contribute to realizing the goal of

... ensuring that every New Mexico child is eager to learn and ready to succeed by the time that child enters kindergarten, [as] high-quality early learning experiences have been proven to prepare children for success in school and later in life and that cost –benefit research demonstrates a high return on investment spent on early childhood.

Early Childhood Care and Education Act (2011)

The Early Learning Plan will provide the roadmap toward the development of a coordinated and aligned "system of systems"; a group of interacting, interrelated, and interdependent elements forming a complex whole called New Mexico's early care, education and family support system. The system is the various policies, programs and services for young children, and for the adults who care for and teach them. It acknowledges and relies upon the critical, foundational importance of multiple systems, like health, that are essential to children's well-being and ability to learn.

This plan forms the foundation for ensuring that families experience quality support and services, and children will have the best opportunity to reach their full potential. Approximately 30% of New Mexico's families do not seek out-of-home care prior to entering formal schooling. This plan calls for the creation of a strong family support system to assist all families' capacity to be successful.

This document for New Mexico draws on scientific research and international evidence that early childhood is a vital period in children's learning, care and development. Decades of brain research confirms that the early years establish the foundation on which later development is built. In summary: 1) neural circuits, which create the foundation for learning, health and behavior, are most pliable during the early years, 2) safe and supportive environments with responsive adults and good nutrition are the key to brain development and, 3) social /emotional development and physical health are the foundation for future cognitive and language development (Gebhard 2009).

The vision is that families and young children will reach their full potential through a system defined as "early care, education and family support". Caring is a way of feeling

and a set of actions. Education is the interaction of teaching, learning, and the environment that leads learners to make meaning from or interpret what they are learning (Casper and Theilheimer 2010). Family Support is the flexible, comprehensive community-based services to promote the strengths and stability of families. Together these three concepts bring forth the imagined possibility of a system of caring support with positive long-term outcomes for all children in New Mexico.

This document was created with considerable statewide input from the early childhood/special education sector, parents, child development researchers, business leaders, and national experts (see Appendix A for focus group information). It is designed to inspire conversations and provide a common language about young children's care and education among families, the broader community, early childhood educators and other professionals. The Early Learning Plan has been created for use by early childhood educators, early interventionists, home visitors, mental health specialists, nutrition and health practitioners, prenatal caregivers, parenting educators, higher education, and others working in close partnership with families. It symbolizes the will of practitioners and stakeholders to provide a continuum of comprehensive high quality services to all children in New Mexico based on the holistic needs of children and their families.

### Why we need an Early Learning System

Our state is ranked 43rd in the nation on child well-being using the following indicators: low birth weight babies, infant mortality, teen birth rate, teen dropouts, child death rate, child poverty rate and other factors. The children of New Mexico score near the bottom on national tests of reading, math and science. Looking to change this landscape, we are committed to improving the well-being of our families and children while increasing educational achievement levels. Early childhood education has a critical role to play in delivering these outcomes.

Research has shown that quality early childhood education has enormous positive economic and social impacts lasting well into adulthood, from higher educational attainment and less chance of involvement in criminal activity, to better employment and higher earnings (Schweinhart and Weikart 2007; Sparling, Ramey and Ramey 2007). James Heckman, Economics Nobel laureate from the University of Chicago, reviewed the literature and found that the long-term, economic return on investment in high-quality early childhood education programs is more than 8 to 1 (Heckman 2000).

Therefore it is a goal to align the state early care and education systems to work toward a concept of "educational readiness". A number of studies link early childhood education to increases in school readiness for elementary school, and it has been shown that school readiness is an important predictor of early school achievement (Forget-Dubois et al 2007). Yet defining "readiness" is complex as it is influenced by cultural,



institutional and political forces with sometimes competing ideas on what knowledge and skills are important for children prior to entering formal schooling (Graue 1993).

## What is Readiness?

According to the NM PreK Policy Brief on Readiness (2006), readiness is comprehensive and multi-faceted. It:

- resides within and beyond the individual child;
- incorporates all aspects of a child's life that contribute directly to that child's ability to learn and;
- is embedded in the multiple contexts surrounding the child – families, schools, communities and social institutions and cultural systems.

To understand a child's readiness for kindergarten, for example, we view a portrait of the child's abilities, behaviors, and health, as well as the capacity of families, early care and education programs, and the community to support children's early learning and development at school (Scott-Little, Kagan, and Frelow 2006). Thus a child's future academic success is influenced by his or her own readiness for school, as well as a school's readiness to educate the child, and a community's capacity and readiness to support families and children.

## **FOUNDATIONAL CONCEPTS**

Getting "ready for school" requires good health, positive relationships, enriching early childhood educational activities, and schools and communities that are ready to help every child succeed at the highest level. Fundamental to this Early Learning Plan is a view of children's lives as characterized by relationships, respect and reflective practices. These three concepts provide the foundation for developing common goals and shared decisions regarding New Mexico's children and families.

### Relationships

Any human relations effort must depend on a deep commitment to relationship building. First and foremost, children develop within the context of relationships. The desire for connection and human contact is nurtured within the family and cultural group, neighborhood and wider community. Positive and loving relationships acknowledge children's interdependence with others and provide the basis for defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. At the foundation of early care and education are the relationships that grow and develop among the children and between them and the adults who care for them and teach them.

Within an aligned system of care and education, professionals work together to build relationships with each other and the families they serve. Professionals respond to families' questions and seek to understand their vulnerabilities *and* expertise. Educators and service providers honor the cultural traditions and languages spoken,

while also responding to children's strengths, diverse abilities and interests. Programs work as a seamless system, supporting the strategies used by families and their children as they negotiate their everyday lives.

## Respect

There are three intertwined concepts related to respect in early childhood education. First and foremost is the idea that the early childhood years are not solely preparation for the future but also about the here and now. Decisions made must respect that childhood is a time to be, to seek and make meaning of the world. It is about the present and children knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life.

Second, an aligned system that promotes success for all children must respect the many ways of living and of knowing. Children belong to a culture, which is influenced by traditional practices, heritage and beliefs of individual families and communities. Respecting diversity means that decisions for children honor the histories, cultures, languages, child rearing practices and lifestyle choices of families to the degree that the dignity of each child is protected. Educators and service providers recognize that diversity contributes to the richness of our society. When early childhood educators respect the diversity of families and communities, and the aspirations they hold for children, they are able to foster children's motivation to learn and reinforce their sense of themselves as competent learners. They make decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued, and respond to the complexity of children's and families' lives.

Acknowledging the diverse abilities of all children is the third aspect of respectful practice. Professionals respect the uniqueness of each child, prepare for a range of developmental abilities in their work with families, and understand the importance of planning and adapting to assist each child to meet their individual learning goals. Respecting families' wishes in the care and education of their child is a priority.

## Reflective practice

A community of professional inquiry is established when early childhood professionals and those with whom they work are all involved in an ongoing cycle of review through which current practices are examined, outcomes reviewed and new ideas generated. Reflective practice in early childhood is research or "looking again" (Bruner 1996) as it is the desire to understand deeply. In such a climate, issues relating to quality, equity and children's wellbeing can be raised and improved upon.

Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Its intention is to gather information and gain insights that support, inform and enrich decision-making about family support and

children's learning and care. As professionals, early childhood practitioners examine what happens in and outside of their individual settings and reflect upon what works and what they might change. A "system of systems" will develop as reflective professionals engage in thoughtful conversations regarding their work with families and children. The redundancies and gaps between and among programs and services can be avoided, omitted and/or filled.

## PRINCIPLES AND PRACTICES OF THE EARLY LEARNING PLAN

### Principles

There are five principles that reflect contemporary research related to children's early learning needs and family support. The principles frame the standards and reflect New Mexico's commitment to have programs and services planned, delivered and governed on a democratic, community driven basis through an integrated system of early care and learning. The principles to be followed are:

1. Practices for Well-being
2. Partnerships and Continuity
3. High Expectations and Equity
4. Cultural Competence
5. Learning Together which includes engaging environments, play as a pathway, intentionality, and assessment for learning

These principles are inclusive of all early care, education and family systems in New Mexico including early intervention, home visiting, childcare, Head Start/Early Head Start, New Mexico PreK, early childhood special education, and family support. Thus the standards are written to be considered 'best practice' by all of these systems. The terms used to represent the entire system are:

- *Programs* – serving families with children in classrooms and home/family child care facilities.
- *Service Agencies* – serving families and children directly in the home or at an agency
- *Communities* – serving local geographic areas with particular emphasis on family functioning



## Practices

To be successful in school, children in New Mexico need ready communities that support ready families with access to ready programs that work collaboratively with ready schools (NM Early Learning Plan 2004). These revised program standards or practices move beyond readiness toward responsiveness; the hoped-for outcome of relationships, respect and reflectivity. According to the Council for Exceptional Children (2010), responsiveness is both a personal and organizational response for optimal outcomes of child development and services. This section is organized in three main sections:

### Responsive Communities

1. Practices for Well-Being
2. Partnerships and Continuity

### Responsive Early Care, Education and Family Support Professionals

3. High Expectations and Equity
4. Cultural Competence

### Responsive Programs and Services

5. Learning Together

## **Responsive Communities**

### **I. Practices for Well-Being**

The principle of well-being guides the early care and education system to increase New Mexico's commitment to reduce child poverty, improve support for families, strengthen communities, and improve physical and mental health (Felitti VJ., et al. 1998).

Responsive communities commit to and receive funding toward an equitable and accessible system of well-being for children and their families.

The term 'well-being' is defined as vitality, effective social functioning and self-confidence. Children are better prepared for learning when they have healthy bodies and minds, and a view of themselves as capable. The areas for achieving the outcome of well-being include psychological needs, physical needs, and the need for safety and continuity.

Psychological well-being is correlated with resilience (Benard 1995), providing children and families with the capacity to cope with day-to-day stress and challenges. Readiness to persevere when faced with unfamiliar and challenging learning situations creates the opportunity for achievement and success. Physical well-being is a documented aspect of child development, and the relationship between child health and poverty is well established (Roberts 2010). Physical well-being includes two components, the individual and the environmental. Individual physical health and development incorporates the elements of good nutrition, enough sleep, and routine

health care. The environmental elements are family income, housing and local environment.

## Standards for Practices of Well-Being

- a. Communities work with families to 1) access education, skill training, and job opportunities, to move into stable work and livable wages, 2) provide housing options and energy assistance.
- b. All local, state, and federal regulations pertaining to health, safety, and nutrition for young children in and out-of-home care are met, including but not limited to buildings and grounds, equipment, sanitation, water quality, fire protection, storage and handling of food.
- c. Communities provide access to evidence-based home visiting, family support, and parent education services.
- d. Programs and service agencies make integral a focus on healthy lifestyles, including nutrition, personal hygiene, physical fitness, emotions and social relationships.
- e. Communities create as system of accessible and collaborative basic health and nutrition services to assist in the well-being of families. For example, comprehensive well-child screenings and assessments to include mental health, vision, and dental.
- f. Programs provide special health and developmental services to address identified special needs and to screen for unidentified needs.
- g. Communities provide accessible services that strengthen families such as home visiting, parenting education, health and family literacy projects.
- h. Communities build accessible and affordable basic medical (including prenatal) and dental care systems.

## II. Partnerships and Continuity

Care and education outcomes are most likely to be achieved when early childhood professionals work in partnership with families. As families are children's first and most influential teachers, professionals create welcoming environments where all children and families are respected and actively encouraged to collaborate. The term *continuity of care* is used to describe the trusting relationships that develop between home and school.

Children bring family and community ways of being to their early childhood settings. When building on these experiences, professionals support children and families to feel confident and included. Transitions from home to early childhood settings, between settings, and from early childhood settings to public school, offer challenges and opportunities. Different places and spaces have their own purposes, expectations and ways of doing things. Building on family and children's prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings.

Partnerships are based on the foundations of understanding each other's expectations and attitudes, and building on the strength of each others' knowledge. In authentic partnerships, families and early childhood professionals:

- honor each other's knowledge (of child and/or profession),
- value each other's contributions and roles,
- trust each other,
- communicate openly and respectfully with each other,
- share insights and perspectives, and
- engage in shared decision-making.

Partnerships involve educators, families and support professionals working together to explore the learning potential in every day events and routines so that children with additional needs are provided with daily opportunities to learn from active participation and engagement in these experiences in the home and in early childhood settings.

An important aspect of continuity of care is the need to build continuity between early childhood services. In partnership with families, early childhood professionals in a variety of service settings commit to sharing information about each child's growth and development to ensure continuity of care. In collaboration they assist families and children to prepare for transitions by explaining routines and practices of the settings to which they are moving. The aim is to build a shared system of care and education that empowers families to understand the purpose of each agency, the connections among the service providers, the necessary transitions when accessing assistance, and finally, families should feel comfortable with the process of change.



## Standards for Partnerships and Continuity

- a. Communities establish a seamless continuum of quality early care, education and family support programs in the community. For example, communities create an advisory board with diverse representation that provides oversight and recommendations toward alignment of academic expectations and teaching strategies between public schools and prekindergarten programs.
- b. Communities encourage collaborative partnerships between early childhood programs and institutions such as libraries, museums, parks and recreation, the faith community.
- c. Programs and service agencies collaborate to share expertise and support the early care, education and family support infrastructure in the community. For example, communities establish a common referral / intake process such that information can be shared among systems and programs.
- d. Program and service agency staff are knowledgeable of and link with systems within communities that provide all children with access to comprehensive services that are predictive of school success. Staff support families in understanding, accessing and successfully using community resources.
- e. Each program and service agency has a family-centered philosophy that guides all aspects of planning and implementation. They solicit input from families on a continuing basis and are responsive to cultural, linguistic and other family characteristics.
- f. Programs, service providers, and families collaborate to ensure smooth transitions for children as they move between settings, between levels or grades, or from program to program.
- g. Program staff, service providers, and administrators are culturally and linguistically responsive. For example, the diversity of staff is consistent with the cultural diversity of the community and the families the program serves.

## **Responsive Early Care, Education, and Family Support Professionals**

### **III. High Expectations and Equity**

Early childhood educators and service providers committed to equity believe in all children's capacities to succeed, regardless of diverse circumstances and abilities. Children progress well when they, their parents and educators hold high expectations for their achievement in learning. Professionals recognize and respond to barriers to children achieving educational success. In response they challenge practices that contribute to inequities and make decisions that promote inclusion and participation of all children. By developing their professional knowledge and skills, and working in partnership with children, families, communities, other services and agencies, they continually strive to find equitable and effective ways to ensure that all children have opportunities to succeed.

High expectations for children may be reached only with early care and education professionals who have specific academic training and expertise in early childhood education. Equity for these professionals means fair compensation. Educators and service providers working with our most precious resource, young children, need to be afforded the same rights and responsibilities as public school teachers.

Lastly, early care and education programs demonstrate fairness through program evaluation that is effective and accountable to families and communities. Systematic evaluation should occur in light of program goals, using varied, appropriate, and conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results (NAEYC & NAECS/SDE 2009).

#### **Standards for High Expectations and Equity**

- a. Programs and agencies strive to meet the needs of all children within inclusive programs or within the home.
- b. Professional staff and service providers are appropriately qualified to work with young children and families. This includes professional preparation, training, and experience. For example, programs serving children and families who do not speak English or are English language learners have adults working in the classroom that speak the language of the child and family.

- c. In early education classrooms, the lead teacher should hold a valid New Mexico *Early Childhood Teacher License*. Educational assistants should have an Associate's Degree in Early Childhood Education and hold either a valid Educational Assistant License from the Public Education Department or the Associate of Early Education Certificate from the Office of Child Development, whichever is most appropriate for their place of employment.
- d. To the greatest extent possible, early care, education and family support professionals are compensated with salaries and benefits that are comparable with other professional positions that have similar qualifications and responsibilities.
- e. Those responsible for on-site supervision of programs and agencies (i.e., directors, agency directors, principals) have early childhood knowledge and experience and ensure staff compliance with standards. For example, in child care settings, the director should have an early childhood teacher's license in addition to the administrative certificate.
- f. Program sites and service agencies establish specific goals and objectives within a management plan that are assessed annually. All components are part of this self-assessment process, including staff/professional development, family satisfaction, and children's progress using both formative and summative approaches.
- g. Communities strive for licensing and program standards that meet the recommended NAEYC standards (ratios, relationships, health and safety, programming, etc.)
- h. Communities create a system of shared training opportunities and expertise for families, programs and service agencies.
- i. Programs and service agencies share evaluation results and plan for continuous improvement with families and communities.

## **IV. Cultural Competence**

Professionals who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honor differences. This is evident in everyday practice when educators demonstrate an ongoing commitment to developing their own cultural competence in a two way process with families and communities. Educators and service providers



view culture and the context of family as central to children's sense of belonging and to success in lifelong learning.

Educators seek to promote children's cultural competence. Cultural competence is much more than awareness of cultural differences. It is the ability to understand, communicate with, and effectively interact with people across cultures. In addition, early care, education and family support professionals understand, respect and act upon the knowledge that childhood is a time for learning about one's cultural identity, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life.

## Standards for Cultural Competence

- a. Program staff and administrators focus on children in the present, and of the importance of children's right to be a child and experience the joy of childhood.
- b. Programs and service agencies commit to practices that build on each child's culture, language, experiences and abilities. Diversity is reflected in the physical environment, the social/emotional environment, interpersonal relationships, personnel selection, and strategies, which support learning.
- c. Staff in collaboration with families involves children in developing an awareness of their social and cultural heritage, and their significance in the world.
- d. Programs and agencies build on the range of experiences with language, literacy and numeracy that children have within their families and communities.

## **Responsive Programs and Services**

### **V. Learning Together**

Early care and education programs and services focus on children as engaged, excited, curious and intensely involved in learning experiences that are meaningful to them. In this manner, the children learn responsibility for their own learning while developing strategies for the future otherwise known as readiness for kindergarten and beyond. As research demonstrates, engagement increases the ability of the brain to remember; adrenaline created through emotional involvement activates the amygdala, a part of the brain that decides which information is important enough to retain (Helm 2006).

Service agencies and communities create support systems for families so they can build upon everyday learning opportunities in and out of the home. Early childhood programs have teachers with the knowledge and skills needed to build a caring and respectful community of learners. Teachers learn *with* their young children and families as they plan challenging but accessible curriculum and use a wide range of developmentally appropriate and culturally relevant teaching strategies for diverse learners. There are four interrelated components when considering the quality and effectiveness of programs and services:

1. engaging environments
2. play as a pathway
3. intentionality
4. assessment for learning

## Engaging Environments

Engaging environments reflect and enrich the lives of children and families. Learning is promoted through vibrant and flexible spaces that respond to the interests of each child. Engaging environments cater to diverse abilities and invite children and families to contribute ideas and interests. These spaces encourage open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. Indoor and outdoor environments support all aspects of children's learning and invite conversations between children, early childhood educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning.

## Standard for Engaging Environments

- a. Physical environments are planned to support active engagement, learning, participation and membership of all children. The atmosphere is child and family-oriented, inclusive, safe and comfortable.

## Play as a Pathway

The diversity in family life means that children experience learning in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning. Yet play is a common language of children's learning. Interrelated and interwoven are the developmental domains of learning: physical, social, emotional, personal, spiritual, creative, cognitive and communicative.

In programs, the curriculum is designed to facilitate playful opportunities for children as they discover, create, improvise and imagine. From infancy play is the path to learning. Starting with babies and toddlers, they use their senses and physical movements. For preschoolers play is the space to construct knowledge, build emotional and social skills,

and develop intellectually. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings.

## Standards for Play as a Pathway

- a. Learning experiences are carefully planned and flexible with opportunities reflecting diversity, individual differences, and the unique interests and preferences of the group and individual.
- b. Play is used as the primary context for learning.

## Intentionality

Early care and education professionals engage intentionally in their work. This means deliberate, purposeful and thoughtful planning and engagement with children and families. When professionals engage intentionally they recognize that learning occurs in social contexts and those interactions and conversations are vitally important for learning. The work is rooted in current research and child development knowledge as connected to the specific children in their care.

- Programs actively promote children's learning through worthwhile and challenging experiences and interactions that foster thinking skills. *Educators* use strategies such as modeling and demonstrating, open questioning, speculating, explaining, and engaging in shared thinking and problem solving to extend children's thinking and learning. They move flexibly in and out of different roles and draw on different strategies as the context changes. They plan opportunities for intentional teaching and knowledge-building. They document and monitor children's learning.
- *Early care and education service providers* outside of center- or school-based programs also engage intentionally. They recognize and act upon the goal of understanding family needs and desires. They work toward shared purpose and thoughtful actions to assist families and children to live to their full potential. Intentional professionals communicate effectively between agencies and schools.

## Standards for Intentionality

- a. Programs and service agencies implement research-based early childhood education practices based upon child, family, and community needs. Because New Mexico communities are diverse, providers establish programs that best meet the needs of children and families in their particular community.
- b. Programs and service agencies build upon child-to-child and child-to-adult relationships that promote children's growth, development and learning.



- c. All classrooms provide inclusive settings for children with developmental delays and disabilities. Ancillary services (e.g. Occupational, Speech/Language, and/or Physical Therapy) are integrated within regular program activities and routines to the maximum extent appropriate to the child. Depending on the group of children served and the nature and severity of the disabilities of children who are included, the adult to child ratio might need to be smaller.
- d. Communities establish innovative methods to braid funding to establish an appropriate model of service delivery for the children and families. Cost-allocation methods with a clear audit trail are used to document that funds are being used to supplement and expand/extend rather than supplant.

### Assessment for Learning

Continuous and ethical assessment for learning is connected to positive outcomes for children (Hyson, et al. 2006). It refers to the process of gathering and analyzing information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning. It is important because it enables educators in partnership with families, children and other professionals to:

- plan effectively for children's present and future learning,
- communicate about children's learning and growth,
- determine the extent to which all children are progressing toward realizing learning outcomes and if not, what might be impeding their progress,
- identify children who may need additional support in order to achieve particular learning outcomes, providing that support or assisting families to access specialist help,
- evaluate the effectiveness of learning opportunities, environments and experiences offered, and
- reflect on pedagogy that will suit this context and these children.

Professionals use a variety of approaches and multiple sources to collect, document, organize, and interpret the information that they gather to assess children's development and learning. They search for appropriate ways to collect rich and meaningful information that depicts children's learning in context, describes their progress and identifies strengths, skills and understandings. Used effectively, these approaches to assessment become powerful ways to make the process of learning available to children and their families, and other professionals.

## Standards for Assessment for Learning

- a. Assessment of children's educational needs is an ongoing process of collecting information from multiple sources using varied approaches and used to make sound decisions about teaching and learning.
- b. Assessment is connected to the beneficial purpose of educational improvements and developmental interventions.
- c. Assessment is gathered from natural settings and situations that reflect children's actual performance.
- d. Assessment data is communicated from a strengths-based perspective to families and communities.

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## APPENDIX A

### Focus Group Information

Four statewide focus groups were held in Albuquerque, Farmington, Las Cruces and Roswell. The "Early Childhood Care, Education and Family Support Community Forums" were publicized through CYFD and early care and education list serves such as NMECC, NMAEYC, and Teaching Solutions. Each session lasted approximately 1 ½ hours long. The facilitators were Sallie VanCuren, former Executive Director at Parents Reading Out and Dr. Betsy Cahill, Director of ECED Education, New Mexico State University. Our purpose was stated as:

"... building a coordinated and comprehensive system of early childhood care, education and family support that is responsive and respectful of New Mexico's children, their families and the uniqueness of our communities. We would especially like to hear your thoughts regarding the challenges NM families face in raising and educating their young children - and how a coordinated system of Early Learning can offer support."

The questions that guided the discussion were:

What kind of collaboration, communication and practices need to be implemented to ensure the success of all NM's young children?

1. What are the greatest challenges facing NM families?
2. How can families with children who have special challenges receive the best possible and most dignifying support?
3. How can we build upon the many existing strengths of NM's early childhood care and education systems

There was broad and diverse early care and education representation at the focus groups. The groups included: Early/Head Start, propriety and non-profit child care, early interventionists, nutritionists, TTAPs, school board member, Department of Health (Project Launch), family services, PreK social worker, business (i.e., Kiwanis), higher education, and public school and preschool administrators, Latino Hispano Education Improvement Task Force, Laguna Division of Early Childhood, and family members with children with special needs.



## 8. New Mexico School Readiness Policy Brief, June 2011

**“A child’s future academic success is influenced by his or her own readiness for school, as well as the school’s readiness to educate the child, and a community’s capacity and readiness to support families and children.”**

**NM Early Learning Plan 2004**

Readiness is comprehensive and multi-faceted. It:

- resides within and beyond the individual child;
- incorporates all aspects of a child’s life that contribute directly to that child’s ability to learn and;
- is embedded in the multiple contexts surrounding the child – families, schools, communities and social institutions and cultural system.

There are three intertwining threads that comprise the concept of school readiness in New Mexico:

1. Children
2. Schools
3. Communities

By improving the condition of children as they enter school and the capacity of schools to educate the full range of children who attend them, we can improve outcomes for children and the entire community.

School readiness as described here should not be confused with eligibility for school. All children who meet the legal age requirements are eligible – indeed they are legally entitled – to enter kindergarten.

## **THE CHILDREN WHEN THEY ENTER SCHOOL**

Every child in New Mexico comes to school with diverse strengths rooted in his or her family’s unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child. The development of the child includes:

- **Physical wellbeing and motor development** includes children's physical development (for example, rate of growth), health status (for example, ability to see and hear), and physical abilities (for example, ability to move around the environment, assisted or unassisted).
- **Social and emotional development** includes children's feelings about themselves and others, ability to form relationships, ability to understand the perspective and feelings of others, and skills needed to get along well in a group setting (for example, team work and conflict resolution skills).
- **Approaches toward learning** include curiosity, enjoyment of learning, confidence, creativity, aesthetic expression, attention to task, and cultural perspectives and values.
- **Language development** includes verbal and nonverbal skills to convey and understand meaning (for example, speaks clearly or uses a nonverbal system of communication) as well as early literacy skills (for example, aware of print, understands that writing means something). These skills and competencies apply to all languages.
- **General knowledge and cognition** includes basic knowledge about the world (for example, knows own name, knows basic science concepts) and other cognitive competencies like early mathematical skills (for example, knowledge of numbers, shapes, and simple patterns), and basic problem solving skills (for example, understanding of similarities and differences).

*The No Child Left Behind Act (NCLB) of 2001 (Public Law 107-110) asks communities to work toward access to quality preschool environments, parental support of a child’s education, and attention to health and prenatal care. These provisions of NCLB reflect the evidence that positive early childhood experiences provide cognitive and social enrichment that promotes children’s ability to successfully transition to school and to prevent outcomes such as school failure, unemployment, and poverty. New Mexico is adopting a comprehensive definition of readiness toward the goal that each child will succeed in school.*

These five areas are linked together as development in one area often affecting development in another. Thus, no single area adequately represents children's condition as they enter school. Children from diverse cultures and family experiences will express their developmental strengths and needs differently. This developmental continuum is true for children with disabilities as well. Children's development varies widely at age 5; diversity of development is to be expected and prepared for by our teachers and schools.

### **THE CAPACITY OF SCHOOLS TO EDUCATE ALL CHILDREN**

As there is no common "standard" of readiness, the following four principles must be in place for schools to be ready to educate all children:

- **School Responsibility:** Schools are responsible for accepting and addressing the learning needs of all children who are old enough to enter kindergarten.
- **Professional Development:** Teachers and administrators have child development knowledge, resources, and supports to ensure that they are ready to teach children who come to school with a broad range of skills.
- **Expectations for Children:** All children have opportunities to enhance their skills, knowledge, and abilities by participating in classrooms that are sensitive to community values, recognize individual differences, reinforce and extend children's strengths, and assist them in overcoming difficulties.
- **Family Engagement:** Schools support family access to services that enhance early experiences for their children. Schools are enriched when families take a strong leadership role within the school.

### **THE CAPACITY OF COMMUNITIES TO SUPPORT FAMILIES AND CHILDREN, PRENATAL THROUGH THIRD GRADE**

Communities must develop early childhood systems that value and communicate the contribution of the early years. This includes the promotion of opportunities for healthy development and assistance to families so they may learn more about and have access to support services. A continuum of services – prenatal through age eight – will require an alignment of practices and the establishment of relationships among families, schools, and communities. In this changing world, the success of New Mexico's children will depend on the capacity of schools, families, and communities to reinvent how they work together.

New Mexico has great diversity in its cultures, languages, and landscapes. Many children have rich early childhood experiences — participating in extended families and with community members in local ceremonies, helping on ranches and farms, or going to parks and libraries — and they come to kindergarten with bodies and minds ready for school. Many families need child care while they work or they choose to have their children in early learning settings, while others do not. Whether or not they choose to use them, all families and children in New Mexico need access to high quality care and services: prenatal care, home visiting, health and developmental screenings, early intervention, early childhood special education, Head Start/Early Head Start, appropriate health care (including well-child, immunizations, mental health, dental care and vision), adequate nutrition and housing, the full spectrum of child care and learning settings, and engaged transitions to developmentally appropriate Kindergarten through third grade.

High quality early care and education settings require well-trained and well- educated professionals, either through higher education or certified trainers. And, to retain well-trained early childhood professionals and avoid turnover which is so harmful for young children, programs need to be able to pay professional salaries equitable to those working in other educational settings.

### **IN CONCLUSION: A SHARED RESPONSIBILITY**

Children who are supported in the early years are better prepared to succeed. A significant number of NM's children do not come to Kindergarten prepared for success. However, New Mexico has become a leader in developing innovative approaches to address this serious issue. We have a Career Lattice for the early childhood education professional, which is one of the first and most well developed in the country. We also have a Quality Rating Improvement System (QRIS) that is a model used by other states. Yet the infrastructure is not built and the desired continuum of services needs to be aligned. New Mexico has many of the pieces in place; however, they are underfunded and not accessible in all parts of the state.



Comprehensive recommendations need to be developed by a wide range of stakeholders that support the work of the whole early childhood system. New Mexico partners in the endeavor include: community resources, businesses, civic leadership, faith groups, health partners, media partners, higher education, state and local professional development systems, advocacy organizations, and associations such as early childhood organizations, culture and language groups, family leaders, legislators, civic leaders, and school administrators. Working together, we can make the most of the richness we already have in New Mexico.

*This committee has reviewed substantial documents and used content from New Mexico's ongoing early childhood work and other state and national spotlighted readiness work. We want to acknowledge North Carolina and their work on readiness that helped us with this definition. This definition could not have been written if not for the many extraordinary New Mexicans who have contributed to this work over the years.*

**NM Documents Reviewed and/or Used:**

Early Learning Plan 2004, NM Pre K Readiness Brief 2006, Early Learning Plan Draft 2011, NM Principles on Family and Parent Involvement: A Shared Responsibility 2008, Guiding Principles for Full Participation of Young Children Birth through Age Eight, NM Early Learning System 2010, NM Early Learning Guidelines, documents from the NM Early Childhood Heritage Language Action Group, NM Head Start Cross Walk, Mind In the Making Cross Walk, NM SPARK Evaluations and Site work, Joining Hands: A New Mexico Framework for Transition

**National Documents Reviewed and/or Used:**

National Goal Panel Examples of School Readiness 2000, Wisconsin School Readiness Indicators Initiative, NC School Readiness in NC--Ready for School Goal Team Report, Ohio School Ready Report Optimized, Colorado Legislative Definition, Rhode Island Kids Count Readiness Work, Virginia's Definition of School Readiness, First Five California, Maryland State Department of Education, Miami Dade Definitions of Readiness, QRIS--States work done and current aspects, Transition and Alignment--Two Keys to Assuring Student Success--ECS Policy Brief, Report on National Ready Schools Action Group 3/2006, Linking Early Learning and Early grades to assure that Children are Ready for Schools and Schools are Ready for Children--A SPARK Legacy--August 2008, Common Core PA Learning Standards for EC Alignment, NAEYC Readiness Policy Brief, SPARK Evaluation & SPARK Nine Pathways to School Readiness, Head Start Performance Standards

## 9. New Mexico Early Childhood Curriculum Policy Brief, 2011

## Introduction

The preschool years are a time of enormous growth. Preschool children are able to investigate wide-ranging topics, engage in sophisticated social negotiation, and delight in their accomplishments. Children at four and five years of age have specific needs, learning styles and capabilities that must be addressed by early childhood professionals so that children develop to their fullest potential. This policy brief provides an outline of recommended curriculum in order to ensure the implementation of high quality preschool practices in New Mexico PreK programs.

In New Mexico our educational emphasis is on the children's developmental progress toward competence, interdependence, socialization and the integration of content areas. Preschool children and their teacher become an active learning community, connected to the larger community around them. This occurs within the context of relationships as teachers collaborate with families and children toward academic success.

Foundational Concepts. There are three concepts that guide decisions in the early care and education system in New Mexico (Early Learning Plan 2011). These concepts are the "three Rs" on which preschool curriculum is built and enacted in the classroom.

1. First and foremost, children develop within the context of relationships. Curriculum should facilitate relationships that grow and develop among the children, and between children and the adults who care for them and teach them. Professionals work together to build relationships with each other and the families they serve.
2. Curricular decisions respect that childhood is a time to be, to seek and make meaning of the world. Early childhood educators respect the diversity of families and communities, and the aspirations they hold for children. Professionals respect the uniqueness of each child.
3. Educators engage in reflective practice to understand deeply the children with whom they work, the educational experiences they plan, and the assessment strategies they utilize. Reflection includes the application of theories related to curricular decisions.

Definition of preschool curriculum. Curriculum in preschool is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The curriculum is flexible to facilitate adaptation to our multicultural communities and all children, including those with special needs.

How does curriculum decision making work? First the PreK teacher analyzes the expected NM Outcomes and Indicators which serve as our educational aims. Next the teacher uses the NM Early Learning Guidelines to generate a list of the knowledge and skills the children need to develop. Then the teacher learns about individual children; getting to know her students with



ongoing observation and systematic assessment. Finally, through assessment, teachers shape the curriculum, which, in turn, allow children to take optimal advantage of teaching.

The NM PreK curriculum focuses on children as engaged, excited, curious and intensely involved in learning experiences that are meaningful to them. In this manner, the children learn responsibility for their own learning while developing strategies for the future otherwise known as readiness for kindergarten and beyond. As research has demonstrated, “engagement increases the ability of the brain to remember; adrenaline created through emotional involvement activates the amygdala, a part of the brain that decides which information is important enough to retain” (Helm, 2006). Curriculum for PreK children is grounded in reciprocal relationships with caring teachers who provide authentic learning experiences.

This document for New Mexico draws on national recommendations termed “Developmentally Appropriate Practice,” and is supported by research in child development (NAEYC and NAECS/SDE 2003). Developmentally appropriate practice requires both meeting children where they are—which means that teachers must get to know them well—and enabling children to reach goals that are both challenging and achievable. Practices should be appropriate to children’s age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live.

Developmentally appropriate practice does not mean making things easier for children. Rather, it means ensuring that goals and experiences are suited to their learning and development *and* challenging enough to promote their progress and interest. Best practice is based on knowledge—not on assumptions—of how children learn and develop (NAEYC Key Messages 2009, page 1). New Mexico PreK embraces the recommended goal for curriculum to “promote positive outcomes for all young children” (NAEYC and NAECS/SDE 2003, page 2). By identifying key elements of curriculum, and by integrating the New Mexico PreK Observational Assessment Tools with these elements, PreK teachers will be clear in ways to effectively educate the children in PreK classrooms. Teachers will “...implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, [and] comprehensive...”(NAEYC and NAECS/SDE 2003, page 2).

## Principles of Curriculum

**Curriculum is focused on the whole child and based on sound research about child development.** Preschool curriculum is comprehensive – integrating all domains of development and academic content areas. Subject area content such as mathematics, science, and reading, are offered in age appropriate and meaningful ways.

**Curriculum reflects the social and cultural context of children’s development and learning.** Preschool professionals recognize, understand, and facilitate a variety of ways for children to express their developmental achievements.

**Curriculum is comprehensive by integrating domains of development and academic content areas.**

**Curriculum and assessment are integrated** as teachers observe and document children's performance which informs the next step in teaching and organizing learning opportunities.

**Play and investigation serve as the most important and primary modes for learning.** As children engage with interesting and provoking materials, teachers interact with them, providing support, asking questions, observing, and offering challenges so that children are learning new skills and concepts and applying and adapting ones that are already established.

**Teachers are intentional** as they plan for learning that is engaging, interesting and challenging. Teachers individualize instruction as they implement their curricular plans. Teachers engage in reflection with children, families and colleagues as they plan instruction.

**Teachers and children engage in the learning process together.** Teachers work closely with children as they explore and discover concepts through high quality play experiences, interesting and engaging large and small group times and in daily routines. Teachers provide assistance or "scaffolding" to help children stretch to perform at a higher level than what each can do independently.

## **PreK Curriculum in New Mexico**

New Mexico PreK curriculum is based on a developmental- interactionist approach where the adult and child engage in the learning process together. The teacher and educational assistant are critically important in the delivery of curricular goals, working closely with children as they explore and discover concepts, building understanding of the world around them.

"Developmental interaction can be contrasted with behavioral approaches to classroom instruction...the developing child and the adult are viewed as actively constructing meaning..." (Nager and Shapiro 2000, page 26) The child is not just passively receiving new information. Instead, learning is seen as occurring in a social environment with adults providing assistance or "scaffolding" to help children stretch to perform at a higher level than what each can do independently (Vygotsky 1978).

Below is a graphic conceptualization of the NM PreK Curriculum. The discussion to follow will highlight the primary elements: 1) the curricular goals as defined as outcomes and indicators, 2) the instructional cycle, and 3) the primary elements.

## The Elements of NM PreK Curriculum



**The Curriculum Goals.** At the heart of curriculum are the New Mexico PreK Outcomes and Indicators which are incorporated into the New Mexico Early Learning Guidelines to show a continuum of development from birth through the kindergarten year. They are the goals about which all elements of curriculum revolve. They provide the foundation for learning and give reasonable expectations supported by research in child development. They are integrated into every aspect of the preschool day. They inform teachers as they plan, as they implement activities, as they guide children through play experiences and as they engage with children in daily routines. Because of this goal-oriented approach to curriculum, assessment is woven into every aspect of the preschool day. Teachers are continually observing their children in a variety of experiences, documenting those observations and collecting data to support conclusions about how each child is progressing.

**The Instructional Cycle.** New Mexico PreK curriculum focuses on the integration of the following teacher actions which take place in an on-going, cyclical process (represented by the arrows):

- **Planning** instructional experiences that are age-appropriate, culturally-situated, and based on the knowledge of the children and community.
- **Observation** of children in action and documentation of what they say and/or do.
- **Reflection** on observations and documentation. The teacher wonders “what does this mean for this child?” “What does this mean for my teaching?”
- **Assessment** that links observation, documentation of learning and next curricular steps.
- **Individualization** of curriculum to meet the needs of each and every child.
- **Planning** instructional experiences....



**The Elements.** There are six elements of curriculum that take place in the context of a rich play-based, intentional environment.

**1) Integration of Learning in All Activities.** Learning is planned for all activities and experiences in and out of the classroom. Even meals, transition times and outdoor explorations are opportunities for teachers to integrate the Outcomes and Indicators. Children demonstrate their skills and capabilities in all that they do – not just in specified assessment tasks or content-related activities. They use language as they play with friends outdoors, converse at snack time and transition from activity to activity. They problem solve, focus attention and apply their skills as they build with blocks, put together puzzles, look at familiar books and role play in dramatic play scenarios. They count and use quantity as they set the snack table, take attendance or determine how many children are in line to wash their hands. They recognize alphabet letters as they see their names in print on helper charts and name cards and often attempt to write letters as they participate in meaningful play such as going grocery shopping or writing notes to each other.

**2) Well-Organized Environment.** Teachers plan for activities and experiences that will encourage children to use their skills and capabilities as well as challenge them to learn new concepts and try something that is just beyond their present level. Planning such a range of experiences for children requires teachers to be thoughtful and intentional in setting up the environment so that the right materials and organized areas are available. In New Mexico PreK, recommendations for organizing the environment come from the Early Childhood Environment Rating Scale (ECERS-R). Areas of the classroom are organized so that specific activities can take place in each area. The specific activities include fine motor, art, music and movement, blocks, sand and water, dramatic play, and nature and science.

In addition, the New Mexico PreK Lesson Plan Format identifies the following classroom areas that teachers create and for which they plan and identify goals for children's engagement on a weekly basis. These classroom areas are: blocks, art, math center, dramatic play, class library, science center, sensory table, manipulative area, and the writing center.

Teachers are invited to include one other learning area (such as music/movement or listening center) on the lesson plan format. They also have discretion in room organization, depending on the space, availability of furniture and materials, etc. Recommendations for room arrangement and provision of materials again are based on the Early Childhood Environment Rating Scale (ECERS-R). PreK Consultants and others regularly review the classroom environment using the criteria of the ECERS-R and provide feedback to teachers so that the environment is providing high quality opportunities for the children.

**3) Ample Time for Play and Investigation with Adult Support.** Play continues to be an important aspect in the recommendations for best curricular approaches in preschool programs. Particularly for younger children, firsthand learning—through physical, mental, and social activity—is key. At every age from birth through age eight (and beyond), play can stimulate children's engagement, motivation, and lasting learning (Bodrova & Leong 2003).

Learning is facilitated when children can “choose from a variety of activities, decide what type of products they want to create, and engage in important conversations with friends” (Espinosa 2002, 5).

Therefore, the daily schedule of a PreK classroom includes ample time for children to engage in play and investigation with adult support. Because of the careful planning of the environment, learning areas and activities, the play times (both indoors and out) have purpose. They are tied to identified goals taken directly from the PreK Outcomes and Indicators and based on observations. Teachers interact with children, provide support, ask questions, and offer challenges. Throughout these interactions, teachers observe children closely to determine each child’s capabilities. In this way, teachers are ensuring that children’s play experiences are at high levels with benefits to the children. In high level play, children are learning new skills and concepts and applying and adapting ones that are already established. The play and investigation times are when children become deeply engaged, work alone or together, and interact with adults who provide new vocabulary, help them determine problem-solving strategies and provoke their thinking.

**4) Balance of Adult-Guided and Child-Guided Activities.** As teachers facilitate play experiences, they may be following the child’s lead in the activity. The child directs his or her actions and the teacher helps in whatever ways are beneficial. Teachers also plan and lead activities and experiences for the children. The balance between child-direction and teacher-direction is important. And for young children, this balance may lean more heavily toward child-direction than for older children. Early childhood educators continually decide in what instances they will follow the child’s lead and in which moments to be in a more directive role themselves.

Developmentally appropriate teaching practices provide an optimal balance of adult-guided and child-guided experiences. “*Adult-guided* experience proceeds primarily along the lines of the teacher’s goals, but is also shaped by the children’s active engagement; *child-guided* experience proceeds primarily along the lines of children’s interests and actions, with strategic teacher support” (NAEYC Position Statement 2009, page 17).

**5) Relationships with Children and Families.** When they begin their PreK experience, many children may be leaving their home environment for the first time. Relationships with caring adults at the PreK program will make this transition go more smoothly for children and enhance their overall experience. “From birth, a child’s relationships and interactions with adults are critical determinants of development and learning” (NAEYC Position Statement 2009, page 17). And, establishing relationships with each child’s family strengthens the relationship between teachers and child. All adults in the child’s life are working together in partnership to assure the child’s optimum growth and development.

Children bring family and community ways of being to their early childhood settings. When building on these experiences, professionals support children and families to feel confident and included. According to the 2009 NAEYC Position Statement, “teachers establish positive, personal relationships with each child and with each child’s family to better understand that

child's individual needs, interests, and abilities and that family's goals, values, expectations, and childrearing practices...Teachers talk with each child and family (with a community translator, if necessary, for mutual understanding) and use what they learn to adapt their actions and planning" (p. 17-18). The richness and diversity of heritage, culture and home language for New Mexico's PreK families is welcomed and honored in all aspects of the PreK program. Teachers regularly invite families to participate and share in a variety of ways to enrich the children's PreK experience. And, attention is given to support each child's home language development as well as his or her acquisition of English.

## **The Connection between Curriculum and Assessment**

The commitment to authentic, observational assessment in New Mexico PreK is well-grounded in research and theory. Using a criterion-based approach, PreK teachers watch and listen as children participate in activities and experiences throughout the PreK day. They document observations for the purpose of reflection and planning as well as to assess each child's capabilities and progress. They collect portfolio documentation on key Essential Indicators to capture tangible evidence of children's progress and growth to share with families and to help with curricular planning. The New Mexico PreK Observational Assessment Tools are based on recommendations for best practices.

To best assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. The purposes of doing assessment are: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions. (NAEYC and NAECS/SDE 2003, pages 1-2)

In New Mexico PreK curriculum, assessment does not stand apart. Teachers include Indicators in all aspects of the PreK day, identifying the ways they will incorporate them into play experiences, daily routines and large and small group activities. Teacher observation related to the PreK Outcomes and Indicators and the documentation of children's performance related to the Indicators are on-going. Teacher reflection about these observations informs the teaching process and assists teachers in determining the most effective curricular strategies.

## **Academics, Play and Teacher Intentionality**

Where do academics fit into NM PreK curriculum? How are content areas such as language arts, mathematics, science and social studies addressed? How are children prepared to succeed in kindergarten and the elementary grades? And what is the role of teachers in bringing about student success in the PreK year? These important questions must be addressed in this brief as well.



Learning is at the core of NM PreK curriculum. The content comes from the expectations identified in the New Mexico PreK Outcomes and Indicators. Well-grounded in research and child development and reviewed by stakeholders throughout the State of New Mexico, these Outcomes encompass the following seven domains: 1) Physical Development, Health and Well-Being, 2) Literacy, 3) Numeracy, 4) Aesthetic/Creativity, 5) Scientific Conceptual Understanding, 6) Self, Family and Community and, 7) Approaches to Learning

The seven domains include traditional academic content areas (Literacy = Language Arts; Numeracy = Mathematics; Scientific Conceptual Understanding = Science; Self, Family and Community = Social Studies) and readiness skills such as working cooperatively with others, taking personal responsibility for belongings and focusing on a task for extended periods of time. Taken together, the content areas and the readiness skill development will prepare the preschool children to enter kindergarten ready to continue learning and developing.

PreK teachers are responsible to incorporate the Outcomes and Indicators in the seven domains into all activities and experiences planned for the children. They write specific indicators as goals for play areas, for meals and transition times, for outdoor explorations, for small group and individual reading times and for large and small group activities. They choose materials and teaching strategies that will support these goals. They do not limit addressing academics to only teacher-directed activities. Instead they imbed academic goals in purposeful play experiences as well as in daily routines.

The PreK curriculum emphasizes the many benefits of high quality play for young children as stated in the Key Messages of the Developmentally Appropriate Practices Position Statement (NAEYC 2009):

- Rather than diminishing children’s learning by reducing the time devoted to academic activities, play promotes key abilities that enable children to learn successfully. In high-level dramatic play, for example, the collaborative planning of roles and scenarios and the impulse control required to stay within the play’s constraints develop children’s self-regulation, symbolic thinking, memory, and language—capacities critical to later learning, social competence, and school success.
- Because of how they spend their time outside of school, many young children now lack the ability to play at the high level of complexity and engagement that affords so many cognitive, social, and emotional benefits. As a result, it is vital for early childhood settings to provide opportunities for sustained high-level play and for teachers to actively support children’s progress toward such play (p.3).

Through play experiences as well as teacher-directed small and large group activities, teachers plan such that academic skills and concepts related to literacy, numeracy, science and social studies are included. They address academics in age-appropriate and meaningful ways rather than attempting to adapt approaches that work with children in the elementary grades. In a

joint position statement (1998), NAEYC and the International Reading Association offer the following recommendations for addressing literacy in preschool classrooms:

Thus the picture that emerges from research in these first years of children's reading and writing is one that emphasizes wide exposure to print and to developing concepts about it and its forms and functions. Classrooms filled with print, language and literacy play, storybook reading, and writing allow children to experience the joy and power associated with reading and writing while mastering basic concepts about print that research has shown are strong predictors of achievement(p.5).

Math and science are also included in PreK curriculum in accordance with recommended preschool practices. Brenneman, Stevenson-Boyd and Frede (2009, 1) state, "mathematics and science should be treated as essential components of a comprehensive, high-quality preschool program, not as extras". The following components of early childhood math education are identified by Ginsburg, Lee and Boyd (2008, 6-8) and are found in NM's PreK Curriculum.

1. **Environment** - The preschool classroom...should contain a rich variety of objects and materials—such as blocks, dress up area and puzzles—that can set the stage for mathematics [or literacy, science and social studies] learning.
2. **Play** We know that children do indeed learn a good deal of everyday mathematics [literacy, science and social studies] on their own (Seo & Ginsburg, 2004). Play provides valuable opportunities to explore and to undertake activities than can be surprisingly sophisticated from a mathematical point of view [but] play is not enough.
3. **Teachable Moment**-The teachable moment involves the teacher's careful observation of children's play and other activities in order to identify the spontaneously emerging situation that can be exploited to promote learning.
4. **Projects** - These are extensive teacher initiated and guided explorations of complex topics related to the everyday world.
5. **Intentional Teaching**- Deliberate instruction or teaching is a key part of Early Childhood Mathematics Education as well as that for literacy, science and social studies. Teachers and other key professionals should actively introduce concepts, methods, and language through a range of appropriate experiences and teaching strategies.

The intentionality of teachers is a key message in the third edition of *Developmentally Appropriate Practice* (Copple and Bredekamp 2009). Such intentionality is not limited to direct instruction. Intentionality can incorporate many teaching strategies.

Teachers possess an extensive repertoire of skills and strategies they are able to draw on, and they know how and when to choose among them, to effectively promote each child's learning and development at that moment. Those skills include the ability to adapt curriculum, activities, and materials to ensure full participation of *all* children. Those strategies include, but are not limited to, acknowledging, encouraging, giving specific feedback, modeling, and demonstrating, adding challenge, giving cues or other assistance, providing information, and giving directions. (NAEYC Position Statement page 18)

To effectively implement NM PreK curriculum, teachers not only plan to use specific strategies and write them on the PreK Lesson Plan Format, but they also continually adapt and decide on strategies as they interact with children. They address academic content in ways that fit the moment and appear to be most beneficial to the children. Then, they observe the impact of their planned strategy and change their approach if necessary. Teacher intentionality is central to the observation, documentation and planning process for PreK curriculum as well as the integration of academic goals and outcomes.

## **Conclusion**

New Mexico PreK curriculum and assessment practices are based on a strong foundation of research in child development and recommendations for best early educational practices. Curriculum and assessment are interwoven in an on-going process that requires teachers to be thoughtful, know their children and families well, and understand the best ways to facilitate young children's learning experiences. The goal of New Mexico PreK curriculum is to provide the highest quality preschool experiences for the children of New Mexico.



## References and Resources

- Brenneman, Kimberly, Judi Stevenson-Boyd and Ellen C. Frede, *Math and science in preschool: policies and practice*. Preschool public policy brief March 2009 Issue 19. New Brunswick NJ: National Institute for Early Education Research.
- Copple, Carol, and Sue Bredekamp, eds. 2009. *Developmentally appropriate practices in early childhood programs serving children from birth through age 8*. 3<sup>rd</sup> ed. Washington DC: National Association for the Education of Young Children.
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- Vygotsky, Lev. 1978. *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

## 10. Guiding Principles for the Full Participation of Young Children, 2011



## Principles for the Full Development of Young Children, Age Eight, in New Mexico Learning System

New Mexico has diverse children in his or her family's heritage, language, and circumstances. Early experiences that support the full development of every child build on children's strengths by promoting a sense of belonging and supporting positive social connections. We will be enabling families and professionals to gain advocacy skills that support the life of every child.

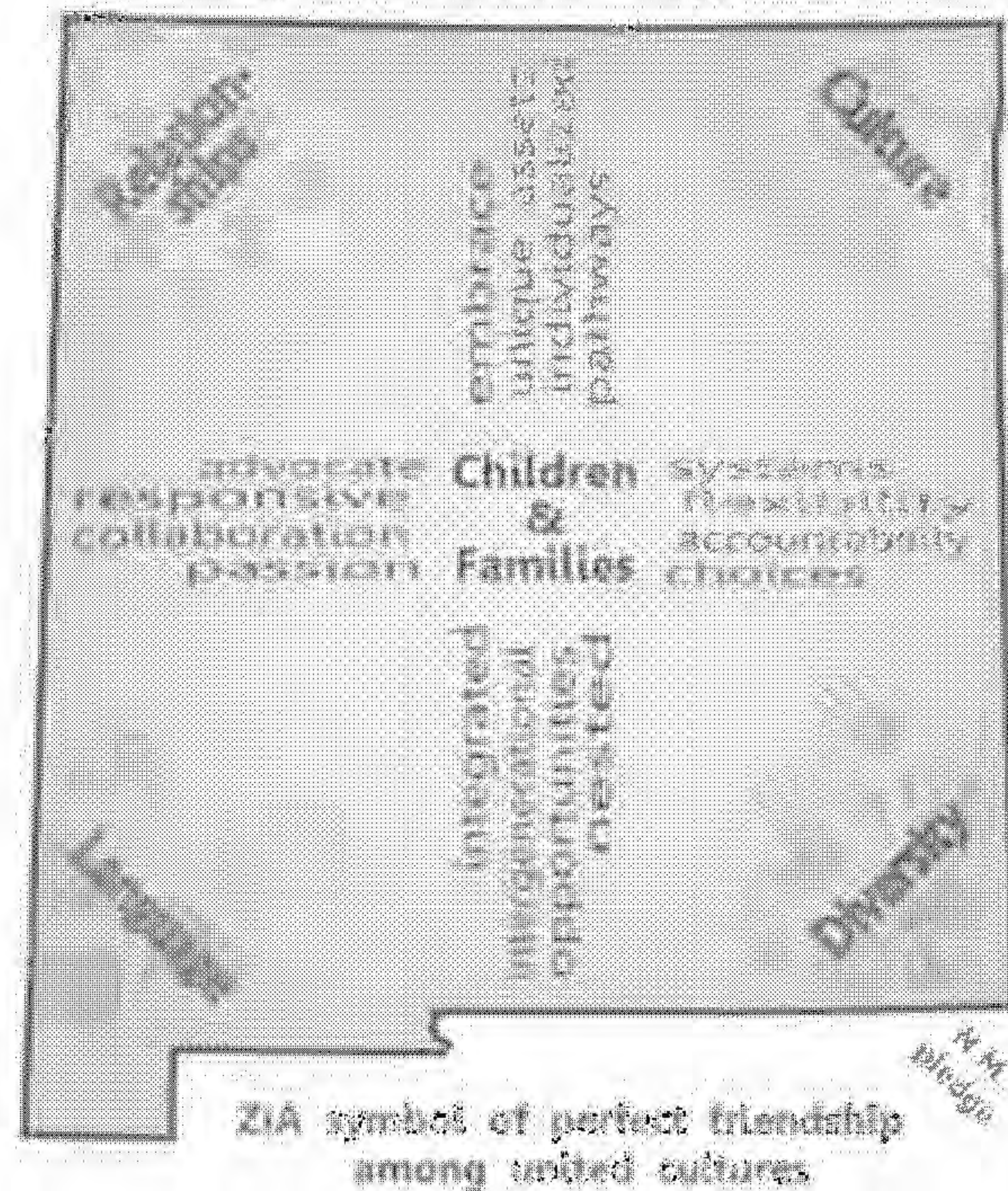
Every child's unique gifts and abilities are valued, celebrated, and nurtured.

Every child holds an enormous promise to reach his or her full potential.

Every child, as within the context of their family and through playful experiences in their environment, can thrive.

Every child and his or her family deserve to have access to appropriate services and supports that acknowledge their strengths and enable them to reach their full potential.

## I Am New Mexico!



### Therefore, we are committed to . . .

- Valuing and embracing all children and their families
- Involving families and communities as partners and decision makers
- Suspending biases to build trust and establish collaborative partnerships that benefit children, their families, and the professionals who work with them
- Providing choice, flexibility, and continuity of services and supports for families within communities

- Making a variety of services and supports available so all children have access to and can participate in opportunities that are both respectful of and responsive to their family experiences, culture, beliefs, abilities, and circumstances

- Advancing advocacy efforts for inclusive practices that build upon unique child, family, and community strengths and are accountable to every child and their family

### We will . . .

- Promote every New Mexico citizen's understanding of the importance of high quality inclusive early childhood programs and practices
- Support interactions and relationships that foster self reflection
- Utilize information about the growth, development, and experiences of individual children and families for program and curriculum development and improvement
- Continuously improve services and supports by evaluating current practices and incorporating effective methods, models, and research in our work with children and families
- Promote the establishment of aligned services and supports that build on both the unique assets of each child and acknowledge the strengths of children's and families' heritage, language, and culture

- Ensure that services and supports are provided by people who reflect the diversity of the community, are well educated, and are well compensated

- Establish an integrated, cross-sector disciplinary system of professional development, training, and assistance that supports the implementation, and evaluation of practices that are respectful and responsive to each child

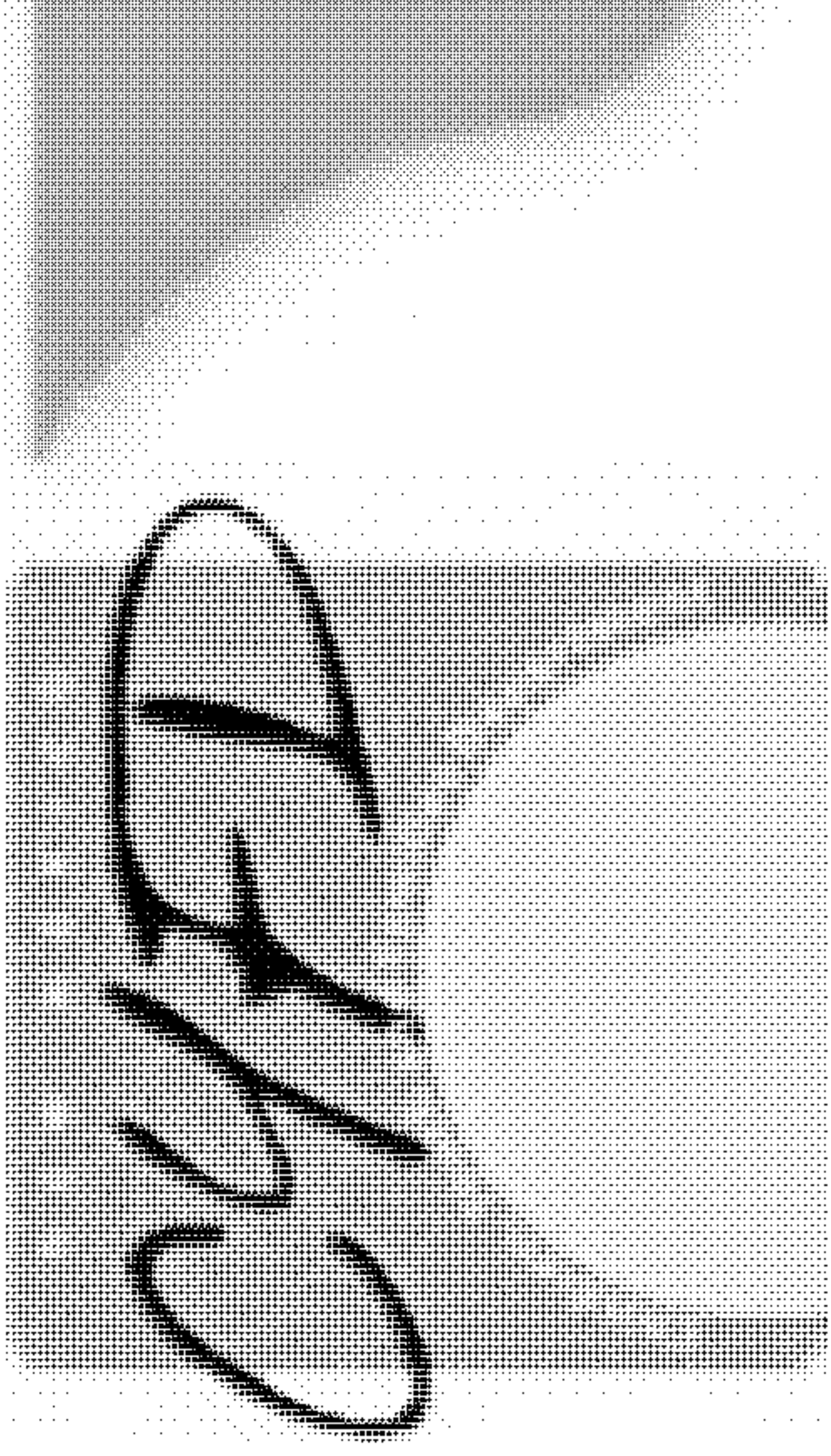
(b)(6)

The Guiding Principles were developed at the New Mexico Summit on Early Childhood Learning, March 30-31, 2010.

Download the Guiding Principles brochure at [www.newmexico.gov](http://www.newmexico.gov)



11. AIM HIGH: Essential Elements of Quality, revised 2009



# AIM HIGH: ESSENTIAL ELEMENTS OF QUALITY – “AT A GLANCE”

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**AIM HIGH ESSENTIAL ELEMENTS AT A GLANCE**  
**Voluntary: Not Required for Basic Licensure**

<p align="center"><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p align="center"><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p align="center"><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p align="center"><b>5-STAR</b> (AIM HIGH Level Five)</p>
<p><b>2A) <u>Staff Qualifications, Evaluation and Communication</u></b></p> <p><b>Staff Qualifications</b> – No requirements for this level.  <b>Staff Evaluation</b>—No requirements for this level.  <b>Staff Communication</b>—No requirements for this level.</p>	<p><b>3A) <u>Staff Qualifications, Evaluation and Communication</u></b></p> <p>1. <b>Staff Qualifications</b> – Continue meeting requirements for Level Two plus:  <b>a) Effective July 1, 2010, all NEW staff/caregivers working directly with children must have a high school diploma or equivalent (GED)</b>  <b>b)</b> Group Child Care Home—Second caregivers have completed at least the 45-Hour Entry Level Course or equivalent approved by the Office of Child Development or have or are currently working toward a higher level of certificate or degree as defined in the career lattice.  <b>c)</b> Out-of-School Time Care—All school-age staff have completed at least the 45-Hour Entry Level Course or equivalent approved by the Office of Child Development or have or are currently working toward a higher level of certificate or degree as defined in New Mexico’s Early Care, Education and Family Support Career Lattice.</p> <p>2. <b>Staff Evaluation</b> – No requirements for this level.  3. <b>Staff Communication</b> – No requirements for this level.</p> <p><b>3B) <u>Environment</u></b> – Continue meeting Level Two requirements plus:</p>	<p><b>4A) <u>Staff Qualifications, Evaluation and Communication</u></b></p> <p>1. <b>Staff Qualifications</b> – Continue meeting requirements for Level Two and Level Three. No additional requirements for this level.  2. <b>Staff Evaluation</b>  <b>a)</b> A tool, which includes criteria for evaluation and the process of evaluation for staff/non-relative caregiver in a family child care home at least on an annual basis;  <b>b)</b> A plan for improvement for each staff member and non-relative caregiver in a family child care home, if appropriate, based on evaluation results.  3. <b>Staff Communication</b>  <b>a)</b> Meetings are held on a regular basis, at least quarterly;  <b>b)</b> Staff participation in developing agendas;  <b>c)</b> Evidence that meeting provide a safe environment where staff members can ask questions, present alternative ideas, and share feelings.</p>	<p><b>5A) <u>Staff Qualifications, Evaluation and Communication</u></b></p> <p>Continue meeting requirements for Level Two, Level Three and Level Four. No additional requirements for this level.</p>
<p><b>2B) <u>Environment</u></b></p> <p>1. Physical Environment:</p>	<p><b>3B) <u>Environment</u></b> – Continue meeting Level Two requirements plus:</p>	<p><b>4B) <u>Environment</u></b> – Continue meeting requirements for Level Two and Level Three</p>	<p><b>5B) <u>Environment</u></b> – Continue meeting requirements for Level Two, Level Three and Level</p>



<p><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p><b>5-STAR</b> (AIM HIGH Level Five)</p>
<p>a) Environment is organized into functional, identifiable learning areas:</p> <ul style="list-style-type: none"> <li>- Dramatic Play</li> <li>- Creative Art</li> <li>- Books</li> <li>- Blocks and Accessories</li> <li>- Manipulatives</li> <li>- Music</li> <li>- Science</li> <li>- Math/Number</li> <li>- Sensory</li> </ul> <p>b) For Homes:</p> <ul style="list-style-type: none"> <li>- A place for messy play</li> <li>- A place for loud, active play</li> <li>- A space for playing quietly</li> <li>- A place to pretend</li> <li>- A place to read</li> <li>- A place to eat</li> <li>- A place to rest or sleep</li> </ul> <p>c) Noisy and quiet areas are arranged so that children's activities can be sustained without interruption.</p> <p>d) Materials are cleaned and well care for and organized by type and, where appropriate, are labeled with words and/or pictures. Adaptations to materials are made when needed to accommodate various abilities of all children. Unused materials are stored in inaccessible storage.</p> <p>e) Interest areas are functional with adequate space and are logically placed. The environment is set up so children are not continually interrupting one another.</p> <p>f) Examples of children's individually expressed artwork are displayed in the environment or in the home.</p> <p>g) Floor surface is suitable for activities that will</p>	<p>1. Physical Environment:</p> <ul style="list-style-type: none"> <li>a) Materials and equipment are rotated and adapted on a regular basis to conform to curriculum goals.</li> <li>b) Staff of the program are very familiar with the environment rating instrument and feel confident that they will score an average score of four.</li> <li>c) Evaluation of program's environment requires the completion of a post rating scale*, scoring an average of 4. *See list of <i>environment rating scales in Element 3B.</i></li> </ul> <p>2. Social- Emotional Responsive Environment - No additional requirements for this level.</p>	<p>plus:</p> <p>1. Physical Environment:</p> <ul style="list-style-type: none"> <li>a) Outdoor space has some protection from the elements.</li> <li>b) Outdoor space has some play interest centers (refer to page 41 of the Essential Elements for a detailed list).</li> <li>c) Opportunities to develop motor skills.</li> </ul> <p>2. Social- Emotional Responsive Environment – No additional requirements for this level.</p>	<p>Four. No additional requirements for this level.</p>

<p><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p><b>5-STAR</b> (AIM HIGH Level Five)</p>
<p>occur in each interest area or in the family child care home.</p> <p>h) File and storage space is available for teacher/caregiver materials.</p> <p>2. Social-Emotional Responsive Environment:</p> <p>a) The environment reflects an atmosphere where all children feel accepted and able to be successful. The classroom/school-age space/home environment has a positive social atmosphere where staff/caregiver and children spend time talking and interacting with one another in general conversation during the day as well as at mealtimes and other scheduled activities. Various methods are used to communicate with nonverbal or language delayed.</p> <p>b) Staff/caregivers endeavor to establish a positive, caring relationship with every child in their care. Physical contact is used to comfort and/or positively support children in daily routines and interactions.</p> <p>c) Staff/caregivers encourage children to interact with one another in a positive manner. Staff/caregivers intentionally prepare (coach) children to interact positively with children of various abilities.</p> <p>d) Staff/caregivers are attuned to and respond promptly and consistently to children's needs and interests during regular routines and activities.</p> <p>e) Staff/caregivers facilitate children's growing independence and initiative by giving them many opportunities to make decisions, choose their own activities, and take charge of their own learning.</p> <p>f) Relationships among staff/caregivers are professional and do not interfere with their</p>			

<b>2-STAR*</b> <b>(AIM HIGH Level Two)</b> <i>Programs must meet all Child Care Licensing Regulations plus:</i>	<b>3-STAR</b> <b>(AIM HIGH Level Three)</b>	<b>4-STAR</b> <b>(AIM HIGH Level Four)</b>	<b>5-STAR</b> <b>(AIM HIGH Level Five)</b>
responsibilities in caring for and interacting with children both indoors and outdoors.			
<b>2C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u> – no requirements for this level.</b>	<b>3C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u></b> 1. Develop a system teachers will use for observing & documenting children's development, in all developmental domains, and used as a means to individualize curriculum planning in support of the whole child. 2. Develop a basic understanding of key components of an early childhood curriculum and begin implementation by using an observation, documentation, and evaluation process- a continuous process of observing children, documenting, planning, implementing activities and routines, observing the activities and assessing outcomes. Demonstrate evidence that the director and/or curriculum coordinator have the knowledge to provide support to classroom teachers resulting in teachers using the information gained from the use of an assessment instrument to plan curriculum based on individual children's needs for 75 % of the classrooms. 3. Describe how the program will communicate information with families regarding their child's growth and development. 4. Posted weekly lesson plans organized around an appropriate curriculum that incorporate a posted daily schedule (one for parents and one for children) and a written description of the role of the	<b>4C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u> – Continue meeting Level 3 requirements plus:</b> 1. A written curriculum that is carefully planned to meet both short-term and long-term goals for the program and for individual children and includes: a) Knowledge of children's needs and interests based on observation and assessment completed in the classroom or in the family child care home program; 2. Continued use of the curriculum development process of gathering information through observations for individual curriculum and program planning in every classroom or in family child care homes (evidence that the program ties assessment of children to curriculum) a) Reflection of ongoing implementation demonstrated in classroom environment or in the home; b) Social and Emotional teaching strategies; c) Variety of instructional strategies; small/large group activities, puppets, role play, visual supports, peer buddies, scripted stories, pictures prompts; d) Sequencing of activities from simple to complex; e) Support for children's thinking, reasoning, decision-making, and problem-solving. Teachers facilitate discussions to challenge (scaffold)	<b>5C) <u>Observation and Documentation of Children's Progress and Curriculum Planning</u> – Continue meeting requirements for Level Three and Level Four. No additional requirements for this level.</b>



<p><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p><b>5-STAR</b> (AIM HIGH Level Five)</p>
	<p>teacher(s)/caregiver(s) and teaching/learning strategies used. Together with the children, teachers/caregivers develop classroom/program rules. They are posted and reviewed regularly with children.</p> <p>Develop a written curriculum that represents: Staff begins to implement the beginning stages of the items listed above.</p> <p>a) Review and update mission, and philosophy statement. Curriculum planning and implementation should be consistent with the mission and philosophy statement, short-range and long-range goals;</p> <p>b) Knowledge of child development. Staff/caregivers are familiar with ages and stages of development. Evidence is demonstrated through appropriate expectations for all children including children with special needs;</p> <p>c) Activities are meaningful, developmentally appropriate, adapted/modified according to the needs and abilities of children;</p> <p>d) Facilitation of all areas of development; social, emotional, physical, language and cognitive. Some programs might also include a spiritual domain;</p> <p>e) Integrates foundations for the following content areas: Math, Science, Social Studies, Language Arts/Literacy, Health and Fine Arts;</p> <p>f) Variety of learning experiences;</p> <p>g) Variety of materials that range from</p>	<p>children's thinking;</p> <p>Support for development of children's self-regulation using methods such as logical and natural consequences.</p> <p>Teacher/caregivers facilitate discussions to problem-solve conflict;</p> <p>Evidence that each child's language and culture are integral components of the daily program;</p> <p>Evidence of child participation in planning activities and developing program rules and routines;</p> <p>Evidence that teachers/ caregivers challenge children just beyond their current level of development (scaffold their learning);</p> <p>Documentation verifying at least a 3-month history of curriculum planning and preferably a year's history of planning.</p>	

<p><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p><b>5-STAR</b> (AIM HIGH Level Five)</p>
	<p>simple to complex;            h) Active engagement of children;            i) Opportunities to make choices;            j) Ensures smooth transitions from one activity to another;            k) Opportunities to experiment and explore;            l) Large blocks of time for discovery and child-initiated learning activities;            m) A balance of active/quiet, individual/small group/large group activities and indoor/outdoor time;            n) Emphasis on the value of social interaction through peer learning;            o) A positive social/emotional foundation is valued as essential for the development of lifelong positive interpersonal relationships and the growth in all other developmental domains;            p) Social Skills are intentionally taught.  <i>Refer to pages 29 and 30 for curriculum for Infants and toddlers</i></p>		
<p><b>2D) Staff/Caregiver Professional Development Plan</b>            1. Development of a written plan for ongoing professional development for each staff member, including the director or for each person working in the family child care home with the children. See sample forms in Element 2D.</p>	<p><b>3D) Staff/Caregiver Professional Development Plan</b> – Continue meeting Level Two requirements plus:            1. Evidence of progression of the professional development plan from Essential Element 2D. The program should show evidence that the program is beginning to meet the professional development criteria in AIM HIGH Level 4 (if the program is planning on attaining AIM HIGH Level 4).            Beginning <b>July 1st, 2010</b> at the time of annual visits, all classroom, administrative staff &amp; family caregivers have completed the 6-hour <b>Quality Early Childhood Programs for All</b> course</p>	<p><b>4D) Staff/Caregiver Professional Development Plan</b>– Continue meeting Level Two and Level Three requirements plus:            1. Evidence that individual professional development plans established at Level Two &amp; Level Three are progressing for each staff member, including the director or for each person working in the family child care home with the children.            2. Evidence of career guidance to ensure that all training contributes to program and individual goals</p>	<p><b>5D) Staff/Caregiver Professional Development Plan</b> – Continue meeting requirements for Level Two, Level Three and Level Four. No additional requirements for this level.</p>

<p><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p><b>5-STAR</b> (AIM HIGH Level Five)</p>
<p><b>2E) Family Involvement Plan</b> 1. A statement supportive of family involvement is incorporated into the Family Handbook that includes an unrestricted open door policy to the classroom/school-age program/family child care home. 2. Children and family members are acknowledged upon arrival and departure.</p>	<p>developed by the Office of Child Development and offered at all Early Childhood Training &amp; Technical Assistance Programs or an equivalent approved by the Office of Child Development (e.g. Young Children with Diverse Abilities).</p> <p><b>3E) Family Involvement Plan – Continue</b> meeting Level Two requirements plus: 1. Provide at least <b>two</b> family involvement activities including but not limited to: a) Suggestion Box, Family Bulletin Board, Newsletter; b) Family meetings, Socials, Informational Workshops, minimum of one activity that encourages male participation c) Child developmental milestone information, Family/Staff Conferences d) Classroom and/or Field Trip volunteer, Support of program operation e) Daily (written) communication system between family member and teacher.</p>	<p><b>4E) Family Involvement Plan – Continue</b> meeting requirements for Level Two and Level Three plus: 1. Provide at least <b>three</b> family involvement activities (review list in Element 3E).</p>	<p><b>5E) Family Involvement Plan –</b> Continue meeting requirements for Level Two, Level Three and Level Four. No additional requirements for this level.</p>
<p><b>2F) Administrative Policies –</b> Financial Policies and Procedures and Operational Evaluation 1. <b>Financial Policies and Procedures –</b> No requirements for this level. 2. <b>Operational Evaluation—</b>No requirements for this level.</p>	<p><b>3F) Administrative Policies –</b> Financial Policies and Procedures and Operational Evaluation 1. <b>Financial Policies and Procedures</b> a) Evidence that program has a business plan; b) Evidence that program has a one-year budget showing all income and expenditures; c) Policies and procedures for the handling of financial transactions. 2. <b>Operational Evaluation –</b> No requirements for this level.</p>	<p><b>4F) Administrative Policies –</b> Financial Policies and Procedures and Operational Evaluation 1. <b>Financial Policies and Procedures –</b> Continue meeting Level Two requirements. No additional requirements for this level. 2. <b>Operational Evaluation</b> a) A written plan for a process that is comprehensive and includes all aspects of the program's operations, is ongoing and occurs on a regular basis; b) A plan for using evaluation results for program improvement; 3. Exit interviews all staff that terminate, feedback incorporated into program planning/evaluation.</p>	<p><b>5F) Administrative Policies –</b> Financial Policies and Procedures and Operational Evaluation 1. <b>Financial Policies and Procedures –</b> Continue meeting Level Two requirements. No additional requirements for this level. 2. <b>Operational Evaluation –</b> Continue meeting Level Four requirements. No additional requirements for this level</p>



<p align="center"><b>2-STAR*</b> (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p align="center"><b>3-STAR</b> (AIM HIGH Level Three)</p>	<p align="center"><b>4-STAR</b> (AIM HIGH Level Four)</p>	<p align="center"><b>5-STAR</b> (AIM HIGH Level Five)</p>
<p><b>2G) <u>Employee Compensation and Benefits</u></b></p> <ol style="list-style-type: none"> <li>Development of a compensation philosophy statement that is incorporated into the personnel handbook. A compensation philosophy statement for family childcare homes is required only in the case of a second caregiver who is non-related.</li> </ol>	<p><b>3G) <u>Employee Compensation and Benefits</u></b></p> <ol style="list-style-type: none"> <li>Develop and implement an incremental compensation plan that includes tangible recognition and salaries.</li> <li>Provide at least <b>three</b> employee benefits including but not limited to: <ol style="list-style-type: none"> <li>Payment of individual professional membership or association fee</li> <li>Insurance supplement</li> <li>Paid Leave (sick, vacation, personal, maternal, parental or bereavement)</li> <li>Monetary bonuses</li> <li>Insurance (health, life, accident, disabilities, dental or vision)</li> </ol> </li> <li>Director is knowledgeable of resources regarding the Fair Labor Standards Act</li> </ol>	<p><b>4G) <u>Employee Compensation and Benefits</u></b> –</p> <p>Continue meeting Level Two and Level Three requirements plus:</p> <ol style="list-style-type: none"> <li>Continue to implement an incremental compensation plan that includes tangible recognition and salaries.</li> <li>Program must provide at least <b>four</b> employee benefits (review list on Element 3G).</li> </ol>	<p><b>5G) <u>Employee Compensation and Benefits</u></b> –</p> <p>Continue meeting requirements for Level Three and Level Four. No additional requirements for this level.</p>
<p><b>2H) <u>Ratios and Group Size</u></b> – No requirements for this level.</p>	<p><b>3H) <u>Ratios and Group Size</u></b> – No requirements for this level.</p>	<p><b>4H) <u>Ratios and Group Size</u></b> – Implement ratios and group size:</p> <ol style="list-style-type: none"> <li><b>Licensed Child Care Centers</b> Child Care Centers in which children are grouped by age: <ul style="list-style-type: none"> <li>6 weeks through 24 months..... 1:5</li> <li>2 years ..... 1:8</li> <li>3 years ..... 1:10</li> <li>4 years ..... 1:10</li> <li>5 years ..... 1:12</li> <li>6 years ..... 1:12</li> </ul> </li> <li><b>Child Care Centers</b> in which age groups are combined: <ul style="list-style-type: none"> <li>6 weeks through 24 months..... 1:5</li> <li>2, 3 and 4 years ..... 1:10</li> <li>3, 4 and 5 years ..... 1:12</li> <li>6 years ..... 1:12</li> </ul> </li> </ol>	<p><b>5H) <u>Ratios and Group Size</u></b> –</p> <p>Continue to meet Level Four requirements. No additional requirements for this level.</p>

<b>2-STAR*</b> <b>(AIM HIGH Level Two)</b> <i>Programs must meet all Child Care Licensing Regulations plus:</i>	<b>3-STAR</b> <b>(AIM HIGH Level Three)</b>	<b>4-STAR</b> <b>(AIM HIGH Level Four)</b>	<b>5-STAR</b> <b>(AIM HIGH Level Five)</b>
		<p><b>Maximum group size:</b>  6 weeks through 24 months..... 10  2 years ..... 16  3, 4, and 5 years ..... 24  6 years and up ..... 24</p> <p><b>Licensed Family Child Care Homes:</b>  a) 1:6 for programs licensed for 6 children  b) 2:12 for programs licensed for 12 children</p> <p><b>Licensed Out-of-School Time Programs:</b>  Group size does not exceed 30.</p> <ul style="list-style-type: none"> <li>● The ratio is between 1:8 and 1:12 for groups that include children 6 years of age or younger.</li> <li>● The ratio is between 1:10 and 1:15 for groups of children 6 years of age and older.</li> </ul> <p><b>Registered Family Child Care Homes:</b> A caregiver will have no more than four (4) non-resident children at any one time.</p> <ul style="list-style-type: none"> <li>● A caregiver will have no more than two (2) children under the age of two years old at any one time, including the providers own children.</li> <li>● A caregiver will have no more than six (6) children under the age of six at any one time, including providers own children.</li> <li>● Shifts are allowed provided there are never more than 4 non-resident children present at any one time.</li> </ul>	
<b>1) Accreditation</b> – No requirements for this level.	<b>3) Accreditation</b> – No requirements for this level.	<b>4) Accreditation</b> – No requirements for this level.	<b>5) Accreditation</b> through a nationally recognized accrediting

<p>2-STAR* (AIM HIGH Level Two) <i>Programs must meet all Child Care Licensing Regulations plus:</i></p>	<p>3-STAR (AIM HIGH Level Three)</p>	<p>4-STAR (AIM HIGH Level Four)</p>	<p>5-STAR (AIM HIGH Level Five)</p>
<p><i>*Programs serving children on Child Care Assistance will be required to achieve 2-STAR status at the time of their annual visit effective 7/1/2006.</i></p>			<p>body approved by the Office of Child Development Board through demonstration that their accreditation significantly matches standards set by the NAEYC Academy of Early Childhood Program Accreditation. Refer to the AH Essential Elements document for a complete list of accepted accrediting organizations.</p>



12. New Mexico Common Core Content and Competencies: Early  
Childhood Educator, revised 2011



# ***Common Core Content Early Childhood Educator***

*Entry Through Bachelor's Level*

Prepared by  
Higher Education Early Childhood Task Force  
May 2002  
Revised April, 2011

**COMMON CORE CONTENT and COMPETENCIES**  
**for personnel in Early Care, Education and Family Support in New Mexico**

**Entry Level through Bachelor's Level**

**May 2002**

**Revised April 2011**

**Prepared by**

**New Mexico Early Childhood Higher Education Task Force**



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### FOR

#### EARLY CARE, EDUCATION AND FAMILY SUPPORT

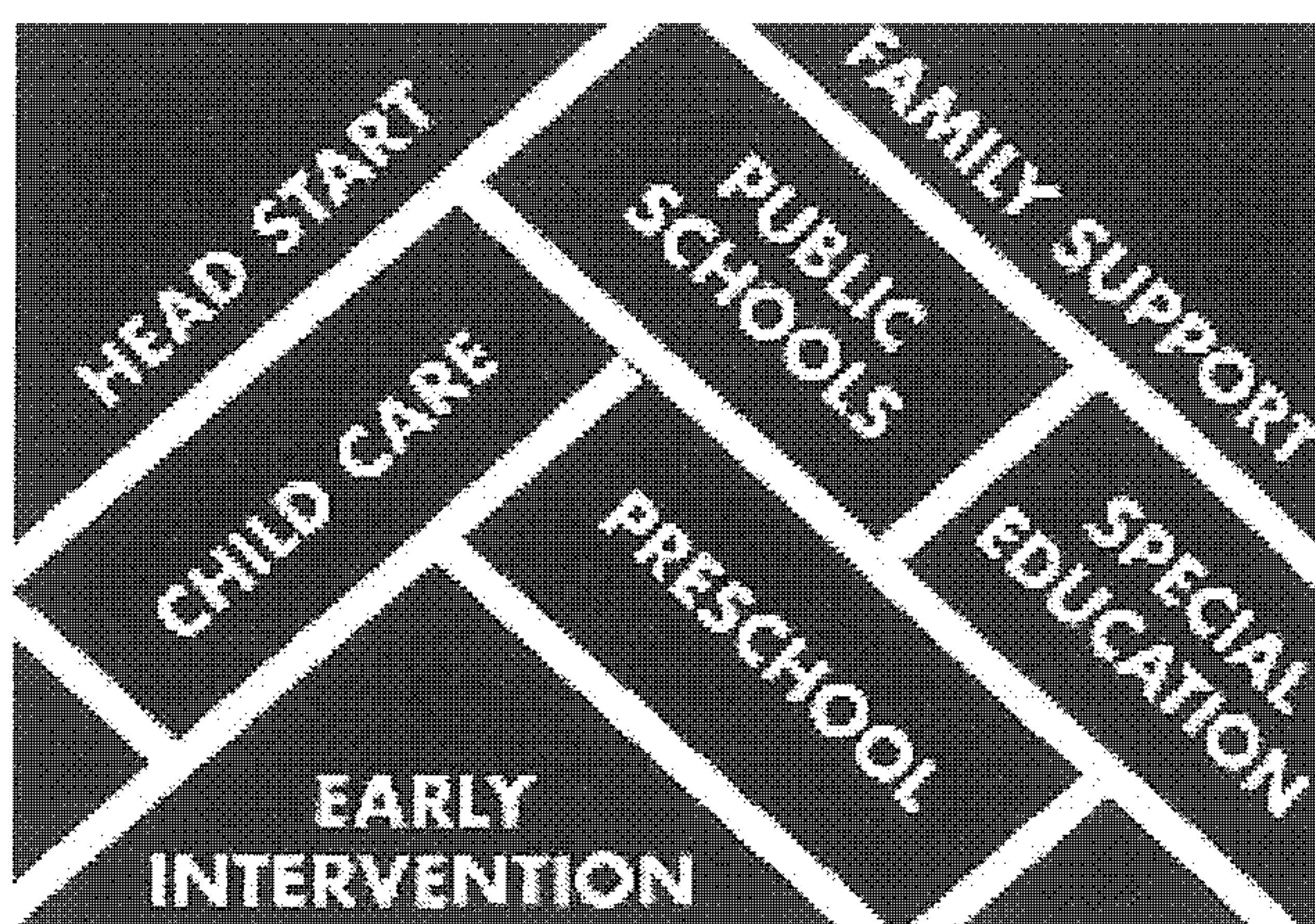
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## NEW MEXICO'S CAREER LATTICE FOR EARLY CARE, EDUCATION, AND FAMILY SUPPORT

The levels of the Common Core Content and Competencies that follow correspond to levels of certification and licensure available from the state of New Mexico. Altogether, this spiraling system of professional development is referred to as the New Mexico Early Care, Education and Family Support Career Lattice. The term *career lattice* is meant to create the vision of a trellis that provides multiple pathways for growth and development, as opposed to a career ladder that enables only vertical movement along a single track.

Because the New Mexico Early Care, Education and Family Support Professional Development System encompasses all systems serving children birth through third grade and their families, the term *career lattice* is the most appropriate way to describe how individuals can move horizontally, vertically, and/or diagonally within a single system, or across systems as positions become available and/or as professional preparation enables them to seek and move into positions with more responsibility and increased compensation.



The special features of New Mexico's career lattice are the following:

- Individuals can enter the career lattice at any point in their growth and development as professionals. Depending on their professional aspirations, individuals may remain where they are or pursue multiple opportunities for their future professional development.
- Professional preparation and corresponding certification and licensure within the career lattice are recognized by a number of different systems, enabling individuals to move between systems.
- Each level of certification and/or licensure is based upon study that builds upon and increases skills and knowledge in the same competency areas. As a result, all professional preparation “counts” toward work at the next level.
- All personnel build upon the same core content with the opportunity to pursue areas of concentration. Early Childhood Teacher – Birth through Age 4 (PreK), Early Childhood Teacher – Age 3 (PreK) through Grade 3, Family, Infant Toddler Studies (FIT), or Early Childhood Program Administration.

**The levels of the career lattice are as follows:**

- **45-Hour Entry Level Course** – a basic course that introduces the areas of competency at the awareness level. The certification of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- **New Mexico Child Development Certificate** – a state-issued certificate that is equivalent to a CDA credential and approved by the federal Office of Head Start. The requirements for this certificate include the completion of 4 specifically identified courses in early childhood education. The certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- **1-Year Certificate** – certificate earned after completion of 29 credits in early childhood education toward an associate degree program. The certificate indicates completion of the early childhood “vocational” courses within an approved associate degree program, most often completed in the student’s first year. The Office of Child Development, Children, Youth and Families Department awards a state certificate upon completion of this vocational course of study.
- **Associate Degree** – a two-year program consisting of approximately 65 credits, including both early childhood content (29 credits as described above) and general education content (approximately 35 credits) available at all two-year and some four-year institutions. The degree is awarded by the institution, and the certificate of completion is awarded by the Office of Child Development, Children, Youth and Families Department.
- **Bachelor’s Degree Licensure Option** – a four-year program consisting of approximately 128 credits, available at some public four-year institutions in the state. Approved Bachelor’s degree programs lead to the *New Mexico Early Childhood License: Birth through Age 4 (PreK) or Age 3 (PreK) through Grade 3*. The degree is issued by the institution and the license is awarded by the New Mexico Public Education Department.
- **Bachelor’s Degree Non-Licensure Option** - a four-year program consisting of approximately 128 credits, available at some public four-year institutions in the state. Approved Bachelor’s degree programs lead to a certificate issued by the Office of Child Development, Children, Youth and Families Department in Birth through Age 4 (PreK), or Age 3 (PreK) through Grade 3, or Early Childhood Program Administration or Family, Infant and Toddler Studies (FIT). The Degree is issued by the institution.
- **Master’s Degree** – consisting of 36 to 42 hours of graduate work in early childhood and related areas, available at graduate universities in the state. The degree is awarded by the institution.
- **Doctorial Degree** – consisting of 66 to 72 hours of graduate work in early childhood education or related areas and additional degree completion requirements (comprehensive exam, doctoral dissertation, etc.). This degree is available at some 4-year universities in the state. The degree is awarded by the institution.

The career lattice is designed so that each level fully articulates with the next level. That is for example, the New Mexico Child Development Certificate counts toward work for the certificate; a certificate constitutes the equivalent of the first year of work toward an associate degree; and an associate degree transfers to any early childhood program at four-year institutions as the first two years of work toward a bachelor’s degree. The Early Childhood Higher Education Task Force, a standing task force of the New Mexico Child Development Board and the Office of Child Development, has developed a common catalogue of coursework with common course titles and content for all institutions of higher education in the state.



Levels of Certification and Licensure for New Mexico's Early Care, Education and Family Support Professionals

LEVELS OF CERTIFICATION AND LICENSURE:		45-Hour Entry Level Course				
<p>Certificates issued by the Office of Child Development/CYFD, Teacher licenses issued by the Public Education Department.</p> <p>45-Hour Entry Level Certificate</p> <p>NM Child Development Certificate <small>Grade-based requirement to the CDA</small></p> <ul style="list-style-type: none"> <li>• Infant and Toddler</li> <li>• Preschool</li> </ul> <p>Vocational Certificate } Issued in these 3 areas</p> <p>Associate Degree Certificate }</p> <p>Bachelor's Degree Certificates:</p> <p>Early Childhood Educator: Birth-Age 4 (Pre K)</p> <p>Early Childhood Program Administrator</p> <p>Family Infant Toddler Specialist</p> <p>Early Childhood Teacher License: Birth through Age Eight</p> <ul style="list-style-type: none"> <li>• Birth-Age 4 (Pre K)</li> <li>• Age 3-Grade 3 (Pre K)</li> </ul> <p>Professional Certificate in Family, Infant Toddler Studies</p>	<p>Seek advisement and talk with early childhood faculty</p> <p>Choose a Pathway &amp; Plan General Education Coursework</p> <p>Associate Degree/Lower Division Professional Pathways</p> <p>Common Core Early Childhood Coursework</p>			<p>Early Childhood Educator</p>	<p>Early Childhood Program Admin.</p>	<p>Family, Infant Toddler Specialist</p>
	<p>Continue Pathway &amp; Plan Electives/Licensure Endorsement</p> <p>Bachelor's Degree Professional Pathways</p> <p>Common Core Early Childhood Coursework</p>			<p>Early Childhood Educator Birth - Age 4</p>	<p>Early Childhood Educator Age 3 - Age 8</p>	<p>Early Childhood Program Admin.</p>
		<p>Early Childhood Educator Birth - Age 4</p>	<p>Early Childhood Educator Age 3 - Age 8</p>	<p>Early Childhood Program Admin.</p>	<p>Family, Infant Toddler Specialist</p>	

## THE COMMON CORE CONTENT

The common core content describes the minimum expected level of competence for individuals that exit preparation programs at each level of the career lattice. In other words, it describes what all early childhood professionals must know and be able to do when they complete the entry level, the certificate/associate degree level, and the bachelor's level in each degree pathway. At each level, content is based on the same set of competencies, but the indicators of competence represent increasing depth and breadth at each ascending level. All institutions of higher education in the State of New Mexico include the common core content in their coursework, thereby guaranteeing each student's level of competence when exiting the program, regardless of the particular institution.

The reader will note that the Common Core Content identifies only three levels – Entry, Associate, and Bachelor's Degree. The certificate level is combined with the associate level because in institutions that offer the Associate Degree, students normally complete the early childhood coursework first (29 credits), after which, they are eligible to apply for a state-issued certificate in early childhood. This coursework constitutes the first half of the Associate Degree, the last half consisting almost entirely of general education courses. Consequently, there is essentially no difference in the levels of demonstrated competence in specific early childhood knowledge and skills between personnel completing the certificate level and the Associate Degree level. However, one would expect that those students completing the Associate Degree would demonstrate higher levels of general competence that contribute to more optimal outcomes for children.

## **PREAMBLE**

What early childhood professionals know and can do significantly influence children's development, learning, and success in school. Since the period of early childhood spans the first eight years of a child's life, these early care and education professionals are being prepared to work in varied settings that include child care centers, family child care homes, Head Start/Early Head Start, early intervention programs, public and private schools through third grade, preschool and Pre-K programs, and family support programs. Professionals may refer to themselves as teachers, educational assistants, assistant teachers, teacher aides, caregiver, providers, or home visitors. In the final analysis, they all teach and they all provide care.

The core competencies that follow (in bold) are designed to describe what early childhood professionals should know and be able to do at the conclusion of a bachelor's degree program. They include seven areas: **Child Growth, Development & Learning**, **Health, Safety & Nutrition**, **Family and Community Collaboration**, **Assessment of Children and Evaluation of Programs**, **Developmentally Appropriate Content**, **Learning Environment and Curriculum Implementation** and **Professionalism**. For each core competency, specific indicators are articulated for personnel completing professional preparation at each of the three levels. Teachers who demonstrate these competencies and their indicators can work effectively with young children in a variety of settings.

**NOTE:** Each time an indicator refers to "inform others" or "collaborate with others", it is meant to include family members, community members, colleagues, program administrators, and other professionals.





## Technology

Technology should be integrated into the early care and education curriculum as developmentally age appropriate, as well as when used to supplement and/or enhance the curricular activity. Additionally early childhood teachers should be knowledgeable and familiar with the ways in which technology may support the opportunity for young children with diverse linguistic skills and/or abilities to access and participate in the program's activities fully. Additional information may be found at the International Society for Technology in Education website (<http://www.iste.org/welcome.aspx>). This site provides information about the National Educational Technology Standards for Teachers (<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>). Some competencies in the use of technology that may be important for Early Childhood Teachers to possess upon completion of specific coursework and/or at degree levels may be the following:

Plan strategies to manage student learning in a technology-enhanced environment.

Manage student learning activities in a technology-enhanced environment.

Model and teach legal and ethical practice related to technology use.

Promote safe and healthy use of technology resources.

Ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

Ability to apply current research on teaching and learning with technology when planning learning environments and experiences.

Demonstrate the use of technology to support learner-centered strategies that address the diverse needs of learners.

Identify and use technology resources that affirm diversity.

Demonstrate the ability to apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Demonstrate the ability to apply technology to develop students' higher order skills and creativity.

Demonstrate the ability to apply technology in assessing student learning of subject matter using a variety of assessment techniques.

Demonstrate the ability to use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Demonstrate the ability to apply multiple methods of evaluation to determine a student's appropriate use of technology resources for learning, communication, and productivity.





## **A. CHILD GROWTH, DEVELOPMENT, AND LEARNING**

### **RATIONALE**

**Foundations for all learning are established during early childhood. Biological-physical, social, cultural, emotional, cognitive, and language domains are inherently intertwined in growth and development. Early childhood professionals must understand this process of development and the adult's role in supporting each child's growth, development, and learning.**

### **A1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice<sub>8</sub>.**

#### **Entry Level**

- a) Discuss in general terms the growth and development of children from birth through grade 3.
- b) Observe children of various ages, and discuss the relationship of the general characteristics of growth and development to their observations.

#### **Certificate/Associate Degree Level**

- a) Define in general terms child development stages and learning processes.
- b) Explain how developmental variations and family culture, language, and environment influence a child's growth and development.
- c) Discuss the relationship between theories of growth, development, and learning and early childhood education practices birth through grade 3.
- d) Plan and implement lessons that demonstrate knowledge of developmental variations.
- e) Plan and implement lessons/activities that reflect knowledge of each family's culture, language, and environment.

#### **Bachelor Degree Level**

- a) Use critical analysis of documentation, experiences, learning, and current research theories of child growth and development as the basis for all planning decisions and implementation.
- b) Collaborate with others to apply the knowledge of child development stages and learning processes to plan and implement developmentally appropriate practices.

**A2. Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains<sub>11</sub> in the healthy development of each child.**

Entry Level

- a) Discuss biological and environmental factors that influence and foster the healthy growth and development of children.

Certificate/Associate Degree Level

- a) Discuss ways in which biological, maturational, and environmental factors interact to influence the physical, social, emotional, cognitive, and cultural domains in the growth and development of children.
- b) Use knowledge of biological, maturational, and environmental factors to foster healthy growth and development of children.
- c) Demonstrate understanding of the developmental consequences of stress and trauma; protective factors, resilience, and the development of mental health; and the importance of supportive relationships with adults and peers.

Bachelor Degree Level

- a) Analyze and use current knowledge of biological and environmental factors to advocate and inform others about the effects of biological and environmental factors on the healthy development of children.
- b) Collaborate with others to modify or enhance the effects of biological and environmental factors.

**A3. Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities.**

Entry Level

- a) Discuss the unique developmental progress and ways of learning of infants, toddlers, preschoolers, and school-age children.
- b) Discuss individual differences, including risk factors that may affect development and learning.

Certificate/Associate Degree Level

- a) Identify activities and strategies that facilitate individual growth and learning.
- b) Identify responses to specific children's behaviors in the context of their development, their strengths, delays, or risk factors.
- c) Demonstrate knowledge of specific developmental delays, developmental disabilities, and risk factors.
- d) Describe how the characteristics associated with developmental delays, developmental disabilities, and risk factors influence development.
- e) Observe and identify individual differences and risk factors in relationship to development and learning.

Bachelor Degree Level

- a) Inform others about individual differences in development and learning, and how such differences are associated with risk factors, rate of development, and unique developmental patterns.
- b) Analyze and use current knowledge and theories about specific developmental delays, developmental disabilities, and risk factors, and advocate on behalf of young children with developmental delays and disabilities.
- c) In collaboration with support personnel and families, plan intervention strategies<sub>20</sub> that use assessment information to address each child's unique developmental progress and ways of learning.



**A4. Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities<sub>9</sub>.**

Entry Level

- a) Discuss the similarities among children who are developing typically and those with developmental delays or those at-risk<sub>5</sub> for developmental delays.

Certificate/Associate Degree Level

- a) Develop and articulate a personal philosophy of acceptance and respect for all children.
- b) Discuss the diversity of all children in growth and development, temperament, personality, learning style, etc.
- c) Identify, affirm, and respond appropriately to the similarities among children who are developmentally typical, and those with diverse abilities.
- d) Model words and actions with all children, families, peers, and community members that accept and affirm children's similarities and individual differences which would incorporate the use of Person First Language.

Bachelor Degree Level

- a) Model words and actions with all children, families, peers, and community members that accept and affirm children's similarities and individual differences which would incorporate the use of Person First Language.

**A5. Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive, and adaptive/living skills<sub>1</sub>.**

Entry Level

- a) Discuss in general terms the domains of development for infants, toddlers, preschoolers, and school-age children.
- b) Observe children of various ages and discuss the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.

Certificate/Associate Degree Level

- a) Define and apply knowledge of each of the domains of development in daily interactions with children.
- b) Demonstrate knowledge of the interrelatedness of physical/motor, social/emotional, language/cognitive, and adaptive/living skills in early childhood education.
- c) Develop a whole child orientation.
- d) Identify strategies to build relationships among children, adults, and environments.

Bachelor Degree Level

- a) Use critical analysis of documentation, experiences, learning, and current research theories specific to physical/motor, social/emotional, language/cognitive, and adaptive/living skills as they relate to child growth and development as the basis of all planning decisions and implementation of practices.

**A6. Apply knowledge of cultural<sub>24</sub> and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.**

Entry Level

- a) Discuss how children develop within the context of family, community, and culture.

Certificate/Associate Degree Level

- a) Define the major components of the social, political, and cultural contexts as they influence children's development and learning.
- b) Demonstrate knowledge of the impact and the interrelatedness of socio-cultural and political contexts on development and learning.
- c) Identify and develop teaching and learning strategies that are responsive to all children's cultural and linguistic diversity.

Bachelor Degree Level

- a) Adapt practice to reflect on, and respond to, the dynamic relationships of diverse families and cultures and the changing nature of society.
- b) Assimilate information on current events and respond in ways that reflect developmentally appropriate practice.
- c) Critically analyze current knowledge, theories, and best practice recommendations to support each child's development and learning while being responsive to diverse families and cultures.



**A7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional<sub>23</sub> aspects of development in the formative years.**

Entry Level

- a) Discuss the functions of language in all developmental domains of infants, toddlers, preschoolers, and school-age children.

Certificate/Associate Degree Level

- a) Describe the relationship between children's language development and cognitive, social, and emotional development.
- b) Use observations of language expressed by infants, toddlers, preschoolers, and school-age children to plan cognitive, social, and emotional development activities.
- c) Identify and develop language-based activities that support cognitive, social, and emotional growth and development.

Bachelor Degree Level

- a) Analyze and reflect on how the many functions of language relate to cognitive, social, and emotional development.

**A8. Demonstrate knowledge of the developmental sequence of language and literacy<sub>22</sub>, including the influence of culture and home factors.**

Entry Level

- a) Discuss the language abilities of infants, toddlers, preschoolers, and school-age children in the context of family and culture.

Certificate/Associate Degree Level

- a) Use observations and describe the language of infants, toddlers, preschoolers, and school-age children in the context of family and culture.
- b) Describe the relationship between language development and cognitive development.
- c) Demonstrate knowledge of language and literacy development.
- d) Develop activities that promote development of language and literacy in the context of the family and culture.

Bachelor Degree Level

- a) Reflect on, and analyze, current knowledge, theories, and best practice recommendations for supporting each child's development of language and literacy.

**A9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication<sub>2</sub>.**

Entry Level

- a) Discuss how children develop communication skills.
- b) Discuss the multiple forms of communication used by infants, toddlers, preschoolers, and school-age children.

Certificate/Associate Degree Level

- a) Observe and identify how children develop and use communication strategies to meet their needs.
- b) Describe how adults support the child's use of verbal, non-verbal, and alternative means of communication.
- c) Describe the theoretical foundations related to the acquisition and use of verbal, non-verbal, and alternative means of communication.
- d) Identify appropriate strategies to respond to children's communication cues.

Bachelor Degree Level

- a) Model appropriate practices for supporting verbal, non-verbal, and alternative means of communication.
- b) Analyze and reflect on current knowledge, theories, and best practice recommendations for supporting each child's means of communication.



**A10. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.**

Entry Level

- a) Discuss how children express their feelings
- b) Discuss how emotions, behaviors, and communication are interdependent.

Certificate/Associate Degree Level

- a) Describe how emotional, behavioral, and communicative processes are interdependent.
- b) Observe and describe how adults facilitate children's ability to identify and express their feelings in appropriate ways.
- c) Identify differing ways of responding to children's behaviors and appropriate ways of responding in early childhood classroom settings.
- d) Develop techniques and strategies to assist children in identifying and expressing their feelings in appropriate ways within the context of the family and/or culture.
- e) Develop strategies and techniques to assist children in learning the skills to identify, understand, manage, and express their feelings in appropriate ways within the context of family and culture.
- f) Identify socially and emotionally appropriate strategies and techniques to increase respectful communication, thinking, and behavior.

Bachelor Degree Level

- a) Implement a curriculum that reflects knowledge of the relationship among emotions, behaviors, and communication skills within the context of family and/or culture.
- b) Develop curriculum that reflects the interdependent nature of emotional, behavioral, and communicative processes and strategies that assist children in identifying and expressing their feelings in appropriate ways.
- c) Inform others about, and advocate for, the importance of social and emotional health and well-being of children while being aware of family and cultural practices.
- d) Analyze critically current knowledge, theories, and best practice recommendations for supporting each child's social and emotional development while being responsive to family and culture.

**A11. Use appropriate guidance to support the development of self-regulatory capacities in young children.**

Entry Level

- a) Discuss the meaning of self-regulatory capacity.
- b) Discuss the factors that influence self-regulatory capacity.

Certificate/Associate Degree Level

- a) Identify the factors that support the development of self-regulatory capacities in children.
- b) Develop activities and techniques that support the development of self-regulation in children, which allows them to assume responsibility for regulating their actions and behaviors.
- c) Use current knowledge of the development of self-regulation in curriculum planning and arranging environments.
- d) Identify, show commitment to, and have the requisite skills needed to respond to children's behaviors in an emotionally safe and appropriate manner.
- e) Identify appropriate practices and techniques to help children build mutually respectful friendships and learn the skills required to resolve conflicts creatively.

Bachelor Degree Level

- a) Explain to others research and the theoretical framework for the importance of self-regulatory capacities.
- b) Articulate and model strategies for developing activities and techniques that support self-regulatory capacities in children.
- c) Identify strategies to collaborate with family members to promote children's self-regulation.

**A12. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language, and ethnicity.**

Entry Level

- a) Identify the positive ways in which communities may support all families with young children.
- b) Discuss challenges or barriers that may be observed between families and community connections.

Certificate/Associate Degree Level

- a) Identify appropriate strategies and techniques to create and maintain community support for families with young children.
- b) Identify family needs toward community involvement.
- c) Provide opportunities for families to gain community involvement.

Bachelor Degree Level

- a) Demonstrate knowledge and understanding of relevant issues and theories of community structures and responsibilities toward supporting families with young children.
- b) Demonstrate skills in promoting the connection between all families with young children and their community.



- C13. Demonstrate knowledge of, and skill to, access community resources that assist families and contribute directly or indirectly to children's positive development, such as mental health services, health care, adult education, native and English language instruction, and economic assistance.**

Entry Level

- a) Identify barriers to community services that may be present.
- b) Discuss ways in which barriers to community services may be prevented.

Certificate/Associate Degree Level

- a) Identify resources in community that support provision of services to families, and those services that may not exist.
- b) Provide a resource listing of services that support medical and educational needs to the families in their native language.

Bachelor Degree Level

- a) Demonstrate the ability to positively support family efforts in making community connections which empower families.
- b) Demonstrate the ability to coach other colleagues and/or community providers in how to support all families in meeting community needs.



## **B. HEALTH, SAFETY AND NUTRITION**

### **RATIONALE**

**Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations**

### **B1. Recognize and respond to each child's physical health, intellectual, and emotional well-being, and nutritional and safety needs.**

#### Entry Level

- a) Identify and discuss basic physical health, intellectual, and emotional well-being, and nutritional and safety needs of young children.
- b) Implement basic health, safety, and nutritional practices, including emergency procedures, with young children as required by regulation.

#### Certificate/Associate Degree Level

- a) Identify and discuss individual physical, intellectual, mental health, nutritional, and safety needs of infants, toddlers, preschoolers, and school-age children, such as allergies, special diets, medications, differing abilities, and specific medical conditions.
- b) Identify and develop strategies and activities with children that promote physical, intellectual, and emotional well-being.
- c) Identify and develop strategies that foster caring relationships between children and others to promote well-being.
- d) Conduct health and safety assessments of children and the environment.
- e) Identify and develop strategies that foster caring relationships between children and others to promote well-being.

#### Bachelor Degree Level

- a) Facilitate each child's individual physical, emotional health, safety, and nutritional needs by developing and following special procedures for assessing and evaluating these needs, which includes provision for:
  - evaluating the program and environment;
  - collaborating with various professionals;
  - collaborating and communicating with families;
  - staff development and training; and
  - the supervision of procedures and practices.



**B2. Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).**

Entry Level

- a) Identify potential indoor/outdoor environmental hazards and risks and corrective measures that may be taken to ensure children's safety.
- b) Identify and discuss aspects of the indoor/outdoor environments that promote young children's physical and emotional well-being.

Certificate/Associate Degree Level

- a) Describe the major health and safety requirements of the New Mexico Child Care Licensing regulations.
- b) Identify potential indoor/outdoor environments' hazards and risks, and take corrective measures to ensure children's safety.
- c) Identify effective ways to establish and maintain expectations for behavior which creates safe environments.
- d) Describe, design indoor/outdoor learning environments that are free of hazards/risks.
- e) Identify strategies for effective supervision of children in indoor/outdoor learning environments.

Bachelor Degree Level

- a) Inform others about the importance of supporting young children's physical and emotional well-being through the use of well designed and equipped indoor and outdoor learning environments.
- b) Collaborate with others to support young children's physical and emotional well-being through the use of well designed and equipped indoor and outdoor learning environments.
- c) Adapt and modify the learning environments to provide the greatest access, least restriction<sub>21</sub>, and optimal safety for all children.

**B3. Use appropriate health appraisal and management procedures, and make referrals when necessary.**

Entry Level

- a) Discuss the role of the early childhood professional and program in facilitating children's health.
- b) Identify and discuss possible signs of wellness and illness in young children.
- c) Recognize signs of illness, distress, and possible risks to children's health and alert appropriate program personnel.

Certificate/Associate Degree Level

- a) Identify activities and strategies that facilitate individual growth and development.
- b) Describe appropriate responses to young children's individual health needs by conducting regular health screenings and recording growth and development on checklists.
- c) Identify appropriate resources for referral for a variety of conditions and situations.

Bachelor Degree Level

- a) Identify and articulate appropriate intervention methods and procedures for addressing physical and emotional health, nutritional, and safety needs.
- b) Facilitate optimal health of infants, toddlers, preschoolers, and school-age children by:
  - Establishing and/or following policies for conducting appropriate appraisal and health management procedures; and
  - Informing others about the importance of facilitating young children's health through the use of appropriate health appraisal and management procedures.

**B4. Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in case of suspected abuse or neglect, reporting to designated authorities.**

Entry Level

- a) Identify possible signs of emotional distress, child abuse, and neglect in young children.
- b) Describe legal obligations and appropriate reporting procedures.
- c) Identify local resources available to children and families that address problems of emotional distress, child abuse, and neglect.

Certificate/Associate Degree Level

- a) Discuss signs of emotional distress, child abuse, and neglect in children.
- b) Describe all state, local, and program reporting procedures.
- c) Describe the importance of recognizing and reporting signs of emotional distress, child abuse, and neglect to families, administrators, and colleagues.
- d) Identify resources that address problems of emotional distress, child abuse, and neglect in young children.

Bachelor Degree Level

- a) Promote the early recognition of, and response to, signs of emotional distress, child abuse, and neglect in young children by:
  - Informing others of possible signs and reporting procedures;
  - Supporting others in the reporting process;
  - Providing staff, families, and others with information on methods of relieving stress and aggression; and
  - Assisting families in obtaining counseling and other services to alleviate stress and aggression, and to address the causes of abuse and neglect.



**B5. Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition, and physical and psychological well-being.**

Entry Level

- a) Identify and describe healthy and appropriate behaviors for young children in areas such as hand-washing, toileting procedures, nose-wiping, hair-brushing, face-washing, tooth-brushing, eating habits, and rest/sleep routines.

Certificate/Associate Degree Level

- a) Design practices that lead to healthy behaviors through daily routines that include hand washing, toileting procedures, nose-wiping, rest/sleep time, active movement, and healthy snacks/meals.
- b) Model practices that promote healthy behaviors.

Bachelor Degree Level

- a) Consistently design and implement environments that provide opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition, and physical and psychological well-being.
- b) Design curriculum that promotes children's understanding of the importance of practicing healthy behaviors.

**B6. Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.**

Entry Level

- a) Identify and discuss the varied signs of fatigue in young children.
- b) Describe how early childhood professionals and programs can ensure the time and space for quiet activities, rest, and sleep as needed by young children.

Certificate/Associate Degree Level

- a) Identify requirements for sleep and rest.
- b) Describe the requirements of the Child & Adult Food Care Program.
- c) Identify ways to encourage young children to rest/sleep and to awaken gently.

Bachelor Degree Level

- a) Model for other staff appropriate strategies and interactions with young children, from infancy through third grade, for implementing a consistent daily schedule of sleep/rest that is developmentally appropriate.

**B7. Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures<sup>24</sup>.**

Entry Level

- a) Identify appropriate health and nutrition community resources.
- b) Discuss appropriate health care and nutrition activities for young children that are relevant to the diverse cultures in New Mexico.

Certificate/Associate Degree Level

- a) Design health care and nutrition activities that are developmentally appropriate and that are relevant to the diverse cultures in New Mexico.
- b) Identify strategies to collaborate with families in promoting culturally appropriate health and nutrition practices for young children.

Bachelor Degree Level

- a) Identify and network actively with other community health resources.
- b) Participate in community activities that promote children's health and nutrition, such as health fairs, public information displays, growth and developmental screening, dental screenings, and nutritional counseling.



**B8. Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.**

Entry Level

- a) Identify and discuss healthy choices and health-promoting behaviors appropriate for children of various ages in diverse cultures.

Certificate/Associate Degree Level

- a) Plan opportunities in early childhood setting for young children to develop decision-making and interpersonal skills for promoting healthy behaviors.
- b) Model decision-making and interpersonal skills to make healthy choices and health promoting behaviors.
- c) Identify strategies to inform/engage families in developing decision-making and interpersonal skills to make healthy choices.

Bachelor Degree Level

- a) Maximize young children's ability to make healthy choices and practice health-promoting behaviors by:
  - Informing others of the importance of facilitating young children's ability to make healthy decisions and practice health-promoting behaviors; and
  - Collaborating with others on strategies to facilitate young children's ability to make healthy decisions and practice health-promoting behaviors.

## **C. FAMILY AND COMMUNITY COLLABORATION**

### **RATIONALE**

**Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.**

### **C1. Demonstrate knowledge and skill in building positive, reciprocal relationships with families.**

#### **Entry Level**

- a) Identify and discuss ways to establish positive and reciprocal relationships with families.
- b) Identify and discuss possible barriers/challenges to developing collaborative relationships with families.

#### **Certificate/Associate Degree Level**

- a) Identify and discuss the role of professionals in developing collaborative relationships with families.
- b) Demonstrate knowledge of how to build cooperative, trusting relationships with families from a variety of backgrounds and compositions.
- c) Describe the importance of collaborative relationships with families, community and tribal agencies, and other professionals for maintaining high quality programs and services for young children and their families.

#### **Bachelor Degree Level**

- a) Use a variety of methods to initiate and maintain collaborative relationships with all individuals and agencies involved with children in early childhood settings.
- b) Cooperate with agency personnel and other professionals involved with children in early childhood settings.
- c) Build cooperative, trusting relationships with families from a variety of backgrounds and compositions.

## **C2. Articulate an understanding of a safe and welcoming environment for families and community members.**

### Entry Level

- a) Identify and discuss ways to welcome family and community visitors in the learning environment.
- b) Identify and discuss ways to maximize a welcoming environment for families and community members.

### Certificate/Associate Degree Level

- a) Communicate in a variety of ways about the program and activities to family and community visitors.
- b) Use materials and equipment that are reflective of the cultures, languages, and family structures of the members of the classroom community.
- c) Develop an understanding of activities that will facilitate the recognition and full inclusion<sub>15</sub> of all program participants (children, families, staff, and community visitors).

### Bachelor Degree Level

- a) Identify and critically analyze the socio-political contexts and their impact on families and institutions.
- b) Plan and implement family and community events and activities that include all.
- c) Initiate activities that facilitate the recognition, and full inclusion<sub>16</sub>, of all program participants.



**C3. Develop and maintain ongoing contact with families through a variety of communication strategies.**

Entry Level

- a) Identify and discuss a variety of strategies early childhood professionals and programs use for communicating with all families.

Certificate/Associate Degree Level

- a) Identify how to communicate relevant information about child growth, development, and learning to family members from diverse backgrounds in various languages, formats, and contexts.
- b) Identify various sources of information and materials (including sources in families' home languages) that are appropriate for, and relevant to, each family.
- c) Maintain communication that is frequent and on-going, appropriate for each individual family, relevant to the needs of the family, and respectful of cultural and linguistic diversity, and family structure and organization.

Bachelor Degree Level

- a) Assess families understanding about child growth, development, and learning to collaboratively identify common priorities.
- b) Support families in establishing and implementing positive communication.

**C4. Demonstrate knowledge of, and respect for, variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.**

Entry Level

- a) Discuss variations across cultures in terms of family strengths, expectations, values, and childrearing practices.
- b) Discuss the importance of using and valuing languages of the children and families enrolled in the program.

Certificate/Associate Degree Level

- a) Consider family priorities and strengths in setting goals for individual children and for the program.
- b) Include the home languages of the children in the program environment.
- c) Demonstrate respect for diversity in cultural heritage, lifestyles, and value systems among the children and families in the program.

Bachelor Degree Level

- a) Articulate to others the importance of acquiring knowledge of, and respecting variations across cultures.

**C5. Articulate understanding of the complexity and dynamics of family systems.**

Entry Level

- a) Define the meaning of a family system

Certificate/Associate Degree Level

- a) Discuss the changing roles of individuals within family systems.
- b) Discuss the role of language and culture in defining and shaping the family system.

Bachelor Degree Level

- a) Articulate to others the importance of acquiring knowledge about, and being responsive to, the diversity and complexity of dynamic family systems.
- b) Interact with families in ways that reflect respect of their complexity and dynamics.



**C6. Demonstrate understanding of the importance of families as the primary educator of their child.**

Entry Level

- a) Identify ways that parents play a primary role in the education of their child.

Certificate/Associate Degree Level

- a) Discuss ways that parents are essential in providing information about their child.
- b) Discuss ways to increase family participation as an educational partner.

Bachelor Degree Level

- a) Ensure family participation in problem-solving any/all unique strategies for supporting their child's growth, development, and learning.
- b) Ensure family participation in problem-solving and planning their child's educational goal setting.

**C7. Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies.**

Entry Level

- a) Discuss families' goals and priorities for their children and their implications for early childhood programs.

Certificate/Associate Degree Level

- a) Identify a variety of communication skills to engage families in dialogue about the goals for their children.
- b) Recognize, respect, and include family goals and priorities in the development of programs' curriculum and intervention strategies for children.
- c) Articulate the impact of culture and language on family members' participation in the IFSP/IEP team.

Bachelor Degree Level

- a) Facilitate each family's reflection on, and evaluation of, the goals for their children.
- b) Promote families' interaction with, and understanding of, educational systems.
- c) Involve families in program development and governance.
- d) Promote family participation in transitions from one program to another.

**C8. Develop partnerships with family members to promote early literacy in the home.**

Entry Level

- a) Discuss ways family members can support children's emergent literacy.

Certificate/Associate Degree Level

- a) Identify ways to communicate with families' about the importance of emergent literacy activities in the home.
- b) Identify a variety of literacy materials suitable for use in the home
- c) Identify ways to support families' use of literacy materials with their children.
- d) Share community resources with families to promote literacy.

Bachelor Degree Level

- a) Participate in, and advocate for, child and family literacy in the community.
- b) Demonstrate knowledge of current research about strategies for promoting emergent literacy.
- c) Collaborate with family members in developing and using literacy materials and activities.



**C9. Involve families and community members in contributing to the learning environment.**

Entry Level

- a) Discuss the contributions to the learning environment that can be made by family and community members.

Certificate/Associate Degree Level

- a) Describe the value of family and community members as resources to the learning environment.
- b) Describe and develop strategies for active participation of, and feedback from, family and community members to enhance the learning environment.
- c) Describe ways that family and community members may enhance the learning environment.

Bachelor Degree Level

- a) Design and implement activities derived from contributions from family and community members.
- b) Model collaborative relationships for enhancing the learning environment.
- c) Articulate the ways that family and community resources support and build upon program goals.

**C10. Establish partnerships with community members in promoting literacy.**

Entry Level

- a) Identify community resources for promoting child and family literacy.

Certificate/Associate Degree Level

- a) Identify ways to develop partnerships with community members in promoting child and family literacy.
- b) Identify community-based literacy activities and events that may be integrated into the curriculum.

Bachelor Degree Level

- a) Establish and sustain partnerships with community members and agencies in promoting child and family literacy.
- b) Demonstrate knowledge of current research that focuses on partnerships to promote literacy.
- c) Plan and participate in collaborative literacy events in the community.

**C11. Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.**

Entry Level

- a) Discuss applicable state and federal regulations and procedural safeguards.
- b) Discuss the importance of communicating with families about regulations and safeguards.

Certificate/Associate Degree Level

- a) Articulate rationale for policies, regulations, and safeguards to families.
- b) Implement program policies and procedures, and applicable state and federal regulations.

Bachelor Degree Level

- a) Formulate program policies that comply with applicable regulations and safeguards, and communicate these to families.



**C12. Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity.**

Entry Level

- a) Increase awareness of the role of theory/research regarding family and community characteristics.

Certificate/Associate Degree Level

- a) Describe the effects of family stress on children and other family members.
- b) Respond appropriately to children and other family members who are experiencing stress.
- c) Identify appropriate community resources for information and referral.

Bachelor Degree Level

- a) Articulate the socio-political and institutional sources of stress on families.
- b) Advocate for family support.
- c) Link families to appropriate support networks and services.

**C13. Demonstrate knowledge of, and skill to access, community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance.**

Entry Level

- a) Identify community resources that are available to families.

Certificate/Associate Degree Level

- a) Distinguish appropriate community resources to meet the various needs of families.
- b) Identify community organizations that maintain up-to-date relevant resource directories of which families should be aware.

Bachelor Degree Level

- a) Access community resources that assist families with young children.
- b) Support family efforts in seeking community resources.





## **D. DEVELOPMENTALLY APPROPRIATE CONTENT**

### **RATIONALE**

**Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children’s initial experiences with these content areas form the foundation for later understanding and success.**

**D1. Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth – grade 3.**

#### **Entry Level**

- a) Define and discuss the term “developmentally appropriate.”
- b) Discuss in general terms, how and what young children learn through play.
- c) Discuss developmentally appropriate programs and environments for infants, toddlers, preschoolers, and children in the primary grades.

#### **Certificate/Associate Degree Level**

- a) Describe developmentally appropriate curriculum content.
- b) Plan developmentally appropriate learning experiences that support integrated curriculum.
- c) Describe characteristics and stages of literacy development.
- d) Identify appropriate modifications/accommodations that support individual learning.

#### **Bachelor Degree Level**

- a) Demonstrate knowledge in all content areas in accordance with state standards and benchmarks.
- b) Analyze current evidence-based research and practices related to developmentally appropriate integrated content.
- c) Plan and implement differentiated instruction to meet learner needs in content areas.

**D2. Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.**

Entry Level

- a) Discuss in general terms the developmental domains of young children (physical, motor, language, cognitive, social, and emotional).
- b) Discuss ways that play supports young children's learning.

Certificate/Associate Degree Level

- a) Describe how each domain of development impacts learning.
- b) Identify learning theories that describe how children construct knowledge.
- c) Identify concepts children develop at various developmental levels.
- d) Describe a variety of inquiry tools that children use at different developmental levels.
- e) Plan curriculum that is developmentally appropriate and grounded in learning theories for children.

Bachelor Degree Level

- a) Analyze current evidence-based research and practice related to conceptual development and inquiry tools appropriate at each developmental level.
- b) Model teaching and learning strategies that reflect knowledge of how young children develop and learn.
- c) Implement curriculum and learning theories.
- d) Advocate knowledge of how young children develop and learn, how conceptual development occurs, the inquiry tools to use, and the structure of the content to which they are exposed.

**D3. Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.**

Entry Level

- a) Define and describe each content area.
- b) Define content area (math, science, reading, etc...) (see Glossary for Content Area).

Certificate/Associate Degree Level

- a) Discuss various content areas in early childhood education curriculum, such as math, science, and language arts) (CI & CII).
- b) Articulate the importance of each content area and the value of integrated curriculum (CI & CII<sub>19</sub>).
- c) Design and implement activities that integrate content areas

Bachelor Degree Level

- a) Describe the developmental continuum across content areas.
- b) Describe the relationship between earlier and later learning in content areas.
- c) Identify national standards in specific content areas.



**D4. Demonstrate knowledge of the language, reading, and writing components of emergent literacy<sub>12</sub> at each development level.**

Entry Level

- a) Discuss the importance of emergent literacy in early childhood.
- b) Define emergent literacy skills at each developmental level.

Certificate/Associate Degree Level

- a) Identify and discuss the multiple factors impacting language development.
- b) Describe the sequence of language development.
- c) Develop an understanding of the relationship between communication and emergent literacy.
- d) Identify and discuss emergent reading and writing skills for all children.
- e) Describe the continuum of emergent literacy.
- f) Plan and implement activities that facilitate the development of emergent literacy skills.

Bachelor Degree Level

- a) Connect the components of reading and writing at each developmental level to state and national standards in specific content areas.
- b) Analyze current evidence-based research and practices for facilitating emergent literacy skills.
- c) Apply literacy components when instructing differing development levels.

**D5. Develop, implement, and evaluate an integrated curriculum<sup>19</sup> that focuses on children's development and interests, using their language, home experiences, and cultural values.**

**Entry Level**

- a) Discuss components of an integrated curriculum.
- b) Discuss the importance of using meaningful experiences incorporating the child's development, interests, home language, experiences, and cultural values.

**Certificate/Associate Degree Level**

- a) Identify and discuss ways that developmental needs/interests, language, and home experiences of all children can be used in developing an integrated curriculum (CI & CII).
- b) Develop, implement, and evaluate an integrated curriculum based on children's needs/interests, language and culture, and home experiences through play and daily routine.
- c) Develop, implement, and evaluate an integrated curriculum based on children's needs/interests, language, culture and home experiences utilizing national and state standards.

**Bachelor Degree Level**

- a) Communicate the importance of an integrated curriculum that is based on children's development, interests, and experiences.
- b) Use ongoing assessments to modify the integrated curriculum as appropriate.
- c) Analyze and apply current evidence-based research regarding practices that use an integrated curriculum to meet all children's needs.

**D6. Adapt content to meet the needs of each child, including the development of Individualized Family Service Plans<sub>18</sub> (IFSP) or Individualized Education Plans<sub>17</sub> (IEP) for children with diverse abilities through the team process with families and other team members.**

Entry Level

- a) Define the IFSP/IEP process and discuss how it impacts curriculum content.
- b) Identify appropriate team members who might participate in the IFSP/IFSP process.

Certificate/Associate Degree Level

- a) Discuss natural environment and least restrictive environment<sub>21</sub>.
- b) Discuss the value of including all children in early childhood curriculum activities (CI & CII<sub>16</sub>).
- c) Identify and describe ways in which early childhood professionals and programs can adapt content to meet the needs of all children, including those with diverse abilities (CI & CII).
- d) Identify differences between the IFSP/IEP.

*CI. Adapt curriculum content through play and daily routine in collaboration with primary caregivers to meet the goals and objectives reflected in the IFSP.*

*CII. Work collaboratively with team members to implement adapted curriculum content as designated in the IEP.*

Bachelor Degree Level

- a) Communicate strategies for adapting curriculum content to meet the needs of all children.
- b) Advocate the importance of adapting curriculum content to ensure the inclusion of all young children.
- c) Analyze and apply current evidence-based research and practice related to adapted curriculum content.
- d) Describe the differences between the IFSP/IEP.
- e) Develop goals and objectives to meet individual needs.



**D7. Provides and uses anti-bias<sub>3</sub> materials/literature and experiences in all content areas of the curriculum.**

Entry Level

- a) Define the term “anti-bias” (In regards to gender, age, race, ability, culture, ethnic, sexual orientation, language [linguistics], socioeconomic status [SES]).
- b) Discuss examples of bias in society.
- c) Discuss the impact of bias on children, families, and communities.

Certificate/Associate Degree Level

- a) Identify a variety of anti-bias materials, literature, and experiences appropriate for young children
- b) Evaluate various early childhood materials, literature, and experiences that perpetuate bias or foster anti-bias.
- c) Plan a curriculum that reflects and celebrates each child’s diversity.
- d) Discuss the impact of bias on self-concept/esteem, educational success, aspirations, and school/community participation.

Bachelor Degree Level

- a) Advocate the value of a curriculum that respects diversity.
- b) Analyze and apply current evidence-based research and practices regarding the use of materials/literature and experiences in all content areas that are free of bias.



## **E. LEARNING ENVIRONMENT AND CURRICULUM IMPLEMENTATION**

### **RATIONALE**

**Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal development and learning for all children from birth - eight (0-8) years of age. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.**

**E1. Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.**

#### **Entry Level**

- a) Discuss basic elements of quality learning environments for children birth through age eight.
- b) Discuss developmentally appropriate programs for all children birth through eight.

#### **Certificate/Associate Degree Level**

- a) Plan a quality learning environment which meets the individual and unique needs of all children.
- b) Assess a variety of learning environments to determine their appropriateness (e.g., age, developmental level, culture, language, diverse abilities) (CI & CII).

#### **Bachelor Degree Level**

- a) Communicate knowledge of varying program models and their relation to theoretical constructs.
- b) Effectively communicate the rationale for program modifications.
- c) Collaborate about the importance of appropriate programs and learning environments for all children.



**E2. Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the languages and cultures in New Mexico.**

Entry Level

- a) Observe and discuss how young children, birth through age eight, actively interact with their environment.
- b) Observe, identify and discuss how elements of the learning environment support children's active exploration of their environment.

Certificate/Associate Degree Level

- a) Identify, observe, and describe how young children learn through their active interaction and exploration of the environment.
- b) Plan environments that are responsive to the diversity of all children through selection of materials and use of space.
- c) Identify and match appropriate materials to children at different developmental levels.
- d) Select and use materials and space that encourage active involvement, initiative, responsibility, and a growing sense of autonomy.

Bachelor Degree Level

- a) Gather information on children's exploration of the environment and make modifications to optimize children's use of materials and equipment through use of observation.

**E3. Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.**

Entry Level

- a) Discuss the meaning of the term “guidance” (see Glossary).
- b) Discuss the use of developmentally appropriate guidance techniques and strategies with children birth through age eight.
- c) Discuss how adults influence the ways young children view and value themselves.

Certificate/Associate Degree Level

- a) Describe the importance of young children’s development of healthy self-concepts, self-identity, self-regulation, and the ability to positively interact socially.
- b) Describe how the use of developmentally appropriate guidance techniques, strategies, and opportunities for social interaction lead to young children’s healthy concept of self, self-regulation, and ability to interact appropriately with others.
- c) Plan developmentally appropriate guidance techniques, strategies, and opportunities for a young child’s healthy concept of self, self-regulation, and ability to interact appropriately with others.

Bachelor Degree Level

- a) Observe and identify possible underlying causes of a child’s challenging social skills.
- b) Create and implement a plan for individualized developmentally appropriate guidance techniques, strategies, and opportunities for positive social interactions.
- c) Advocate for the central role that social interaction plays in the development of the child.

**E4. Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving and inquiry experiences.**

Entry Level

- a) Describe various ways that children make decisions in the learning environment.
- b) Discuss various ways children construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.

Certificate/Associate Degree Level

- a) Describe ways the learning environment provides opportunities for children to construct their own knowledge through various strategies that include decision-making, problem-solving, and inquiry experiences.
- b) Plan and implement activities that encourage active learning, child choice and decision-making, exploration of the environment, and interaction with others.

Bachelor Degree Level

- a) Analyze the learning environment to optimize children's learning through individual and cooperative activities.
- b) Articulate the rationale for designing environments to enhance children's construction of their own knowledge.



**E5. Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.**

Entry Level

- a) Discuss the ways that children's unique creative expression is encouraged through the learning environment.
- b) Discuss the importance of emphasizing the creative process over the final product.

Certificate/Associate Degree Level

- a) Demonstrate knowledge of the developmental continuum of creative representation in young children.
- b) Describe effective ways to facilitate children's exploration, creative expression, and learning through open-ended activities.
- c) Plan and implement an environment that provides many opportunities for each child's creative expression.

Bachelor Degree Level

- a) Implement and embed children's unique interests, talents, and creative expression through the curriculum.
- b) Design and implement activities that foster children's sense of mastery.

**E6. Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out.**

Entry Level

- a) Discuss the importance of self-selection of activities by children of various ages and in various environments.
- b) Discuss ways of structuring environments for encouraging self-selected activities by children
- c) Discuss rationales for developing daily schedules for all children of various ages.

Certificate/Associate Degree Level

- a) Describe strategies that foster uninterrupted time for children to persist at self-chosen activities.
- b) Design and implement daily schedules that include uninterrupted blocks of time for developmentally appropriate self-selected activities.
- c) Plan opportunities for children to explore and experiment with materials and activities during uninterrupted periods of time.

Bachelor Degree Level

- a) Observe and evaluate the effects of adult interactions with children of various ages during self-selected activities.
- b) Collaborate with others regarding strategies for extending children's involvement in self-selected activities.
- c) Advocate to others the importance of providing children with opportunities to persist at self-selected activities.

**E7. Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.**

Entry Level

- a) Discuss the influence of the physical setting, schedule, routines, and transitions on children's behavior.
- b) Discuss ways that the physical setting, schedule, routines, and transitions can be used to promote children's development and learning.

Certificate/Associate Degree Level

- a) Intentionally plan the physical environments and daily schedules to promote children's development and learning.
- b) Consistently use routines and transitions to promote children's development and learning.

Bachelor Degree Level

- a) Plan and implement creative ways of using the physical environment, the daily schedule, routines, and transitions to promote children's development and learning.
- b) Develop strategies for supporting successful transition across activities and environments.



**E8. Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem-solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.**

Entry Level

- a) Discuss the important role of play in children's learning.
- b) Discuss elements of developmentally appropriate practices to encourage learning through play.
- c) Discuss strategies to facilitate play in early learning environments

Certificate/Associate Degree Level

- a) Describe developmentally appropriate practices (DAP) for developing intellectual curiosity, solving problems, risk-taking, and making decisions in all children.
- b) Identify the various learning strategies young children use as infants, toddlers, preschoolers, and school-age children.
- c) Describe the role of play in young children's growth and learning in each developmental domain.
- d) Develop DAP activities to be implemented in early childhood programs.

Bachelor Degree Level

- a) Plan and implement curriculum that includes a variety of developmentally appropriate practices for developing children's intellectual curiosity, problem-solving skills, and decision-making abilities.
- b) Advocate the rationale for using a variety of developmentally appropriate practices for fostering young children's learning.
- c) Base planning decisions on research, developmental and learning theories, and assessments of children's abilities.
- d) Collaborate with others regarding the results of research on the long-term positive effects of developmentally appropriate programs.

**E9. Create and manage a literacy-rich environment that is responsive to each child's unique path of development.**

Entry Level

- a) Discuss the sequence of language development.
- b) Discuss various communication modes.
- c) Discuss language and the link between oral language, early reading, and writing modes.

Certificate/Associate Degree Level

- a) Observe and identify typical stages of oral language development of children and identify characteristics of language differences.
- b) Describe individual children's use of language in various settings.
- c) Describe forms of symbolic representation.
- d) Plan and implement a literacy-rich environment that encourages children's use of language and other forms of symbolic representation.

Bachelor Degree Level

- a) Create an environment that encourages children's use of symbolic representation (including play and the use of language in various ways) in order to process information and deepen their understanding of content.
- b) Modify and adapt the environment based on the needs of all children.
- c) Demonstrate knowledge of evidence-based interactions between environment and literacy skills.

**E10. Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.**

Entry Level

- a) Observe and document various adult-child and child-child communicative interactions.
- b) Discuss how these interactions help young children develop expressive language skills.

Certificate/Associate Degree Level

- a) Identify ways to interact with young children to facilitate the development of expressive language and thought.
- b) Support young children's expressive language development by interacting with them in ways that facilitate language development.
- c) Implement a variety of learning strategies to facilitate expressive language and thought in young children.

Bachelor Degree Level

- a) Describe the theoretical relationship between language and thought.
- b) Demonstrate knowledge of connection between language and literacy.
- c) Identify assistive technologies that support communication skills in children.



**E11. Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.**

Entry Level

- a) Discuss the importance of emergent literacy skills.
- b) Discuss a variety of instructional strategies that facilitate the development of literacy skills.
- c) Observe and discuss emergent literacy skills at different developmental stages and various environments.

Certificate/Associate Degree Level

- a) Describe the developmental stages of reading and writing.
- b) Describe strategies to support children's reading and writing skills at each developmental level.
- c) Plan and implement developmentally appropriate strategies to support children's reading and writing skills.

Bachelor Degree Level

- a) Use a "balanced approach" in development of literacy skills.
- b) Assess the effectiveness of instructional literacy strategies with children and modify them as appropriate to meet the needs of all children.
- c) Demonstrate knowledge of evidence-based research and strategies related to emergent literacy.

**E12. Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.**

Entry Level

- a) Discuss developmentally appropriate software for young children.
- b) Discuss a variety of assistive devices used with children with diverse abilities.
- c) Discuss high and low technology devices/tools/toys.

Certificate/Associate Degree Level

- a) Identify appropriate uses of technology for infants, toddlers, preschoolers, and school-age children.
- b) Describe how technology may be integrated into a developmentally appropriate program.
- c) Identify assistive devices that could be used with specific children in various environments.

Bachelor Degree Level

- a) Plan and implement a learning environment that includes developmentally appropriate uses of technology and assistive devices.
- b) Collaborate with others to plan and implement IFSP and IEP goals and objectives related to assistive technology.
- c) Use technology as a tool for documentation.

**E13. Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.**

Entry Level

- a) Discuss the various roles of adults in early childhood programs.
- b) Discuss the importance of collaboration.
- c) Discuss the ways to develop a collaborative team approach.

Certificate/Associate Degree Level

- a) Engage in dialogue with all team members about program philosophy and goals
- b) Collaborate with team members in designing and implementing an individualized curriculum that meets program goals.
- c) Describe strategies for mediation of differing perspectives.

Bachelor Degree Level

- a) Mentor educational assistants, volunteers, and others regarding curriculum and program goals.
- b) Develop strategies for effective communication among team members.
- c) Model collaborative skills to build community with team members.



**E14. Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.**

Entry Level

- a) Discuss the differences between child and adult communication skills.
- b) Discuss the importance of continuous improvement of one's own communication skills.
- c) Identify strengths and weakness in one's own communication skills.

Certificate/Associate Degree Level

- a) Develop a plan to strengthen areas of weakness in communication skills.
- b) Demonstrate correct oral and communication skills.
- c) Develop strategies to effectively communicate with children and their families in their home language.

Bachelor Degree Level

- a) Integrate skills of effective communication in planning and implementing the learning environment and curriculum.
- b) Adapt communication to meet the needs of diverse language learners and their families.
- c) Demonstrate positive communication strategies toward relationship building.

## **F. ASSESSMENT<sub>4</sub> OF CHILDREN AND EVALUATION OF PROGRAMS**

### **RATIONALE**

Early childhood professionals must develop knowledge of diverse assessment approaches, including observational skills. They use appropriate on-going documentation and report information to families and professionals. Appropriate early childhood assessment is responsive to cultural and linguistic differences. It includes information from multiple sources, e.g., observations, checklists, interviews, and both formal and informal standardized measures in diverse settings for making educational decisions about children. The assessment data gathered from multiple sources that has a major impact on children should be made by a team of family members, teachers, and other professionals. In addition, early childhood professionals engage in systematic, on-going evaluation of their programs<sub>13</sub>.

**F1. Demonstrate the ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment result, with the goal of obtaining valid, useful information to inform practice and decision-making.**

#### Entry Level

- a) Discuss ways that early childhood professionals learn about each child as an individual through the use various assessment procedures.
- b) Learn to observe children in various field settings.

#### Certificate/Associate Degree Level

- a) Identify and describe the meaning of selected terms used to evaluate the adequacy of assessment and evaluation procedures, such as validity, reliability, and appropriateness.
- b) Identify and describe specific assessment measures/procedures currently in use at local, state, and national levels.
- c) Describe the importance of using developmentally appropriate assessment procedures.
- d) Identify reasons for using multiple measures in both assessment and evaluation.
- e) Demonstrate the ability to choose tools that are developmentally, culturally, and linguistically appropriate to be used in a variety of field settings.

## Bachelor Degree Level

- a) Design and implement assessment procedures appropriate for each child and the program.
- b) In collaboration with support personnel and families, identify intervention strategies that use assessment information to address each child's unique developmental progress and ways of learning.
- c) Practice administering and interpreting various screening measures.



**F2. Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy.**

Entry Level

- a) Discuss the meaning and importance of confidentiality of all information pertaining to the participants and the program.
- b) Discuss the importance of maintaining precise, accurate, and complete records.

Certificate/Associate Degree Level

- a) Describe state and federal requirements for safeguarding confidentiality and privacy.
- b) Describe various record keeping procedures used in early childhood programs.
- c) Describe various record keeping procedures that maintain the accuracy, currency, and integrity of children's records in early childhood programs.

Bachelor Degree Level

- a) Design and implement procedures for gathering and maintaining in-depth records of each child's development and behavior. These procedures include identifying information to be gathered and maintained, and the individual(s) responsible for gathering and maintaining the information.
- b) Collaborate with families and the community in a professional manner and on an on-going basis to gather and maintain records.
- c) Analyze records on an on-going basis to determine information and program needs.
- d) Prepare informed consent letters that meet federal guidelines for the protection of participants.

**F3. Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual Family Service Plans<sub>18</sub> (IFSP) and Individualized Education Plans<sub>17</sub> (IEP).**

Entry Level

- a) Identify the processes and participants involved in the IFSP and IEP, including the particular role of the early childhood professional.

Certificate/Associate Degree Level

- a) Describe the general procedures, advantages, and problems of working with a multidisciplinary evaluation team.
- b) Describe ways to work effectively with multidisciplinary evaluation teams.
- c) Describe procedures specific to the IFSP and IEP process.
- d) Demonstrate knowledge of mandated state and federal regulations for children with diverse abilities.

Bachelor Degree Level

- a) Participate as a full team member in the assessment process as described by state and federal regulations for an IFSP and IEP.
- b) Implement the IFSP and/or the IEP plan, and appropriately respond to modifications and recommended changes.

**F4. Demonstrate an understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.**

Entry Level

- a) Develop an awareness of how a child's language and culture influence the assessment process and results.
- b) Discuss the influence of environmental factors on the assessment process.

Certificate/Associate Degree Level

- a) Describe the role of the evaluator in affecting the results of assessment.
- b) Describe assessment procedures that are responsive to cultural, linguistic, and environmental influences and unique characteristics of each child.
- c) Identify and describe ways to reduce and/or eliminate negative influences on the assessment process and results that can arise from the physical setting, context, and/or characteristics of the early childhood professional and the individuals being assessed.

Bachelor Degree Level

- a) Plan, evaluate, and adapt, as needed, assessment processes that are valid and appropriate for the program and for each child.
- b) Collaborate in conduction of assessment procedures that are responsive to cultural, linguistic, and environmental influences and the unique characteristics of each child.
- c) Describe the advantages and disadvantages of specific procedures.



**F5. Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child.**

Entry Level

- a) Identify and discuss ways in which childhood professionals can involve families in the assessment process.

Certificate/Associate Degree Level

- a) Identify potential multidisciplinary team members who contribute to the assessment and goal-setting process.
- b) Describe ways to foster family involvement in the assessment and goal-setting process by collaborating with families throughout the assessment process.
- c) Describe ways to work collaboratively with multidisciplinary teams to assess and set individual goals and update progress in an on-going manner.

Bachelor Degree Level

- a) Demonstrate collaborative strategies that involve family members as contributing members of a multidisciplinary team.
- b) Model strategies that support family involvement in all assessments and goal-setting procedures.
- c) Describe and discuss ways to support families during all assessments and goal-setting procedures that reflect respect for their input.

**F6. Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., *authentic, screening, diagnostic assessments, standardized testing, accountability, assessment*).**

Entry Level

- a) Identify the different types of assessment procedures that may be used (screening, formal/standardized, informal, authentic, etc.).
- b) Discuss for what type of purposes the different types of assessments are used.

Certificate/Associate Degree Level

- a) Discuss ways to share assessment results as appropriate with families in clear, supportive ways.
- b) Role play a situation in which interpretation of the assessment results are shared with a family.

Bachelor Degree Level

- a) Plan and conduct meetings to discuss different assessment results with various families in clear, accurate, and supportive ways.
- b) Demonstrate the ability to use family-friendly terminology when sharing the results of assessment information.

**F7. Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.**

Entry Level

- a) Identify some possible biases that may occur when assessing a young child.
- b) Identify other team members that may participate in a multidisciplinary assessment.

Certificate/Associate Degree Level

- a) Discuss what various assessment tools specifically address if used for evaluation purposes.
- b) Discuss the types of information that families, the EC teacher, and other disciplines may provide during an assessment procedure.
- c) Select appropriate assessment tools for use when given a scenario of a young child's learning or behavioral challenges.

Bachelor Degree Level

- a) Apply an understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams.
- b) Describe the types of misdiagnosis that may occur when using an inappropriate assessment tool.



**F8. Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.**

Entry Level

- a) Review the NAEYC Code of Ethical Conduct.

Certificate/Associate Degree Level

- a) Describe current research, position papers, and best practices related to assessment.
- b) Discuss the similarities and/or difference between the NAEYC Code of Ethical Conduct and that of the Council for Exceptional Children (CEC)/ Division for Early Childhood (DEC) organization.

Bachelor Degree Level

- a) Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families.

**F9. Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning.**

Entry Level

- a) Discuss the philosophy that “assessment drives instruction”.

Certificate/Associate Degree Level

- a) Describe the underlying reasoning for administration requirements when using standardized assessment tools.
- b) Discuss how interpretation of the assessment outcomes assist in development of targeted instructional curriculum.

Bachelor Degree Level

- a) Use the assessment information to develop curriculum and intervention.
- b) Design curriculum that would be adaptable to a variety of learner needs.

**F10. Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families.**

Entry Level

- a) Discuss the importance of specifying, evaluating, and modifying program components and program goals.

Certificate/Associate Degree Level

- a) Describe multiple ways to evaluate different program components.
- b) Discuss ways that program components may be modified to meet the needs of all learners.

Bachelor Degree Level

- a) Evaluate a specific set of program goals in collaboration with program staff, family, children, and community members.
- b) Share knowledge of evaluation design, implementation, and findings with the program staff, families, and other stakeholders.



**F11. Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.**

Entry Level

- a) Define and discuss the terms “formative evaluation” and “summative evaluation<sub>14</sub>”.
- b) Discuss the importance of identifying the staff role in program evaluations.

Certificate/Associate Degree Level

- a) Describe examples of both formative and summative program evaluation.
- b) Identify stakeholders who should be involved in evaluation of programs.
- c) Describe various strategies for involving stakeholders in program evaluations.
- d) Discuss the importance of using both formative and summative program evaluation.

Bachelor Degree Level

- a) Participate in conducting both formative and summative program evaluation.
- b) Discuss how programs might create successful, collaborative teams.

**F12. Use both self and collaborative evaluations as part of ongoing program evaluations<sub>13</sub>.**

Entry Level

- a) Discuss self-evaluation techniques.
- b) Discuss the program evaluation process.

Certificate/Associate Degree Level

- a) Describe the role of self-evaluation in ongoing program evaluation in order to maintain quality programs.
- b) Use a variety of self-assessment techniques to evaluate one's own professional performance.

Bachelor Degree Level

- a) Use results of self-evaluation and collaborative evaluations when constructing a professional development plan that is consistent with program goals and objectives.
- b) Participate in a collaborative evaluation effort with colleagues, families, and community to increase program quality.





## **G. PROFESSIONALISM**

### **RATIONALE**

**Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.**

### **G1. Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.**

#### **Entry Level**

- a) Discuss and reflect on NAEYC's Code of Ethics and Conduct<sub>7</sub>.
- b) Discuss and reflect the importance of confidentiality.

#### **Certificate/Associate Degree Level**

- a) Identify and apply the codes of ethics and conduct<sub>7</sub> of various organizations (i.e., NAEYC, DEC, etc.).
- b) Practice principles set forth in professional codes of ethics.
- c) Consistently model the practices of confidentiality.
- d) Consistently model standards and principles set forth in early childhood codes of ethics and conduct.

#### **Bachelor Degree Level**

- a) Inform others of, and support adherence to, early childhood codes of ethics and conduct when working with young children.

**G2. Demonstrate knowledge of federal, state, and local regulations, and public policies regarding programs and services for children birth – eight (0-8) years of age.**

Entry Level

- a) Discuss New Mexico Child Care Regulations.
- b) Identify and discuss various services available to children birth through eight years of age.

Certificate/Associate Degree Level

- a) Identify and discuss federal, state, and local regulations and standards, including confidentiality and accountability.
- b) Discuss federal, state, and local regulations and how they impact programs and service for children and families.
- c) Identify a current public policy and discuss the negative and positive consequences pertaining to programs and services for young children.

Bachelor Degree Level

- a) Articulate the rationale for local, state, and federal regulations and standards – including those related to special education services, such as confidentiality, prior notice, evaluation, and assessment, referrals, IFSPs, IEPs, referrals, natural environments<sub>10</sub>, least restrictive environments, and inclusion.
- b) Adhere to all federal, state, and local regulations and standards pertaining to quality services for children birth through eight years of age.

**G3. Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.**

Entry Level

- a) Develop an awareness of how public policies, regulations, and/or current issues and trends impact children, families, and programs.
- b) Discuss the importance of collaboration among colleagues and families in early care and education settings.

Certificate/Associate Degree Level

- a) Identify and describe the need for a variety of services to address the many needs of children and families.
- b) Describe current issues and trends related to young children and their families.
- c) Identify issues and/or public policies affecting the early childhood profession.
- d) Describe ways to advocate for young children and their families.

Bachelor Degree Level

- a) Inform others about research related to the impact of high quality early childhood programs.
- b) Articulate impact of current trends and legal issues on professional practice.



**G4. Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.**

Entry Level

- a) Define and discuss the importance of critical self-reflection regarding personal and professional attitudes towards inclusive early care and educational practices.
- b) Discuss the role of the professional in including all young children in early care and education.

Certificate/Associate Degree Level

- a) Examine one's own belief system, as well as belief systems of other cultures, to respond to similarities and differences of young children.
- b) Identify and practice the personal and professional characteristics required to work with young children in inclusive environments.
- c) Use reflective practice consistently and intentionally.
- d) Plan for continued personal and professional development based on one's own learning needs.

Bachelor Degree Level

- a) Critically reflect on one's own professional and educational practices from community, state, national, and global perspectives towards inclusive practices.

**G5. Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.**

Entry Level

- a) Discuss the historical foundations of Early Childhood Education.

Certificate/Associate Degree Level

- a) Identify and discuss how major historical, philosophical, and social foundations have influenced current thought and practice.

Bachelor Degree Level

- a) Create and continually evaluate a program that addresses the philosophical and social foundations of early care and education influenced by current thought and practice.
- b) Inform others of current thought and practices that influence the quality of the educational environment.
- c) Collaborate in creating and maintaining a program that addresses the cultural, historical, philosophical, and social foundations of early care and education that are influenced by current thought and practice.

**G6. Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.**

Entry Level

- a) Define the term “advocacy”.
- b) Define the role of the professional as leader and advocate.

Certificate/Associate Degree Level

- a) Identify the different types of leadership roles and characteristics of leaders.
- b) Identify strategies for collaboration.

Bachelor Degree Level

- a) Demonstrate a commitment to high quality early childhood programs through personal attitudes and activities, such as newsletters, research, membership in professional organizations, conference attendance and presentations, testifying in legislative committees, and advocating to the public.
- b) Continually evaluate the program and implement findings to improve program quality and services to young children and families.
- c) Collaborate in creating and advocating for high quality programs and services that serve as models for other programs.



**E7. Demonstrate knowledge in technology resources to engage in ongoing professional development.**

Entry Level

- a) Identify multiple resources, including technology resources, for professional development.
- b) Participate in an on-line training that includes a chat room or other technology based discussion component of training content.

Certificate/Associate Degree Level

- a) Identify new ways of learning that includes the use of technology such as Blackboard, WebCT, Skype, ooVoo, Wimba, Moodle, etc.
- b) Identify ways to use technology to access experts in the field of Early Childhood Education and related resources that are not available locally/regionally.
- c) Share information about the use of technology with other colleagues, peers, families, etc.

Bachelor Degree Level

- a) Engage in more advanced technologies and explore the use of these technologies by participating in activities such as real time virtual visits to classrooms, use of video that can be annotated, voice based online discussions, digital portfolios, and other collaborative work tools.



## GLOSSARY FOR EARLY CHILDHOOD EDUCATION

<sup>1</sup>**Adaptive/ Living Skills** means the development in several skill areas such as 1) living skills: eating, dressing, toileting; 2) independence/safety skills: avoiding dangerous situations; and 3) environmental adaptation skills: adapting behavior as a function of the limitations or demands of the particular environment. Adaptive behavior means the effectiveness or degree with which the child meets the standards of personal independence and social responsibility expected of comparable age and cultural groups. (6.61.12.7.A NMAC)

<sup>2</sup>**Alternative Means of Communication** means other forms of communication, particularly non-vocal; such as the use of sign language with and without speech; communication boards; or other technological aids such as computers and speech output devices. (6.61.12.7.B NMAC)

<sup>3</sup>**Anti Bias** means actively confronting, transcending, and eliminating personal and instructional barriers based on race, ethnicity, language, gender, sexual orientation, or ability. (6.61.12.7.C NMAC)

<sup>4</sup>**Assessment** means the process of using a systematic procedure for gathering information for the purposes of determining a child's developmental skill levels, abilities or strengths, levels of performance, and for monitoring progress towards goals/outcomes. This process is best accomplished through observation of the child in natural environments over time with input from multiple assessors. Assessment may be conducted using informal or formal measurement tools.

<sup>5</sup>**At-risk** means the following as it applies to children birth – two (2) years of age: A biological or medical risk is the presence of early medical conditions, which are known to produce developmental delays in some children. An environmental risk is the presence of physical, social, and/or economic factors in the environment, which pose a substantial threat to development as indicated by a discrepancy between chronological age, after correction for prematurity, and developmental age in two (2) or more areas of development as documented by the evaluation process. A determination of environmental risk shall be made by an interagency team and shall not be based upon behavior related to cultural or language differences. (6.61.12.7.D NMAC)

<sup>6</sup>**Balanced literacy** means is a curricular methodology that integrates various modalities of literacy instruction. Assessment-based planning is at the core of this model. The balanced literacy approach is characterized by explicit skill instruction and the use of authentic texts. Through various modalities, the teacher implements a well-planned comprehensive literacy program that reflects a gradual release of control, whereby responsibility is gradually shifted from the teacher to the students.

<sup>7</sup>**Codes of Ethics and Conduct** means a set of principles of conduct within an organization that guide decision-making and behavior. The purpose of the code is to provide members and other interested persons with guidelines for making ethical choices in the conduct of their work. Professional integrity is the cornerstone of many employees' credibility. Members of an organization adopt a code of ethics to share a dedication to ethical behavior and adopt this code to declare the organization's principles and standards of practice. The early childhood profession is guided by several organization's Codes of Ethics and Conduct (see those



developed by the National Association for the Education of Young Children (NAEYC), the New Mexico Public Education Department, Early Head Start/Head Start, the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), and the Infant Mental Health Association.

<sup>8</sup>**Developmentally Appropriate Practice (DAP)** means meeting children where they are and enabling them to reach goals that are both challenging and achievable. DAP requires that all teaching practices should be appropriate to children’s age and developmental status, attuned to them as unique individuals, and responsive to the social and cultural contexts in which they live. DAP means ensuring that goals and experiences are suited to children’s learning and development *and* challenging enough to promote their progress and interest. Best practice is based on knowledge – not on assumptions – of how children learn and develop. Research has yielded major principles in human development and learning. Twelve of these principles along with evidence about curriculum and teaching effectiveness, form a solid basis for decision-making in early care and education.

Copple, C., & Bredekamp, S. (Eds.). (2009) *Developmentally appropriate practice in early childhood programs* (3<sup>rd</sup> ed.) (p. xii). Washington, D.C.: National Association for the Education of Young Children.

<sup>9</sup>**Diverse Abilities** means any young child with an identified disability, developmental delay, or who may be “at-risk” for learning challenges, as well as children who may be challenged as second language learners, or with cognitive, social/emotional, motor, language, or mental health/well-being differences. (6.61.12.7.E NMAC)

<sup>10</sup>**Diverse Settings** Include “natural settings”, defined by federal law as “... settings that are normal or natural for the child’s age peers who have no disabilities.” (SEC.303.18).

“Children and families participate in a variety of community activities that are natural for them, including those that occur in their home. Natural groups of children are groups that would continue to exist with or without children with disabilities. Groups that are not ‘natural groups’ include playgroups, toddler groups, or child care settings that include only children with disabilities. However, even the most ‘natural’ of groups is not a natural setting for a particular child if it is not part of the child’s family’ routine or community.”

“Service settings that are not ‘natural settings’ include clinic, hospital, therapists’ offices, rehabilitation centers, and segregated group settings. This includes any settings designed to serve children based on categories of disabilities or selected for the convenience of service providers.”

From Federal Law, SEC, 303.18.

From Part C Coordinators’ Association’s Position Paper on Natural Environments (4/3/2000).

<sup>11</sup>**Domain** means one of six different developmental areas of children. These six developmental domains are physical, perception and sensory (aesthetic), communication and language, cognitive, emotional (affective), and social.

<sup>12</sup>**Emergent Literacy** means the earliest phases of literacy development, the period between

birth and the time when children read and write conventionally. The term emergent literacy signals a belief that, in a literate society, young children--even 1- and 2-year-olds--are in the process of becoming literate. These precursors to reading and writing in an educational setting indicates that development of these early skills occurs in every day contexts of the home, community, and early care and education settings through meaningful and functional experiences that require the use of early literacy skills in the child's natural environments.

<sup>13</sup>**Evaluation** means the formal process of determining the quality, effectiveness, or value of a program/educational plan, project, or curriculum. This process includes the establishment of appropriate standards, the systematic collection of information, and the application or comparison of the standards to the information gained from multiple sources and multiple assessment tools.

<sup>14</sup>**Formative and Summative Evaluation** means two major components or function of an evaluation process. The formative evaluation is an on-going evaluation of a program, which is intended to foster development and improvement within an ongoing activity. A summative evaluation is the summary or results of the program evaluation, which would determine whether stated goals and objectives were met.

<sup>15</sup>**Inclusion/Inclusive** means a philosophically based approach to providing accessibility and participation in typical early childhood settings for children with diverse abilities. (6.61.12.7.F NMAC)

<sup>16</sup>**Inclusive Practices** means those strategies which educators, administrators, and families implement to ensure accessibility and full participation of children with diverse abilities in all activities. (6.61.12.7.G NMAC)

<sup>17</sup>**Individual Education Plan (IEP)** means a plan that describes the delivery of services to a child with a disability, age three – twenty-one (3-21). The plan serves as a communication vehicle between parents and school personnel and enables them, as equal participants, to decide jointly what the child's needs are, what services will be provided to meet those needs, what the anticipated outcomes may be, and how the child's progress towards meeting the projected outcomes will be evaluated. (6.61.12.7.H NMAC)

<sup>18</sup>**Individualized Family Service Plan (IFSP)** means a plan that describes the delivery of services to a child with a developmental delay or at-risk for a developmental delay, birth – two (2) years of age, and the child's family. Components of the plan include a statement of the describing the child's level of functioning in developmental areas; major outcomes including criteria, procedures, and timelines to determine the degree of progress and revision of the plan; specific services needed to achieve outcomes; other services needed by the child and family; name of service coordinator; transition plan; and an optional statement of family concerns, priorities, and resources. (6.61.12.7.I NMAC)

<sup>19</sup>**Integrated Curriculum** means an approach to curriculum that recognizes that content areas in instruction are naturally interrelated, as they are in real life experiences. In the resulting integrated curriculum, learning is regarded as a process rather than a collection of facts. Learning about math, science, social studies, health, and other content areas are all connected through meaningful activities. (6.61.12.7.J NMAC)

<sup>20</sup>**Intervention Strategies** means various techniques used in teaching a child a particular skill such as physical and/or verbal prompts and cues, visual aids, modeling, imitations, repetition, task analysis, or environmental or stimulus cues and prompts. These strategies are attempts to

facilitate learning when the presentation of information or the arrangement of an environment is insufficient in assisting the developmental learning process. The proper design of intervention strategies requires careful observation, individualization, and data keeping. The goal of this approach is to systematically fade the particular technique used as the child demonstrates abilities to practice, initiate, and generalize the skill. (6.61.12.7.K NMAC)

<sup>21</sup>**Least Restrictive Environment** means the environment in which all children are most generally found in a public education setting (i.e., general education classroom). Children with identified disabilities are to have access to the general education curriculum and have the opportunity to participate fully with their peers with disabilities to the maximum extent possible. Supports may be necessary for the “least restrictive environment” to be most successful. (6.61.12.7.L NMAC)

<sup>22</sup>**Literacy** means the having the skills and ability to successfully function in one’s community, society, and culture. Literacy is having the ability to make and communicate meaning from, and by, the use of a variety of socially contextual symbols. Within various levels of developmental ability, a literate person can derive and convey meaning, and use their knowledge to achieve a desired purpose or goal that requires the use of language skills, be they spoken or written. Literacy involves the ability to listen, read and comprehend the written and spoken word, communicate in sequential thoughts to interact with others, and write to convey meaning to others. A literate person can mediate their world by deliberately and flexibly orchestrating meaning from one linguistic knowledge base and apply or connect it to another knowledge base. For example, knowing that letters symbolize sounds, and that those sounds form words to which the reader can attach meaning, is an example of the cognitive orchestration of knowledge, a literate person conducts. Literacy is “not in isolated bits of knowledge but in students’ growing ability to use language and literacy in more and broader activities” (Moll, 1994, p. 202). The definition of literacy is dynamic, evolving, and reflects the continual changes in our society. Literacy now includes the understanding of mathematics, communication technologies, and critical thought.

<sup>23</sup>**Social/Emotional Well-Being** means the child’s experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others.<sup>1</sup> The core features of emotional development include the ability to identify and understand one’s own feelings, to accurately read and comprehend emotional states in others, to manage strong emotions and personal expression in a constructive manner, to regulate one’s own behavior, to develop empathy for others, and to establish and maintain relationships.<sup>2</sup>

(<sup>1</sup>Cohen et al. (2005). *Helping young children succeed: Strategies to promote early childhood social and emotional development*. Washington, DC: National Conference of State Legislatures and Zero to Three. <http://www.zerotothree.org/policy>)

(<sup>2</sup> National Scientific Council on the Developing Child. (Winter, 2004). “Children’s emotional development is built into the architecture of their brains,” *Working Paper No. 2*. <http://www.developingchild.net>)

<sup>24</sup>**Variations across Cultures/Cultural Diversity** means that the curriculum, environment, and learning materials are reflective of distinct groups that may differ from one another physically, socially, and culturally. (6.61.12.7.M NMAC)





## Competency B- Health, Safety and Nutrition

New Mexico Early Childhood Education Competency Area	ECEC Number																			
	Professionalism	Child Growth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Lifeskills and Lit & Rng	Curriculum & Plan (e-4)	Cur Dev & Im Pract (e-4)	Pract Child (Age 3-5)	Yng Childn w/Div Dev Lrng	Advanced Language Abil	Emergent Caregiving	Intgrd Cur Pract B4	Intgrd Cur Pract B4	Intgrd Cur Pract B4	Childing SS, FA & Wrtng	Trng & Lrng Prct	Student Teaching	
<b>B. Health, Safety and Nutrition</b>																				
Early childhood professionals promote physical and mental health and appropriate nutrition and provide an emotionally and physically safe environment for young children in partnership with their families. Sound health, safety, and nutritional practices provide the foundation for development and learning. Good nutrition is critical to the overall development of young children. Meals and snacks encourage good nutrition and eating habits. A safe environment prevents and reduces injuries for young children who are only beginning to recognize dangerous situations.																				
B.1 Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs.	X	X																		
B.2 Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially, and emotionally).	X	X																		
B.3 Use appropriate health appraisal and management procedures and makes referrals when necessary.	X																			
B.4 Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities.	X	X																		
B.5 Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well-being.	X	X																		
B.6 Provide and assure a consistent daily schedule for meals, rest, and sleep, as developmentally appropriate.	X	X																		
B.7 Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures.	X	X																		
B.8 Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors.	X	X																		



## Competency C- Family and Community Collaboration

New Mexico Early Childhood Education Competency Area	Course Name																			
	Professionalism	Child Growth, Dev & Lrng	Health Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intv to Learn Lit & Rdng	Cur Dev & Imp Pract (B4)	Cur Dev & Imp Pract (B4)	Rech Child Grwth Dev (C9)	Fam Child Grwth Dev Lrng	Family Language Dev Lrng	Advanced Language Ability	Emergent Language	Intrd Curriculum B-4	Intrd Curr Practicum B-4	Teach & Lrng Pract & Wkshp	Teach & Lrng Pract	Student Teaching	
<b>C. Family and Community Collaboration</b> Early childhood professionals are committed to family-centered practices. They maintain an open, friendly, and collaborative relationship with each child's family, encouraging family involvement, and supporting the child's relationship with their family. The diverse cultures and languages representative of families in New Mexico's communities are honored.																				
C.1 Demonstrate knowledge and skill in building positive, reciprocal relationships with families.	X																			
C.2 Articulate an understanding of a safe and welcoming environment for families and community members.	X										X									
C.3 Develop and maintain ongoing contact with families through a variety of communication strategies.	X																			
C.4 Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices.	X										X									
C.5 Articulate understanding of the complexity and dynamics of family systems.	X										X									
C.6 Demonstrate understanding of the importance of families as the primary educator of their child.	X										X									
C.7 Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies.				X																
C.8 Develop partnerships with family members to promote early literacy in the home.																				
C.9 Involve families and community members in contributing to the learning environment.																				
C.10 Establish partnerships with community members in promoting literacy.																				
C.11 Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations.																				
C.12 Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity.																				
C.13 Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance.																				



## Competency D- Developmentally Appropriate Content

New Mexico Early Childhood Education Competency Area	Course Name																		
	Professionalism	Chd Gm/Devl, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Curriculum & Eval	Crr Dev & Imp Pract (S-4)	Crr Dev & Imp Pract (S-4)	Rschl Chd Gm/Devl (S-4)	Yng Chd Gm/Devl (S-4)	Fmly Lngv Dev Lrng	Advanced Language Acq	Emergent Crgwing	Intgrd Curriculum	Intgrd Curr Pract B-4	Tchng & Lrng with & w/o	Tchng & Lrng Pract	Student Teaching
<b>D. Developmentally Appropriate Content</b>																			
Early childhood professionals demonstrate knowledge of child development and learning, as well as content knowledge, both in terms of academic disciplines and in terms of interdisciplinary integration. Their approach to curriculum content emerges from multiple sources, such as play and exploration, and is appropriate for the ages and developmental levels of the children with whom they work. Content includes, but is not limited to, the arts, literacy, mathematics, physical education, health, social studies, science, and technology. Children's initial experiences with these content areas form the foundation for later understanding and success.																			
<b>D.1 Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth - four (0-4) years of age.</b>					X														
<b>D.2 Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.</b>					X					X									
<b>D.3 Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with earlier and later understandings within and across areas.</b>										X									
<b>D.4 Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level.</b>					X												X		
<b>D.5 Develop, implement, and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.</b>																			
<b>D.6 Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members.</b>																			
<b>D.7 Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum.</b>					X														

## Competency E- Learning Environment and Curriculum Implementation

New Mexico Early Childhood Education Competency Area	Course Name																		
	Professionalism	Child Growth, Dev & Lng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Inf to 3 and Lng & Rand Assessment	Curriculum & Plan (B-4)	Cur Dev & Im Plan (B-4)	Rech Child Gwth Dev (A-E)	Yng Child Gwth Dev (A-E)	Family Language Dev (Lmg)	Advanced Language Abil	Emergent Caregiving	Ingrd Cur Pract B-4	Ingrd Cur Pract B-4	Lang & Lng Rng & Ment	Lang & Lng Rng & Ment	Student Teaching	
<b>E. Learning Environment and Curriculum Implementation</b>																			
Teaching and learning with young children is a complex process embedded in relationships. These teaching and learning relationships provide the scaffold for jointly constructing meanings about self, others, and the world. Early childhood professionals use their child development knowledge, their knowledge of developmentally appropriate practices, and their content knowledge to design, implement, and evaluate experiences that promote optimal learning and development for all children from birth - eight (0-8) years of age. In addition, their use of observations is grounded in a thorough understanding of children's families, cultures, and communities. Early childhood professionals encourage young children's problem solving, critical thinking, and academic and social competence within a supportive and challenging learning environment. These challenging teaching and learning experiences build children's confidence in themselves as competent learners.																			
<b>E.1 Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities.</b>					X														
<b>E.2 Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico.</b>					X														
<b>E.3 Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults.</b>																			
<b>E.4 Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences.</b>					X														
<b>E.5 Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play.</b>					X														
<b>E.6 Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and out doors.</b>					X														
<b>E.7 Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning.</b>					X														
<b>E.8 Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.</b>					X														
<b>E.9 Create and manage a literacy-rich environment that is responsive to each child's unique path of development.</b>					X														
<b>E.10 Use a variety of language strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought.</b>					X														
<b>E.11 Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills.</b>					X														
<b>E.12 Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology.</b>																			
<b>E.13 Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals.</b>																			
<b>E.14 Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals.</b>																			







## Competency G- Professionalism

New Mexico Early Childhood Education Competency Area	Course Name												
	Professionalism	Child Grwth, Dev & Lrng	Health Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Intro to Lang L & Rndg	Curriculum & Prg (B-1)	Cur Dev & Int Pract (B-4)	Cur Dev & Int Pract (B-4)	Cur Dev & Int Pract (B-4)	Cur Dev & Int Pract (B-4)	Cur Dev & Int Pract (B-4)
<b>G. Professionalism</b>													
Professionalism is built upon individual integrity, responsibility, and ethical practices that demonstrate a profound respect for all children and their families. Early childhood professionals embrace a multicultural perspective that is responsive to individuals in culturally diverse communities in New Mexico. Professionals make decisions based upon knowledge of early childhood theories and practices that recognize diversity of ability, developmental level, and family characteristics. Early childhood professionals advocate for excellence in early childhood programs and participate in on-going professional development to enhance their knowledge and skills.													
G.1 Adhere to early childhood professional codes of ethical conduct and issues of confidentiality.	X												
G.2 Demonstrate knowledge of federal, state, and local regulations and public policies regarding programs and services for children birth - eight (0-8) years of age.	X												
G.3 Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.	X									X			
G.4 Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives.	X									X			
G.5 Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice.	X									X			
G.6 Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families.		X											X
G.7 Demonstrate knowledge in technology resources to engage in ongoing professional development.													X

## Competency H - Advanced Child Development Knowledge

Course Name	New Mexico Early Childhood Education Competency Area																
	Professionalism	Child Grwth, Dev & Lrng	Health, Safety & Nutrition	Guiding Young Children	Infra to Lang, Lit & Rtgng	Cur Dev & Implem (B-4)	Cur Dev & Implem (Age 3-Gr)	Rsrch in Child Grwth Dev Lrng	Yng Childn w/ Dvise Abil	Advanced Language & Culture	Emergent Capablng	Ingrd Curr B-age 4	Ingrd Curr Practcum B-4	Tchng & Lrng Mth & Str	Tchng Rating & Wrng	Teachng 55 PA & Mntnl	Student Teaching
<b>H. Birth through Pre-K</b>																	
(1) Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting.							X	X	X								
(2) Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers.							X	X	X								
(3) Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment.							X	X	X								
(4) Demonstrate conceptual understanding of curriculum development and implementation for children birth - four (0-4) years of age and the ability to articulate theoretically-based rationale for differences between infant/toddler curriculum and learning environments, and for children older than four (4).									X								
(5) Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments.								X	X								
(6) Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn.									X								
(7) Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics.								X	X								



## Competency H - PreK through Grade 3

New Mexico Early Childhood Education Competency Area	ECED Number												
	Professionalism Chld Grwth, Dev & Lrng Health, Safety & Nutrition Guiding Young Children Assessment Intro to Lang Lit & Rdrng Cur & Eval Pract (B-4) Cur Dev & Imp Pract (B-4) Rsch Chld Grwth, Dev & Lrng Yng Chldn s/Dev (Age 3-Gr3) Fam Chldn s/Dev (Age 3-Gr3) Family Lang s/Devse Abil Advanced Caregiving Emergent Literacy Intgrd Curriculum B-4 Intgrd Curr Pract B-4 Lang & Lrng Mtr & Eval Lang & Lrng Edg & Mtrng Student Teaching												
<b>H. Knowledge of Content</b> Early childhood teachers demonstrate content knowledge and knowledge of child development and learning both in terms of academic disciplines and interdisciplinary integration. Early childhood professionals demonstrate content knowledge including, but not limited to, the arts, literacy, mathematics, social studies, science, and technology. Early childhood teachers understand that children's initial experiences with these content areas form the foundation for later understanding and success. Thus early childhood teachers develop, implement, and evaluate a content-rich, integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values.													
<b>(1) Reading and Language Arts</b>													
(a) Demonstrate an understanding of the foundations of reading and language including research on children's literacy development, the relationship between oral and written language, and how children learn to speak, read, write, and listen.												X	
(b) Demonstrate knowledge of the cultural, linguistics, environmental, and physiological factors in reading and language arts development.												X	
(c) Articulate characteristics of proficient and non-proficient readers and the teacher's role in support of all literacy development.												X	
(d) Demonstrate an understanding of language structure including graphophonics, semantics, syntax, and pragmatics systems.												X	
(e) Demonstrated understandings of the use of classroom reading assessment to understand students' instructional needs and modify instruction appropriately.												X	
(f) Link assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.												X	
(g) Apply strategies of differentiated instruction based on the needs of children in all areas of literacy development including oral language development.												X	











## Competency I Curriculum & Content Knowledge

New Mexico Early Childhood Education Competency Area	ECED Number																			
	Professionalism	Child Growth, Dev & Lrng	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Info Lang Ltr & Edng	Curriculum & Plan (B-4)	Cur Dev & Im Pract (B-4)	Resch in Child Growth Dev (B-4)	Yng Childn w/Divrs Dev (B-4)	Family Langw & Culture	Advanced Caregiving	Emergent Literacy	Intgrd Curr B-4	Intgrd Curr Pract B-4	Trans Lrng Mnt & Sel	Trans Lrng SS, FA & Mnt	Student Teaching	
<b>I. Birth through Pre-K</b>																				
(1) Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resource in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum.										X										X
(2) Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children in diverse abilities.										X										X
(3) Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling.																				X
(4) Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term).											X									X
(5) Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills.																				X
(6) Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity.																				X
(7) Support a position of the fundamental importance of play in young children's learning and development from birth - four (0-4) years of age.																				X
(8) Demonstrate sound knowledge and skills in using technology as a teaching and learning tool.																				X
(9) Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children.																				X



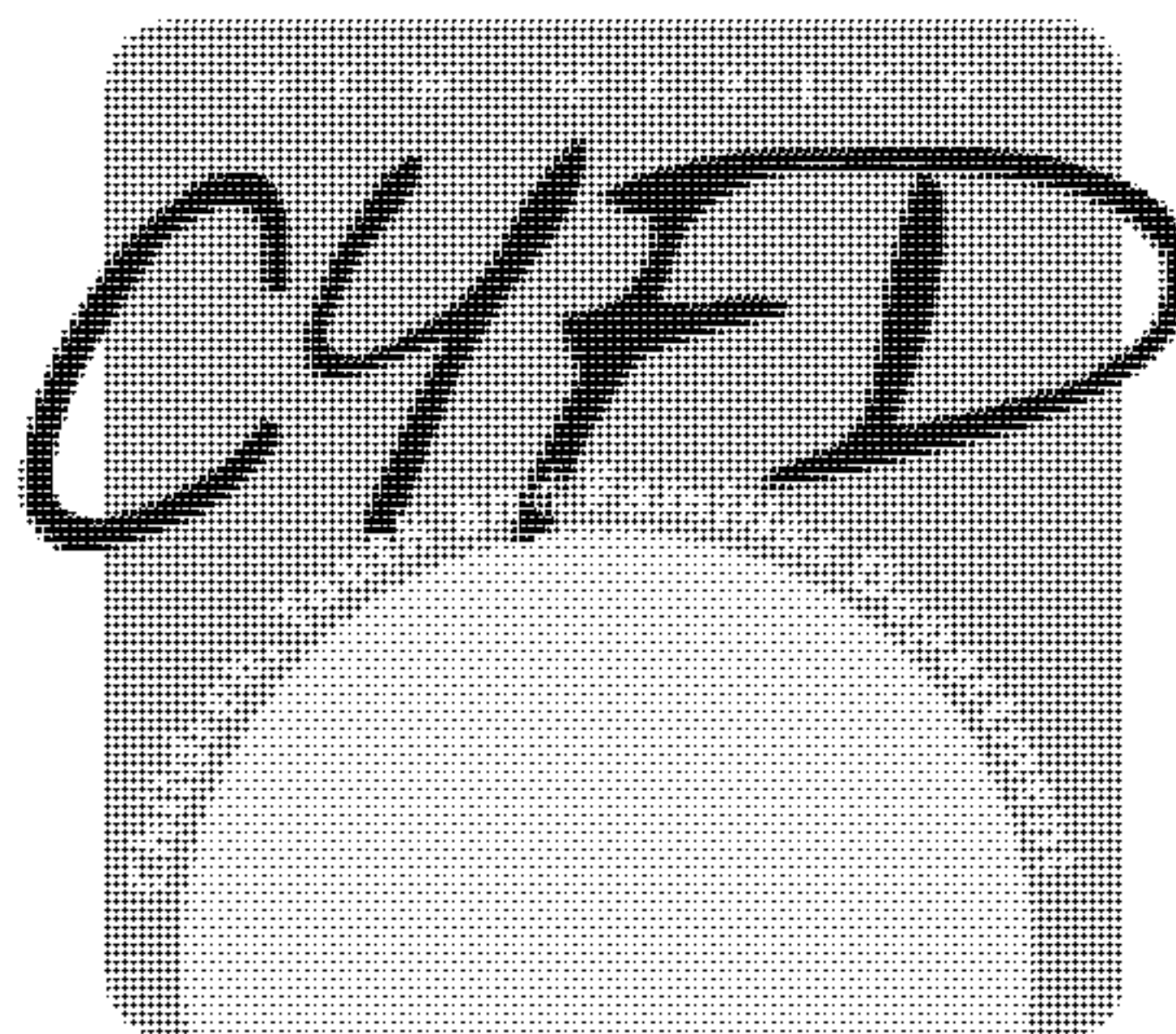
# Competency I PreK through Grade 3

Course Name

New Mexico Early Childhood Education Competency Area	Course Name																		
	Professionalism	Child Growth, Dev & Learning	Health, Safety & Nutrition	Fam & Com Collab	Guiding Young Children	Assessment	Inte to Lang Lit & Reading	Cur & Eval Pract (B-4)	Cur Dev & Imp Pract (B-4)	Resch Child Grwth (Ages-Gr3)	Yng Childn W/Dev Dev Lrng	Family Lang W/Devse Abil	Advanced Caregiving	Emergent Language	Intgrd Curr B-4	Intgrd Curr Pract B-4	Tang & Lng Rctg & Wrtg	Tang & Lng Practum	
<b>I. Curriculum and Content Knowledge</b>																			
(1) Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) when planning curriculum and teaching strategies for young children with diverse abilities.																		X	
(2) Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to an adult-directed and from free exploration to scaffolded support or teacher modeling.																		X	
(3) Apply an understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term).																		X	
(4) Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills.																		X	
(5) Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity.																		X	
(6) Support play in young children's learning and development from age 3 - grade 3.																	X	X	
(7) Demonstrate sound knowledge and skills in using technology as a teaching and learning tool.															X	X	X	X	
(8) Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children.																		X	
(9) Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards.															X	X	X	X	







For more information, contact  
The Office of Child Development  
Children, Youth and Families Department  
(505) 827-7946

13. New Mexico Universal Catalog of Courses for Early Care, Education  
and Family Support, revised 2011



*New Mexico's Universal  
Catalogue of Courses for Early Care,  
Education, and Family Support*



*Early Childhood Educator*

Recommended Syllabi

June 2004

Revised April, 2011

**New Mexico's Universal Catalogue of Courses  
For Early Care, Education, and Family Support**

**RECOMMENDED SYLLABI  
FOR  
FOUNDATIONAL (AA)  
AND  
UPPER (BACHELOR'S) LEVELS**

**Early Childhood Educator**

**June 2004**

**Revised April 2011**

**Developed by:**

**New Mexico Early Childhood**

**Higher Education Task Force**

## INTRODUCTION

The syllabi in this book were developed collaboratively by higher education faculty at two-year and four-year institutions in New Mexico that have degree programs in early childhood. Faculty member representatives met monthly as the Early Childhood Higher Education (ECHE) Task Force in a committed effort to develop a universal curriculum for early childhood teacher preparation and to ensure that the early childhood workforce in New Mexico is highly qualified. These syllabi provide a template for New Mexico Institutions of Higher Education to revise early childhood degree programs in order to meet requirements of the revised universal curriculum leading to the new New Mexico Birth through Age 4 (PreK) and Age 3 (PreK) through Grade 3 teaching licenses. These sample syllabi are based on the core competencies (mandated in the New Mexico Early Childhood Teacher Licenses as noted above) for each degree level (Associate and Bachelor). These indicators for core competencies are cumulative, i.e., a bachelor's degree includes not only the competencies and indicators for that level, but all competencies and indicators at previous levels.

All early childhood Associate and Bachelor degree programs across the state of New Mexico, in order to maintain articulation across programs, must follow the syllabi templates as their basic framework for developing specific courses. **Each faculty member may revise any syllabus to meet his/her own needs as long as there is no change in the following: Course Title, Course Credits, and Course Description.** Course competencies, as listed in the sample syllabi, must be included as written in all New Mexico Associate and Bachelor degree program syllabi. These core competencies, and the identified indicators of the New Mexico Early Childhood Teacher License found in the *Common Core Content*, must be met. Any faculty member, however, may select to add additional competencies to be addressed within any course, but no competencies in the syllabi as written in the *Recommended Syllabi, April 2011* may be omitted.

The syllabi include suggested textbooks, activities, and a semester timeline with topical areas. Note that weekly semester topics have the suggested corresponding competencies of the course listed to further strengthen New Mexico's articulated early childhood degree programs. As faculty members teach the courses over time, no doubt changes will be made. Feedback is welcome. Please contact the New Mexico Office of Child Development in the Children, Youth and Families Department.

We acknowledge and thank the faculty member representatives from the 2-year and 4-year institutions across New Mexico who worked so collaboratively in this process over the years. The commitment of the Early Childhood Higher Education (ECHE) Task Force began in 1995 with a core group of individuals determined to develop the first Birth through Grade 3 teaching license in New Mexico. Our collaborative energy continues today as we are committed to maintaining excellence in early childhood teacher education. Congratulations and enjoy!!!



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Professionalism (2 credits) .....	25

## II. Associate degree Early Childhood Teacher (Birth-Grade 3) (13 credits)

Introduction to Language, Literacy, & Reading (3 credits) .....	31
Curriculum Development through Play - Birth through Age 4 (PreK) .....	37
Practicum (Birth through Age 4 (PreK) (2 credits) .....	43
Curriculum Development & Implementation – age 3 (PreK) through Grade 3 (3 credits) ...	47
Practicum age 3 (PreK) through Grade 3 (2 credits) .....	53

## III. Bachelor degree Common Core Courses (9 credits)

Research in Child Growth, Development, & Learning (3 credits) .....	57
Family, Language, and Culture (3 credits) .....	63
Young Children with Diverse Abilities (3 credits) .....	69

IV. Bachelor degree Early Childhood Teacher Licensure (24 credits)

Concentration: Birth through Age 4 (PreK)

Advanced Caregiving for Infants & Toddlers (3 credits) .....	77
Emergent Literacy (3 credits) .....	85
Integrated Curriculum - Birth through Age 4 (PreK) (4 credits) .....	93
Practicum (2 credits) .....	101

Concentration: Age 3 (PreK) through Grade 3 (24 credits)The Integrated Early  
Childhood Teaching & Learning Series:

Teaching & Learning Math and Science (4 credits) .....	105
Teaching & Learning Reading and Writing (3 credits).....	111
Teaching & Learning Social Studies, Fine Arts, and Movement (3 credits) .....	119
Teaching & Learning Practicum (2 credits) .....	127

## Universal Catalogue of Courses

To be implemented statewide as approved by state agencies and institutions of higher education

### Foundational Level Associate Degree/Lower Division Courses – Prerequisites for Upper Division Courses

#### Common Core Courses

Professionalism (2 credits)	Child Growth, Development, & Learning (3 credits)	Health, Safety & Nutrition (2 credits)	Family & Community Collaboration (3 credits)	Guiding Young Children (3 credits)	Assessment of Children & Evaluation of Programs (3 credits – EC SPED/ECED)
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#### Early Childhood Teacher (Birth–Grade 3)

Introduction to Language,  
Literacy & Reading  
(3 credits)

Curriculum Development through Play –  
Birth through Age 4  
(3 credits)

Practicum (Birth through Age 4)  
(2 credits)

Curriculum Development  
& Implementation –  
Age 3 through Grade 3  
(3 credits)  
Practicum (Age 3 through Grade 3)  
(2 credits)

**Early Childhood Transfer Module: 29 Early Childhood Credits plus 35 General Education Credits**



# Upper Division Courses Bachelor's Degree

## Common Core Courses

Research in Child Growth, Development & Learning  
(3 credits)

Family, Language and Culture  
(3 credits)

Young Children with Diverse Abilities  
(3 credits – EC SPED/ECED)

Early Childhood Teacher Licensure	
<b>Concentration:</b> Birth through Age 4	<b>Concentration:</b> Age 3 through Grade 3
Advanced Caregiving for Infants & Toddlers (3 credits)	The Integrated Early Childhood Teaching & Learning Series:
Emergent Literacy (3 credits)	Teaching & Learning Math and Science (4 credits)
Integrated Curriculum – Birth through Age 4 Practicum (2 credits)	Teaching & Learning Reading and Writing (3 credits)
	Teaching & Learning Social Studies, Fine Arts and Movement (3 credits)
<b>Licensure Option:</b> Student Teaching (9 credits) Seminar (3 credits)	Teaching & Learning Practicum (2 credits)
	Student Teaching (9 credits)
<b>Non-Licensure Option:</b> Related Electives (12 credits)	Student Teaching Seminar (3 credits)

## **FOUNDATIONAL DOCUMENTS**

Three foundational documents have been written that should be integrated into all early childhood courses. The *New Mexico Early Learning Guidelines* provide the developmental criteria necessary for observation, documentation, assessment, curriculum planning and are used in New Mexico PreK as well as child care and many other early childhood programs. The *New Mexico Early Childhood Curriculum Policy Brief* describes the state's position regarding curriculum for young children. And, the *New Mexico Early Learning Framework* is a policy brief describing the vision for the establishment of a comprehensive, coordinated and aligned early learning system in New Mexico. All three documents can be located at [www.NewMexicoKids.org](http://www.NewMexicoKids.org)

### ***New Mexico Early Learning Guidelines – Birth through Kindergarten***

Early learning guidelines have been established as a framework describing the incredible process of children's growth, development and learning in the early years. They are designed to provide reasonable expectations for children at different ages so that early childhood professionals have criteria to refer to as they observe children in action, determine their levels of performance and plan curriculum interventions to help them grow, develop, and learn to their fullest potential.

There are three primary sections of the *New Mexico Early Learning Guidelines*. The first section describes what early learning guidelines are, defines their purpose and provides guiding principles for their use. The second section outlines early learning guidelines for infants and toddlers, birth to 36 months. Domains of development that are provided include:

- Beginning to Know about Ourselves and Others
- Beginning to Communicate
- Beginning to Move and Do
- Beginning to Build Concepts
- Approaches toward Learning

The third section of the document provides early learning guidelines for children from three years through kindergarten. Domains of learning that are provided include:

- Physical Development, Health and Well-Being
- Literacy
- Numeracy
- Aesthetic Creativity
- Scientific Conceptual Understanding
- Self, Family and Community
- Approaches to Learning

## ***New Mexico Early Childhood Curriculum Policy Brief***

This policy brief provides clarification regarding the state's definition of early childhood curriculum in order to ensure the implementation of high quality early childhood education practices in New Mexico.

In New Mexico, our educational emphasis is on the children's developmental progress toward competence, interdependence, socialization and the integration of content areas. Children and their teacher become an active learning community, connected to the larger community around them. This occurs within the context of relationships as teachers collaborate with families and children toward academic success.

What is the definition of early childhood curriculum in New Mexico? It is an organized framework that delineates the content children are to learn, the processes through which children achieve the identified curricular goals, what teachers do to help children achieve these goals, and the context in which teaching and learning occur. The curriculum is flexible to facilitate adaptation to our multicultural communities and all children, including those with special needs.

Early childhood curriculum in New Mexico focuses on children as engaged, excited, curious and intensely involved in learning experiences that are meaningful to them. In this manner, the children learn responsibility for their own learning while developing strategies for the future. Early childhood curriculum for children in New Mexico is grounded in reciprocal relationships with caring teachers who provide authentic learning experiences based on New Mexico's Early Learning Guidelines.

### ***New Mexico Early Learning Framework***

This vision document was developed to assist policy makers, early educators, and communities to maximize the potential toward building an integrated and aligned foundation for early childhood learning and well-being. The *Early Learning Framework* will provide the roadmap toward the development of a coordinated and aligned "system of systems"; a group of interacting, interrelated, and interdependent elements forming a complex whole called New Mexico's early care, education and family support system. The system is the various policies, programs and services for young children, and for the adults who care for and teach them. It acknowledges and relies upon the critical, foundational importance of multiple systems, like health, that are essential to children's well-being and ability to learn.

Getting "ready for school" requires good health, positive relationships, enriching early childhood educational activities, and schools and communities that are ready to help every child succeed at the highest level. Fundamental to this *Early Learning Framework* is a view of children's lives as characterized by relationships, respect and reflective practices. These three concepts provide the foundation for developing common goals and shared decisions regarding New Mexico's children and families.



**COURSE TITLE: Child Growth, Development, and Learning**

**(3 credit hours)**

**COURSE DESCRIPTION:**

This basic course in the growth, development, and learning of young children, prenatal through age eight, provides students with the theoretical foundation for becoming competent early childhood professionals. The course includes knowledge of how young children grow, develop and learn. Major theories of child development are integrated with all domains of development, including biological-physical, social, cultural, emotional, cognitive and language. The adult's role in supporting each child's growth, development and learning is emphasized.

**SUGGESTED TEXTS:**

Berger, K. (2008). *The developing person through childhood and adolescence* (8<sup>th</sup> ed.). New York, NY: Worth.

Berk, L. E. (2008). *Child development* (8<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc.

Charlesworth, R. (2010). *Understanding child development* (8<sup>th</sup> ed.). Clifton Park, NJ: Delmar Cengage Learning.

Feldman, R. (2009). *Child development* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Puckett, M. B., Black, J., Wittmer, D., & Petersen, S. (2008). *The young child: Development from prebirth through age eight* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Trawick-Smith, J. (2009) *Early childhood development: A multicultural perspective* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

## **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1

Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2

Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3

Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

## **ASSIGNMENT IDEAS:**

Child case study with observations covering all developmental areas

Read and reflect on professional journal articles

Parent interviews

Reflective paper on parental style

Weekly reading reflections

Reflective/ Dialog journal

Compare and contrast selected theories of child development, their contributions to understanding children, and attention to diversity.

Prepare a mini-case study on a child in each of the three different age groups (i.e., infant/toddler, pre-school, school age)

Identify environmental factors that affect children's development

“Conservation of matter” demonstrations

### **EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Weeks 1-2 Human Development Theories (A.1, A.2, A.3)

- Human development definitions
- Theories of development
- Research terms, methods, and basic need for scientific research procedures
- Interactions between material and environmental factors that influence development

#### Weeks 3-4 Prenatal Development (A.1, A.2)

- Stages of prenatal development



- Genetic counseling
- Birth processes and affects on the family

Week 5-6-7 Infants and Toddlers (A.1, A.8, A.9, A.10, A.11)

- Development and growth
- Attachment Theory
- Self regulation capacities in young children
- Sensorimotor development
- Theories of language development and acquisition

Weeks 8-9 Preschool Years (A.1, A.8, A.9, A.10)

- Development and growth
- Preoperational thought
- Language development and communication skills

Weeks 10-11 School-Age Children (A.1, A.4)

- Development and growth
- Operational thought
- Moral development
- Peer relationships
- Similarities and differences of typical and diverse abilities

Weeks 12-13-14 Addressing Diversity in Child Development (A.3, A.4, A.7, A.8)

- Culture and family as the foundation of child development
- Parenting styles
- The function of language in the cognitive, social, and emotional aspects of development
- Developmental patterns associated with developmental delays and/or specific disabilities

Weeks 15-16

**COURSE TITLE: Health, Safety, and Nutrition**  
**(2 credit hours)**

**COURSE DESCRIPTION:**

This course provides information related to standards and practices that promote children's physical and mental well being sound nutritional practices, and maintenance of safe learning environments. It includes information for developing sound health and safety management procedures for indoor and outdoor learning environments for young children. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

**SUGGESTED TEXTS:**

Anspaugh, D., & Ezell, G. (2009). *Teaching today's health* (9<sup>th</sup> ed.). San Francisco, CA: Benjamin Cummings/Addison Wesley.

Marotz, L. R., Cross, M. Z., & Rush, J. M. (2009). *Health, safety, and nutrition* (7<sup>th</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

National Center for Education in Maternal and Child Health. (2007). *Bright futures: Guidelines for health supervision of infants, children, and adolescents* (3<sup>rd</sup> ed. Revised). Available from: <http://www.brightfutures.org/publications>.

Robertson, C. (2009). *Safety, nutrition and health in early education* (4<sup>th</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

New Mexico Early Learning Guidelines

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs. B.1

Articulate an understanding of indoor and outdoor learning environments that provide opportunities for children to put into practice healthy behaviors (physically, socially and emotionally). B.2

Use appropriate health appraisal and management procedures and makes referrals when necessary. B.3

Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4

Establish an environment that provides opportunities and reinforcement for children's practice of healthy behaviors that promote appropriate nutrition and physical and psychological well being. B.5

Provide a consistent daily schedule for rest/sleep, as developmentally appropriate. B.6

Implement health care and educational activities for children and families based on health and nutritional information that is responsive to diverse cultures. B.7

Assist young children and their families, as individually appropriate, in developing decision-making and interpersonal skills that enable them to make healthy choices and establish health-promoting behaviors. B.8

#### **ASSIGNMENT IDEAS:**

Evaluate through observation and written reports the health, safety, and nutritional practices observed in a selected early childhood setting.

Evaluate through observation and written reports the indoor and outdoor physical and motor activities observed in an early childhood setting.

Plan developmentally appropriate activities in the areas of health, safety, and nutrition for each age group

Review NM Licensing regulations surrounding health practice and procedures (i.e., immunizations, rest, universal precautions)

Plan one week of nutritional snacks and meals that are developmentally appropriate and culturally relevant for a particular classroom, using Child & Adult Care Food Programs (CACFP).

Interview a teacher regarding student health concerns and incident reports.



Invite guest speakers from Children's Mental Health, Child Care Nutrition Bureau, or CYFD Protective Services. Write a reflection on the presentation discussing application of information presented.

Complete basic first aid training and complete infant/child CPR training.

### **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Weeks 1-2 Regulations (B.1)

- Introduce and review regulations

#### Weeks 3-4-5-6 Indoor/Outdoor Learning Environments (B.2, B.5, B.6)

- Identify potential environmental risks
- Plan appropriate environments free of hazards and risks
- The use of effective supervision
- Creating appropriate environments to manage behavior
- Modeling practices that promote healthy behaviors
- Discuss and develop daily routines, schedules and practices that promote healthy behaviors

#### Week 7-8 Health Appraisal and Management (B.3)

- Promote and describe health care & healthy activities for children's development
- Introduction to health screenings, milestones, and health records

#### Weeks 9-10 Protecting Children from Abuse and Neglect (B.4)

- State, local and program reporting procedures
- Identify resources available for children and families

### Weeks 11-12 Nutrition (B.6)

- Review the requirements of the Child & Adult Care Food Program
- Planning to meet the nutritional needs of children, both individually and in programs
- Introduction to the impact of nutritional status on learning and adjustment

### Weeks 13-14 Health Care Activities (B.7)

- Planning and scheduling developmentally appropriate and culturally responsive activities for well-being
- Planning and scheduling developmentally appropriate and culturally responsive health and safety activities
- Planning and scheduling developmentally appropriate and culturally responsive nutritional activities

### Weeks 15-16 Advocacy for Children and Families (B.8)

- Promoting safety standards and procedures with families, schools, settings and communities
- Advocating for healthy early childhood policies in the community
- Identify strategies to engage families in promoting healthy choices

**COURSE TITLE:       Family and Community Collaboration**

**(3 credit hours)**

**COURSE DESCRIPTION:**

This beginning course examines the involvement of families and communities from diverse cultural and linguistic backgrounds in early childhood programs. Ways to establish collaborative relationships with families in early childhood settings is discussed. Families' goals and desires for their children will be supported through culturally responsive strategies.

**SUGGESTED TEXTS:**

Allen, J. (2007). *Creating welcoming schools*. New York, NY: Teachers College Press.

Couchenour, D., & Chrisman, K. (2010). *Families, schools, and communities: Together for young children* (4<sup>th</sup> ed.). Clifton Park, NY: Thomson/Delmar.

Davis, C., & Yang, A. (2005). *Parents and teachers working together*. Turners Falls, MA: Northeast Foundation for Children.

Gestwicki, C. (2009). *Home, school, and community relations* (7<sup>th</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

Robles, W., & Beck, V. (2009). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies* (3<sup>rd</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

Turner-Vorbeck, T., & Miller-Marsh, M. (2008). *Other kinds of families: Embracing diversity in schools*. New York, NY: Teachers College Press.

New Mexico Early Learning Guidelines

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1



Articulate an understanding of a safe and welcoming environment for families and community members. C.2

Develop and maintain ongoing contact with families through a variety of communication strategies. C.3

Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Articulate understanding of the complexity and dynamics of family systems. C.5

Demonstrate understanding of the importance of families as the primary educator of their child. C.6

Involve families and community members in contributing to the learning environment. C.9

Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11

Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions; family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities); home language and ethnicity. C.12

Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, English language instruction, and economic assistance. C.13

Demonstrate effective written and oral communication skills when working with children, families, and early care, education, and family support professionals. E.14

Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

#### **ASSIGNMENT IDEAS:**

Review a variety of formal and informal communication strategies and create examples (i.e., bulletin boards, newsletters, emails, webpage).

Complete a family tree and/or oral history project.

Prepare a philosophy of family collaboration that reflects an appreciation for gender, race, age, sexual orientation, diverse abilities, nationality, and language.

Write a position paper on involving families and communities in culturally responsive ways.

Prepare listing of community agencies and describe the services offered to families and early childhood programs.

Develop a family information bulletin board or display on a selected topic (i.e., health and nutrition, immunizations, family literacy, separation anxiety, monitoring TV watching).

Develop an activity that includes recognizing, respecting and valuing family traditions.

Write a research paper on a particular disability or chronic illness affecting both the child and the family

Create a brochure or directory of local resources, support agencies, service providers for the families served in your program

### **EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Weeks 1-2-3 Understanding Families (C.2, C.5, C.12)

- Introduction to family theory and research
- The role of family culture in defining the family system
- The changing family

- The affects of family stresses on children and families

Weeks 4-5-6 Building Relationships with Families (C.1, C.2, C.6)

- Identify and discuss ways to build positive reciprocal relationships
- Identify possible barriers and challenges
- Develop activities that facilitate full inclusion

Week 7-8-9 Diversity (C.4, C.6, C.12)

- Consider family priorities in setting goals
- Utilize materials and equipment to reflect diversity
- The role of language and culture
- Establishing communication that is relevant and respectful to cultural and linguistic diversity

Weeks 10-11-12 Communication Strategies & Utilizing Community Resources (C.3, C.11, E.14)

- Identify a variety of informal and formal communication strategies
- Communication in various languages formats and context
- Identify community resources and organizations to meet the various needs of families
- The role of program policies and procedures

Weeks 13-14-15 Inviting Family and Community Participation (C.9, G.6)

- The role of the professional as leader and advocate for children and their families
- Families participation in the learning environment
- Community participation in the learning environment

Week 16





Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways. A.10

Use appropriate guidance to support the development of self-regulatory capacities in young children. A.11

Recognize and respond to each child's physical health, intellectual and emotional well being, and nutritional and safety needs. B.1

Demonstrate knowledge and skill in building positive, reciprocal relationships with families. C.1

Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7

Demonstrate knowledge and skills in developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in development positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development or intervention planning. F.9

### **ASSIGNMENT IDEAS:**

Write a personal statement on your beliefs about the relevance of motivation, self-regulation and temperament on children's behavior. Provide a rationale for your beliefs.

Work in a small group, prepare and deliver a fifteen-minute presentation on positive discipline to a parent group.

Observe a child who appears to have difficulty playing with others. Determine one or two skills the child needs to enhance his or her interactions with others. Make a plan for how you will help the child develop these skills. Implement a positive guidance intervention, document behavioral responses and assess the effectiveness of the intervention.

Use scenarios to role-play guidance techniques learned in class.

Reflect on how the environment contributes to the guidance of young children.

Reflect on the importance of family partnerships in the guidance of young children.

Use the Internet to find and print five articles pertaining to guiding young children in inclusive culturally appropriate ways. Review each and write a critique following the format given in class.

Write an essay that describes your beliefs concerning appropriate guidance. Including references to articles or chapters covered in class.

Write a paper on the child rearing practices of a particular cultural group.

Identify the guidance strategies used by a family with a specific case study. Analyze the cultural significance of those family strategies.

Complete a library search to identify and create a list of at least ten (10) early childhood books on feelings, social skills, friendships, and other social emotional issues. Bring one book to read and share with the class.

Write a simple lesson plan related to social and emotional learning. Bring the lesson, with all prop materials (books, puppets, toys, flannel board) to class and demonstrate to peers. Participate in an assessment of the lesson's effectiveness.

Research and write a paper on a how guidance practice as it connects to a guiding principle issue interests you. Present an oral summary of your paper in class. Use technology resources to support your oral presentation (PowerPoint, websites).



## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1-2- Communication/Language (A.7, A.10, E.3)

- Introduction to guidance
- Understanding challenging behaviors
- Identify and describe family stressors that can impact children's behavior

### Week 3-4-5 Family Collaboration (C.4, C.7, A.6)

- Understanding children learn best in the context of family, culture and society
- Understanding families and the cultural differences among families when implementing their goals for their children into classroom strategies
- Identify community resources to assist families in advocating for children
- Describe the processes and procedures for referrals

### Weeks 6-7 Building Relationships (B.1, C.1, A.6)

- Attachment, bonding, and building relationships
- Describe ways to form relationships with families to plan and guide children's behavior
- Cultural and linguistic responsiveness in guiding children
- Understanding each child's physical health, intellectual and emotional well-being

### Weeks 8-9-10 Guidance Techniques (E.3, E.7)

- Observing children's behavior
- Maintaining records, observing and documenting behavior
- Developmentally appropriate strategies for resolving conflicts
- Managing environment to guide children's positive social interactions
- Designing daily schedules, transitions, and routines to facilitate positive behavior

Weeks 11-12-13 Behavior Support Strategies (E.3, A.7, F.9)

- Positive guidance strategies
- Specific guidance techniques and classroom management strategies for all children developing typically and atypically
- Integrate classroom management techniques bridging home and school
- Creating individualized positive guidance plans

Weeks 14-15-16 Self-Regulation & Social-Emotional Intelligence (A.11)

- Fostering motivation in children
- Strategies to promote competence in children and to develop self-regulation
- Self regulation and temperament





**COURSE TITLE: Assessment of Children and Evaluation of Programs**

**(3 credit hours)**

**COURSE DESCRIPTION:**

This basic course familiarizes students with a variety of culturally appropriate assessment methods and instruments, including systematic observation of typically and non-typically developing children. The course addresses the development and use of formative and summative assessment and evaluation instruments to ensure comprehensive quality of the total environment for children, families, and the community. Students will develop skills for evaluating the assessment process and involving other teachers, professionals and families in the process.

**SUGGESTED TEXTS:**

Cohen, L., & Spenciner, L. (2010). *Assessment of children and youth with special needs* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Ensher, G. L., Bobish, T., Garner, E., & Reison, C. (2007). *Partners in play: Assessing infants and toddlers in natural contexts*. Clifton Park, NY: Delmar Cengage Learning.

Gronlund, G., & Engel, B. (2007). *Focused Portfolios<sup>TM</sup>: A complete assessment for the young child*. St. Paul, MN: Red Leaf Press.

Harms, T., Cryer, D., & Clifford, R. M. (2006). *Infant/toddler environment rating scale (ITERS-R)*. New York, NY: Teachers College Press.

Harms, T., Cryer, D., & Clifford, R. M. (1998). *Early Childhood Environment Rating Scale - Revised Edition*. New York, N.Y. Teachers College Press.

Harms, T., Cryer, D., & Clifford, R.M. (2007). *Family Child Care Environment Rating Scale - Revised Edition*. New York, N.Y. Teachers College Press.

Harms, T., Jacobs, E.V., & White, D.R. (1995) *School-Age Care Environment Rating Scale*. New York, N.Y. Teachers College Press.

McAfee, O., & Leong, D. J. (2010). *Assessing and guiding young children's development and learning* (3<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

McAfee, O., & Leong, D. J. (2004). *Basics of assessment: A primer for early childhood educators*. Washington, D.C.: NAEYC.

Mindes, G. (2010). *Assessing young children* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Wortham, S. (2008). *Assessment in early childhood education* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Puckett, M. B., & Black, J. K. (2010). *Meaningful assessments of the young child: Celebrating development and learning* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

### **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate ability to choose valid tools that are developmentally, culturally, and linguistically appropriate; use the tools correctly; make appropriate referrals; and interpret assessment results, with the goal of obtaining valid, useful information to inform practice and decision making. F.1

Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2

Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for Individual family service plans (IFSP) and individual education plans (IEP). F.3

Demonstrate understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes. F.4

Involve the family and, as appropriate, other team members in assessing the child's development, strengths, and needs in order to set goals for the child. F.5

Articulate an understanding of the distinctions and definitions of assessment concepts (e.g., screening, diagnostic assessment, standardized, testing, accountability assessment). F.6

Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7

Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development and/or intervention planning. F.9

Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10

Demonstrate knowledge and use of program evaluation to ensure comprehensive quality of the total environment for children, families, and the community. F.11

Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

### **ASSIGNMENT IDEAS:**

Go to the website [www.newmexicokids.org](http://www.newmexicokids.org) and find licensing regulations that govern programs. Select 5-8 regulations and write a reflection about how the regulations will make a difference in quality programming.

Read and critique the following NAEYC position paper (found at [www.naeyc.org](http://www.naeyc.org)): Early Childhood Curriculum, Assessment, and Program Evaluation and Supplement on Screening and Assessment of Young English-Language Learners.

Review assessment tools for infant/toddlers, preschoolers and school age and critique whether or not they are developmentally and culturally appropriate.



Review at least two assessment instruments to determine the appropriateness for a given linguistic and/or cultural background.

Interview - Learn about roles and participation in the multidisciplinary evaluation team by interviewing a teacher whose classroom serves children who are developing typically and atypically.

Practice using the ITERS-R and ECERS-R in classrooms to assess the quality of these environments.

Develop a family friendly brochure that describes the IFSP and IEP process.

Interview two early childhood teachers in two separate settings. (One Pre-K teacher and one K-3<sup>rd</sup> grade teacher.) What assessment tools or means they use for assessment. How often do they use them? How do they evaluate their program, curriculum, children and themselves? How do they incorporate families?

Ecological Inventory – (a) Choose a commercially available inventory, an inventory published in a journal, or an inventory developed on your own. The assessment should focus on the environment, the organization of daily schedule, and the social features (staffing, beliefs, and expectations) of a child's environment. (b) Practice using the inventory in an early childhood setting. (c) Choose a child, use the inventory, and write about the child's daily experiences in this setting.

View video or CD vignettes of children in early childhood settings. Focusing on one child, write a detailed running record observation. Analyze your observations and assess the child's skills in the following areas: fine/gross motor, social/emotional, cognitive/language.

## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1 & 2 Quality Programming (F.11, F.12, F10)

- National and state mandates: Licensing Regulations, Accreditation Standards (NAC, NAEYC, Head Start Performance Standards)
- Program Evaluation & Review, Family Surveys, Staff Evaluations

### Weeks 3 & 4 Defining Assessment (F.7, F.6)

- Purposes of assessment
- Definitions of terminology
- Developmentally appropriateness in assessment of children
- Defining the role and purpose of program evaluation

### Week 5 Legal & Ethical Issues (F.8, F.2)

- Legal issues
- National & State mandates
- Confidentiality
- Record Keeping Procedures

### Weeks 6 IFSPs & IEPs (F.3, F.7)

- Referrals
- Multidisciplinary teams
- Procedures for IFSPs & IEPs

### Weeks 7 & 8 Culturally Responsive Assessment (F.4, F.1)

- Influence of cultural and linguistic difference on learning and assessment outcomes
- Choosing tools that culturally and linguistically appropriate

### Weeks 9-10-11 Assessment Tools (F.6, F.7, F.9)

- Infant/Toddler (e.g. Ounce, Ages & Stages Questionnaires, Brigance)

- Preschool (e.g. First Step, DECA, Brigance, Focused Portfolio)
- Infant-Toddler Environmental Rating Scale (ITERS)
- Early Childhood Environmental Rating Scale (ECERS)
- School-Age Care Environmental Rating Scale (SACERS)
- Observing & Recording
- Standardized Tests

Weeks 12 & 13 Assessment & Curriculum (F.9, F.10, F.1)

- Assessment planning and instruments
- Curriculum based assessments
- Head Start measurable outcomes
- Developmentally Appropriate Curriculum

Weeks 14 & 15 Including Families (F.5, F.8)

- Families and assessment
- Families as team leaders
- Parent rights
- Screening and Child Find

Week 16



**COURSE TITLE: Professionalism**  
**(2 credit hours)**

**COURSE DESCRIPTION:**

This course provides a broad-based orientation to the field of early care and education. Early childhood history, philosophy, ethics and advocacy are introduced. Basic principles of early childhood systems are explored. Multiple perspectives on early care and education are introduced. Professional responsibilities such as cultural responsiveness and reflective practice are examined.

**SUGGESTED TEXTS:**

Baptiste, N., & Reyes, L. (2008). *Ethics in early care and education* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Follari, M. L. (2010). *Foundation and best practices in early childhood education: History, theories, and approaches to learning* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Gordon, A. M., & Browne, K. W. (2011). *Beginnings and beyond: Foundations in early childhood education* (8<sup>th</sup> ed.). Clifton Park, NY: Delmar Cengage Learning.

Morrison, G. (2010). *Fundamentals of early childhood education* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Recognize signs of emotional distress, child abuse, and neglect in young children and use procedures appropriate to the situation, such as initiating discussions with families, referring to appropriate professionals, and, in cases of suspected abuse or neglect, reporting to designated authorities. B.4

Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11

Use both self and collaborative evaluations as part of ongoing program evaluations. F.12

Demonstrate ability to adhere to early childhood professional codes of ethical conduct and issues of confidentiality. G.1

Demonstrate awareness of federal, state, and local regulations, and public policies regarding programs and services for children birth through eight years of age. G.2

Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3

Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4

Demonstrate understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. G.5

Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7

### **ASSIGNMENT IDEAS:**

Write a personal philosophy of early childhood education. In your philosophy include (1) your beliefs about how young children learn, (2) your commitment to working with culturally and linguistically diverse populations, (3) examples of education/ care experiences with young children, (4) a statement of professional ethics, and (5) professional advocacy goals.

Research a current early childhood issue. Read a minimum of three professional journal articles or newspaper articles that discuss the issue in depth. Present your findings to the entire class.

Shadow and interview an early childhood professional. Develop questions to learn what he or she does and believes. Write a reaction paper that reports the educational preparation, major responsibilities, special demands, and the personal and professional rewards of the work.

Choose an individual who has influenced the field of early childhood. Learn about this person. Share what you know through a presentation demonstrating to your peers that you understand the major contributions of this individual.

Attend an early childhood professional organization meeting or a community early childhood activity and report back to the class what you learned.

Write a paper that compares and contrasts three major curriculum models for early childhood education.

Visit an early childhood care and / or education agency. Learn what agency professionals provide for children and families. Gather any brochures or other information to be shared with the class. Present findings.

Identify and access ten (10) Early Childhood websites. Describe what is available to you on that each website and how you would use this information as a professional.

Write a letter of advocacy to a public official requesting assistance in addressing a current issue in early childhood education. Provide data that supports your issue.

### **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Week 1-2 Introduction to the Profession (G.1)

- Principles that guide the profession
- Review of code of Ethical Conduct



Week 3-4 Foundations of Early Childhood Education (G.3)

- History of child development and early education
- Public policies affecting children, families, and programs for young children
- New Mexico Early Learning Guidelines

Week 5-6 Introduction to Program Models (G.4, F.12)

- Current issues and challenges
- Early childhood inclusive settings (i.e., Montessori, Head Start, Reggio Emilia, High Scope)
- Administration of programs to include supervision and evaluation
- Diversity of career opportunities

Week 7-8-9 Role of Professionals (G.1, G.4, F.12)

- Professional ethics
- Ongoing professional development
- Knowledge of professional organizations and journals
- Reflective practice and personal philosophy
- Self evaluation
- Leadership and advocacy

Week 10-11 Safeguards for Protecting Children (B.4, C.11, G.2)

- Federal, state and local regulations
- Program policies
- Processes and procedures

Week 12-13-14 Valuing Diversity (G.1, G.3)

- Current issues and challenges in ECE (i.e., DAP)
- Multiculturalism/Anti-bias education in diverse society
- Cultural and linguistic responsiveness
- Issues of confidentiality
- Family involvement and community outreach

Week 15-16 Resources for Professional Development (G.7)

- Resources available to assist in professional growth
- Professional Organizations
- Technology
- Leadership and Advocacy





**COURSE TITLE: Introduction to Language, Literacy, and Reading**

**(3 credit hours)**

**COURSE DESCRIPTION:**

This course is designed to prepare early childhood professionals for promoting children's emergent literacy and reading development. Through a developmental approach, the course addresses ways in which early childhood professionals can foster young children's oral language development, phonemic awareness, and literacy problem solving skills, fluency, vocabulary, and comprehension. . This course provides the foundation for early childhood professionals to become knowledgeable about literacy development in young children. Instructional approaches and theory-based and research based strategies to support the emergent literacy and reading skills of native speakers and English language learners will be presented.

**SUGGESTED TEXTS:**

Beaty, J., & Pratt, L. (2007). *Early literacy in preschool and kindergarten: A multicultural perspective*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

Christie, J., Enz, B., & Virkelich, C. (2004). *Teaching language and literacy: Preschool through the elementary grades*. Boston, MA: Allyn & Bacon.

Fields, J. V., & Spangler, K. L. (2000). *Let's begin reading right: A developmental approach to emergent literacy* (4<sup>th</sup> ed). Upper Saddle River, NJ: Prentice Hall.

McGee, L., & Richgels, D. (2007). *Literacy's beginnings: Supporting young readers and writers* (5<sup>th</sup> Ed.). Boston, MA: Allyn & Bacon.

Miller, W. (2000). *Strategies for developing emergent literacy*. Boston, MA: McGraw Hill.

Morrow, L. (2001). *Literacy development in the early years* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Neuman, S. B., Copple, C., & Bredekamp, S. (2000). *Learning to read and write: Developmentally appropriate practices for young children*. Washington, DC: NAEYC.

Owocki, G. (2001). *Make way for literacy! Teaching the way young children learn*. Portsmouth, NH: Heinemann.

Owocki, G., & Goodman, Y. (2002). *Kidwatching: Documenting children's literacy development*. Portsmouth, NH: Heinemann.

Rosenkoetter, S., & Knapp-Philo, J. (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, D.C.: Zero to Three Press.

Tompkins, G. E. (2007). *Literacy for the 21<sup>st</sup> century: Teaching reading and writing in the prekindergarten through grade 4*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall.

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#### **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Develop partnerships with family members to promote early literacy in the home. C.8

Establish partnerships with community members in promoting literacy. C.10

Demonstrate knowledge of the reading and writing components of emergent literacy at each developmental level. D.4

Provide and use anti-bias materials/literature and experiences in all content areas of the curriculum. D.7

Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9

Use a variety of strategies during adult-child and child-child interactions and facilitate communication and dialogue of expressive language and thought. E.10

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of literacy skills. E.11

### **ASSIGNMENT IDEAS:**

Visit an early childhood classroom and observe children's literacy behaviors. Focus on the teacher-directed and child-initiated literacy experiences. Prepare a 3-5 page paper describing your observations.

Create a resource file of quality children's literature, poetry, finger plays, songs, and nursery rhymes in English and other languages, with appropriate extension activities.

Create a book for an infant and family that you know.

Plan a literacy-rich classroom or family care environment for one of the following age groups: infants, toddlers, preschoolers, or school-age children.

Select and critique 12 appropriate books for infant, toddlers, preschool children and primary children.

In a small group, present a story re-enactment.

Choose a quality children's book. Develop a unit of study around the theme of the book, promoting learning in all domains.

Choose a quality children's book and create a literature prop box for literacy play. Engage in a dialogic reading experience (Neuman, 2002) with a small group of children.

Set up a rich writing center for a preschool classroom.

Study samples of children's writing and classify according to form or sequence.

Create a "Literacy Suitcase" by collecting literacy items such as books, puppets, flannel board stories, print materials of a selected theme and adding them to a suitcase. Present the suitcase to the class.



Select an event in your life that you would want to write about and share with children. Write and illustrate a “Big Book” about this event. Keep in mind the purpose and the audience.

Read NAEYC Early Childhood Program Standards that guide curricular decisions in literacy.

Write a paper on your findings, using the experience in your placement. Focus on observation, record notes, classroom environment and practices that promote early literacy development.

### **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Weeks 1 Introduction (A.7, A.8)

- Foundation of literacy  
Continuum of literacy skills
- Influence of culture and home factors

#### Weeks 2-3 Language Development (A.7, A.9, D.4, E.10)

- Verbal communication
- Non-verbal communication
- Alternate means of communication
- Interactions to facilitate communication and dialogue

#### Weeks 4-5 Creating Literacy Rich Environments (E.9)

- Verbal communication
- Non-verbal communication
- Alternate means of communication
- Interactions to facilitate communication and dialogue

Weeks 6-7 Literacy Materials (D.4, D.7)

- Anti-bias materials
- Materials for infants and toddlers
- Materials for preschoolers
- Materials for School Age
- Overview of commercial literacy programs
- Overview of quality, award winning literature (Caldecott, Newberry, etc.)

Weeks 8-9 Instructional Strategies for Infants and Toddlers (D.4, E.11)

- Promoting emergent literacy in infants and toddlers
- Creating a rich literacy environment for infants and toddlers
- Strategies and materials for pre-reading and pre-writing
- Play experiences that promote emergent literacy
- Quality books for infants and toddlers

Week 10-11-12 Instructional Strategies for Preschoolers (D.4, E.11)

- Promoting pre-reading and writing during preschool
- Alphabet knowledge and phonemic awareness
- Vocabulary development
- Print Awareness
- Sequence of Writing
- Interactive reading (reading aloud, dialogic reading)
- Interactive writing (dictation, collaborative writing)
- Storytelling
- Rhyming and word games

Weeks 13-14 Instructional Strategies for Pre-K to Grade 3 (D.4, E.11)

- Becoming a reader and writer
- Comprehension
- Vocabulary building, fluency, spelling
- Supporting independent writers

Week 15 Literacy Partnerships (A.8, C.8, C.10)

- Family partnerships
- Community partnerships
- Home factors that influence literacy development



**COURSE TITLE:** Curriculum Development through Play  
Birth through Age 4 (PreK) (3 credits)

**COURSE DESCRIPTION:**

The beginning curriculum course places play at the center of curriculum in developmentally appropriate early childhood programs. It addresses content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

**SUGGESTED TEXTS:**

Fromberg, D. P., & Bergen, D. (2006). *Play from birth to twelve: Contexts, perspectives, and meanings*. New York, NY: Routledge.

Gonzalez-Mena, J., & Widmeyer Eyer, D. (2009). *Infants, toddlers, and caregivers*. New York, NY: McGraw-Hill.

Greenman, J., Stonehouse, A., & Schweikert, G. (2008). *Prime times: A handbook for excellence in infant and toddler programs* (2<sup>nd</sup> ed.). St. Paul, MN: Red Leaf Press.

Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Lally, R. J., Griffin, A., & Fenichel, E. (2003). *Caring for infants and toddlers in groups: Developmentally appropriate practice*. Washington D.C.: Zero to Three.

Paley, V. G. (1990). *Molly is three*. Chicago, IL: University of Chicago Press.

Paley, V. G. (1992). *You can't say you can't play*. Boston, MA: Harvard University Press.

Paley, V. G. (2004). *A child's work: The importance of fantasy play*. Chicago, IL: University of Chicago Press.

Van Hoorn, J. M., Nourot, P. M., Scales, B. R., & Alward, K. R. (2007). *Play at the center of the curriculum* (4<sup>th</sup> ed.). Merrill Press.

Watson, L., & Swim, T. J. (2011). *Infants and toddlers: Curriculum and teaching* (7<sup>th</sup> ed.). Belmont, CA: Wadsworth.

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### **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Use appropriate guidance to support the development of self-regulatory capacities in young children.  
A.11

Demonstrate knowledge of relevant content for young children and developmentally appropriate ways of integrating content into teaching and learning experiences for children from birth to four (0-4) years of age. D.1

Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels. D.2

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

### **ASSIGNMENT IDEAS:**

Design a learning activity for each of the following content areas: literacy, numeracy, the arts, social studies, health/wellness, and science for a group of infants, toddlers, or 3-4 year olds. These activities must be linguistically and culturally appropriate.

Plan ideal daily schedule that includes appropriate curriculum content for an infant, toddler or preschool classroom.

In a small group, prepare a presentation focusing attention on a play topic. Begin presentation with a 20-minute overview of the key points about your topic. Next have the class experience selected activities in a lively and playful fashion. Lead a discussion about the benefits of your particular curricular activity. Include handouts with references and any other practical resources for future teaching.



Write a letter to families communicating your educational philosophy about play and how it is used in your early childhood classroom.

Write a 2-page response to the book, "*A child's work: The importance of fantasy play*". This must include a one-page summary of the book, followed by an additional page of your reactions to the ideas found in the story. What did you learn from the book? How might you use the information in your future work with children and families?

Write a 2-page response to the book, "*You can't say you can't play*". This must include a one-page summary of the book, followed by an additional page of your reactions to the ideas found in the story. What did you learn from the book? What does the book tell you about listening to children's feelings and experiences? How might you use the information in your future work?

Create a PowerPoint presentation about your child study research (see practicum assignment) and what you learned about the particular child. You will use your observations to connect the play issues and curriculum concepts we have studied and the play you observed your particular child engaged in. Give 5 – 8 minute presentation about your research.

## **EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1-2 Review of Development of Birth to Four-Year Olds (D.1, D.2)

- Review of how young children learn and develop
- Review of Developmentally Appropriate Practices (Birth-4)
- Defining play and types of play (i.e. socio-dramatic, constructive play, rough & tumble play)
- Defining curriculum
- Sensorimotor development and play

### Weeks 3-4-5 Curriculum Models (E.1, E.2, E.5, E.8, D.2)

- Responsive care giving as curriculum
- Re-defining curriculum for infants and toddlers
- Individualizing curriculum
- Introduction and overview of various curriculum models
- The role of creative play

### Weeks 6-7 Environments (E.1, E.6, E.7)

- Developmentally appropriate materials and equipment for indoor and outdoor environments
- The importance of the physical setting, scheduling, and routines
- Creating environments that encourage and support play
- The role of the adult in the environment and adult facilitation of play

### Weeks 8-9 Creating Inclusive Environments (D.6, E.1, E.4, E.5, A.11)

- Creating environments that provide opportunities for children to construct their own knowledge
- Appreciating the uniqueness and creativity of each child
- Making appropriate adaptations and modifications
- Supporting self regulation
- Collaborating with families and other team members

### Weeks 10-11-12 Curriculum Planning (E.6, E.11, D.5)

- Writing appropriate lesson plans that facilitate the development of the whole child
- Planning appropriate schedules and transitions
- Planning to meet the needs of all children including those with diverse abilities
- Allowing time for self selected activities (indoors and outdoors)
- Appropriate instructional strategies for literacy development
- Planning an integrated curriculum that reflects language, home experiences, and cultural values
- Planning culturally and linguistically appropriate environments

### Weeks 13-14 Curriculum Implementation (E.11, D.7)

- Play as a medium for language and literacy development
- Play and math, science, & technology
- Differentiated instructional strategies
- Implementation of activities that facilitate the development of the whole child
- Implementation of activities that cover the following domains: physical/motor, social/emotional, language/cognitive, adaptive/living skills.
- Using anti-bias materials and literature

### Week 15-16 Assessment (D.5, D.6, F.9)

- Play as a tool for assessment
- Observing and assessing the play of infants and toddlers
- Planning curriculum based on documentation of children's interests and activities
- The role of assessment in curriculum development and implementation
- Adapting content to meet requirements of IFSPs and IEPs
- The role of the family in the assessment process



**COURSE TITLE:        Practicum for Curriculum Development through Play –  
Birth through Age 4 (PreK) (2 credits)**

**COURSE DESCRIPTION:**

The beginning practicum course is a co-requisite with the course Curriculum Development through Play – Birth through Age 4. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5

Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

**ASSIGNMENT IDEAS:** *(each assignment and activity should address curriculum modification/adaptations for children with diverse abilities)*

**Students must complete the assigned number of hours in an approved setting.\***

Case Study: Select a young child to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

Activity Analysis: Observe a curriculum activity being conducted by a teacher that has been planned for a child or group of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.
- Analyze the activity from the perspective of the readings and class discussion.
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned.

Reflection Journal: Keep weekly observational entries in a journal. Examples:

- Look for, record and discuss specific evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/educators.
- Look for, record, and discuss specific evidence of what the teachers do during care giving routines. Reflect upon what you do that demonstrates warm, responsive, nurturing behavior toward the children in the program.
- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy, environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, and provide experiences to cover all content areas.

Implement Developmentally Appropriate Activities and Lessons: For example, prepare a song to include movement activities, read and act out a story, teach song and finger play, lead a circle time, create a block play activity, facilitate a science experiment, conduct a math or cooking activity, create sensory play opportunities.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip(s) ideas, methods for parent involvement in curriculum and individual student modifications, and a curriculum assessment plan.

Create a Practicum Portfolio: Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.

**\* Note:** *Licensure requirements in Early Childhood Education Birth to Pre-K (6.61.11.8) state that candidates must earn a minimum of at least one hundred and thirty five (135) contact hours of practicum experience at a developmental stage(s) other than the stage selected for student teaching. There are two 2 credit practicum courses at the AA level, and one 2 credit practicum in each track at the BA level.*



**EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

**COURSE TITLE:** Curriculum Development and Implementation -  
Age 3 (PreK) through Grade 3 (3 credits)

**COURSE DESCRIPTION:**

The curriculum course focuses on developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills, is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEP's is included.

**SUGGESTED TEXTS:**

Cook, R., Klein, D, & Tessier, A. (2007). *Adapting early childhood curricula for children with special needs* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Eliason, C., & Jenkins, L. (2008). *A practical guide to early childhood curriculum*. Columbus, OH: Merrill-Prentice Hall.

Harlan, J., & Rivkin, J. (2007). *Science experiences for the early childhood years: An integrated approach* (9<sup>th</sup> ed.). Columbus, OH: Merrill.

Hendrick, J., & Weissman, P. (2010). *Total learning: Developmental curriculum for the young child* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson-Merrill Prentice Hall.

Helm, J. H., & Helm, A. (2006). *Building support for your school: How to use children's work to show learning* (7<sup>th</sup> ed.). New York, NY: Teachers College Press.

Kostelnik, M., Soderman, A., & Whiren, A. (2010). *Developmentally appropriate curriculum: Best practices in early childhood education* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

LaRocque, M., & Darling, S. M. (2008). *Blended curriculum in the inclusive K-3 classroom: Teaching all young children*. Boston, MA: Pearson Education.

Paley, V. G. (2001). *In Mrs. Tully's room*. Cambridge, MA: Harvard University Press.

Seefeldt, C. (2009). *Social studies for the preschool/primary child* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Science* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Turner, P. et al. (1999). *Best practices: Essential elements of quality in programs serving children birth through age eight*. Santa Fe, NM: Office of Child Development (CYFD).

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## **COURSE COMPETENCIES AND OBJECTIVES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Use appropriate guidance to support the development of self-regulatory capacities in young children.  
A.11

Demonstrate the integration of knowledge of how young children develop and learn with knowledge of the concepts, inquiry tools, and structure of content areas appropriate for different developmental levels.  
D.2

Demonstrate knowledge of what is important in each content area, why it is of value, and how it links with early and later understandings within and across areas. D.3



Demonstrate knowledge of the language, reading and writing components of emergent literacy at each developmental level. D.4

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Demonstrate knowledge of varying program models and learning environments that meet the individual needs of all young children, including those with diverse abilities. E.1

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12

Demonstrate knowledge of assessment techniques, interpretation of assessment information in the application of this data to curriculum development of intervention planning. F.9

**ASSIGNMENT IDEAS:**

Critique a current emergent literacy (reading/writing) commercial program in terms of its developmental appropriateness. Make suggestions for modifications to use with children with special needs.

Develop a rationale for designing environments that enhance children's construction of their own knowledge.

Analyze current research and practices related to developmentally appropriate integrated curriculum and share your findings with the class.

Write a paper on how a teacher can use the physical setting, daily routines, the daily schedule, and transitions to promote the development of preschool and K-3<sup>rd</sup> grade children.

Select and critique at least one computer software program designed for young children. Describe the types of learning derived from using the software.

Develop lesson plans using NM Standards and Benchmarks for K-3<sup>rd</sup> grade.

Provide a one page rationale and at least three of your own examples of integrating science into other areas of the curriculum.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip ideas, methods for parent involvement in curriculum, individual student modifications, and a curriculum assessment plan.

**EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1-2 Review of Development of Children Age 3–Grade 3 (D.2)

- Review of how young children learn and develop
- Review of Developmentally Appropriate Practices (Age 3- Grade 3)
- Defining curriculum

### Weeks 3-4-5 Curriculum Models (D.2, E.1, E.2, E.5, E.8)

- Defining curriculum for preschool and school age children
- Introduction and overview of various curriculum models
- Individualizing curriculum
- The role of creative play
- Methods to include small group projects, large group instruction,
- Cooperative learning and inquiry experiences

### Weeks 6-7 Environments (E.1, E.6, E.7)

- Developmentally appropriate materials and equipment for indoor and outdoor environments
- The importance of the physical setting, scheduling, and routines
- Creating environments that encourage and support play
- The role of the adult in the environment and in facilitating learning

### Weeks 8-9 Creating Inclusive Environments (A.11, D.6, E.1, E.4, E.5)

- Creating environments that provide opportunities for children to construct their own knowledge
- Appreciating the uniqueness and creativity of each child
- Making appropriate adaptations and modifications
- Collaborating with families and other team members



### Week 10-11 Assessment (D.5, D.6, F.9)

- Introduction to NM Early Learning Outcomes and NM Standards and Benchmarks
- The role of assessment in curriculum development and intervention planning
- Play as a tool for assessment
- Observing and assessing
- Planning curriculum based on documentation of children's interests and activities
- Adapting content to meet requirements of IFSPs and IEPs
- The role of the family in the assessment process

### Weeks 12-13-14 Curriculum Planning (D.5, E.6, E.7, E.12)

- Appropriate instructional strategies for curriculum development
- Writing appropriate lesson plans that facilitate the development of the whole child
- Planning appropriate schedules and transitions
- Planning to meet the needs of all children including those with diverse abilities
- Allowing time for self selected activities (indoors and outdoors)
- Planning an integrated curriculum that reflects language, home experiences, and cultural values
- Planning culturally and linguistically appropriate curriculum
- Developmentally appropriate uses of technology

### Weeks 15-16 Curriculum Implementation (D.7, E.2, E.4)

- Play as a medium for language and literacy development
- Differentiated instructional strategies
- Implementation of activities that facilitate the development of the whole child
- Implementation of activities that cover the following domains: physical/motor, social/emotional, language/cognitive, adaptive/living skills.
- Using anti-bias materials and literature

**COURSE TITLE:****Curriculum Development and Implementation Practicum-  
Age 3 (PreK) through Grade 3 (2 credits)****COURSE DESCRIPTION:**

The beginning practicum course is a co-requisite with the course Curriculum Development and Implementation: Age 3 through Grade 3. The field based component of this course will provide experiences that address developmentally appropriate curriculum content in early childhood programs, age 3 through third grade. Development and implementation of curriculum in all content areas, including literacy, numeracy, the arts, health and emotional wellness, science, motor and social skills is emphasized. Information on adapting content areas to meet the needs of children with special needs and the development of IEPs is included.

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5

Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

**ASSIGNMENT IDEAS:** *(each assignment and activity should address curriculum modification/adaptations for children with diverse abilities)*

**Students must complete the assigned number of hours in an approved setting.\***

**Case Study:** Select a young child to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

**Activity Analysis:** Observe a curriculum activity being conducted by a teacher that has been planned for a child or group of children at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants (e.g., the teacher, the parent, the child)
- Analyze the activity from the perspective of the readings and class discussion
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned

**Reflection Journal:** Keep weekly observational entries in a journal. Examples:

- Look for, record and discuss specific evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/educators.
- Look for, record, and discuss specific evidence of what the teachers do during care giving routines. Reflect upon what you do that demonstrates warm, responsive, nurturing behavior toward the children in the program.



- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy, environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, and provide experiences to cover all content areas.

Implement Developmentally Appropriate Activities and Lessons: For example, prepare a song to include movement activities, read and act out a story, teach song and finger play, lead a circle time, create a block play activity, facilitate a science experiment, conduct a math or cooking activity, create sensory play opportunities.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip(s) ideas, methods for parent involvement in curriculum and individual student modifications, and a curriculum assessment plan.

Create a Practicum Portfolio: Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.

*\* Note: Licensure requirements in Early Childhood Education Birth to Pre-K (6.61.11.8) state that candidates must earn a minimum of at least one hundred and thirty five (135) contact hours of practicum experience at a developmental stage(s) other than the stage selected for student teaching. There are two 2 credit practicum courses at the AA level, and one 2 credit practicum in each track at the BA level.*

## **EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.



**COURSE TITLE:** Research in Child Growth, Development, and Learning

(3 credit hours)

**PREREQUISITE:** Child Growth, Development, and Learning

**COURSE DESCRIPTION:**

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social-affective, cognitive-learning, language-cultural, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically-based research to inform their teaching of young children as well as preparing teachers to be researchers in their own classrooms.

**SUGGESTED TEXTS:**

Essa, E. L., & Burnham, M. M. (Ed.). (2009). *Informing our practice. Useful research on young children's development*. Washington, D.C.: National Association for the Education of Young Children (NAEYC).

Groak, C. J., Mehaffie, K., McCall, R., & Greenberg, M. (2007). *Evidence-based practices and programs for early childhood care and education*. Thousand Oaks, CA: Corwin Press.

Hirsh-Pasek, K., Golinkoff, R., Berk, L., & Singer, D. (2008). *A mandate for playful learning in preschool: Presenting the evidence*. New York, NY: Oxford University Press.

Paciorek, K. M., & Munro, J. H. (Eds.). (2010). *Annual editions: Early childhood education: 2009/2010*. New York, NY: McGraw-Hill.

Meier, D. R., & Henderson, B. (2007). *Learning from young children in the classroom: The art and science of research*. New York, NY: Teachers College Press.

Paley, V. G. – Anything by this teacher researcher.

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**SUGGESTED WEBSITE:**

Research Connections. <http://www.researchconnections.org>



## **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. A.1

Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child. A.2

Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3

Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. A.6

Articulate an understanding of the distinctions and definitions of assessment concepts (*e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment*). F.6

Apply understanding of assessment concepts toward selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary teams. F.7

Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3

Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4

Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice. G.5

Demonstrate knowledge in technology resources to engage in ongoing professional development G.7

Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.15

### ASSIGNMENTS IDEAS:

Current Research Assignment: Read and evaluate current research throughout the semester relevant to a developmental domain of interest by monitoring major professional resources in child development. These will relate to your "teacher as researcher" project. Find a minimum of 15 references including 10 peer-reviewed professional journal articles on any topic of interest that are related to children's growth, development, & learning in the first eight years of life.

What is a Professional Resource?

<b>Professional Examples</b>	<b>NON-Professional Examples</b>
- Peer-reviewed publications	- Wikipedia
- Scholarly research	- <i>People</i> magazine
- Empirical journal articles	- <a href="http://www.adhdinfo.com">www.adhdinfo.com</a>
- Journals such as: <i>Child Development</i> , <i>Developmental Psychology</i> , <i>Early Education and Development</i> , <i>Early Childhood Research Quarterly</i> , <i>Young Exceptional Children</i> , etc.	- <i>The local</i> newspaper

Teacher-as-Researcher Project. To fully understand the ideas of child growth, development, and learning, it is essential to participate as a teacher researcher. The partnered assignment will cover the entire semester with 3 separate grades:

- a) A research proposal, prepared by you and your partner (if applicable), including your research topic, question, and methodology will be submitted jointly, prior to the start of the research project. Include this paper as Chapter One.
- b) Individually, you and your research partner (if applicable) will write a research report outlining what your research question was, what informed your research, and what your data and findings were. This part of the research project may not be completed jointly. Although the data is shared, the report is individual. This report is Chapter Two.
- c) Using whatever format will convey your research process and findings most effectively, share a 10 minute presentation on your research with you colleagues.

Maintain a “write-out-loud” journal that documents questions, comments, and summaries of current empirical research covered in course readings. Questions to guide your journal responses are:

- Describe the ideas you brought to this class about early childhood research?
- Describe any experiences that you have had in conducting research or being part of a research study. Describe your interest in conducting research.
- Describe why you think it is important that teachers conduct research in their own classroom and not wait for a “researcher” from a university or agency to come in and do research?
- Discuss how you feel about having a partner who will work with you to conduct research?
- Describe events you have observed and experiences you are having that connect you to educational theorists. What do you believe the connection is, and how does it support and/or contradict the concepts proposed within those theories?
- As you examine more closely, and conduct research with, young children, what feelings and emotions arise in you? How are those emotions impacting your work?

## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.



## **SUGGESTED COURSE OUTLINE:**

### Week 1 Issues and trends within early childhood (A.1, G.3)

- Meta-theory in child development
- History and debates in child development

### Week 2 Research methods and professional contributions (G.3, G.4)

- Introduction to applied developmental science
- Research methodologies for studying children

### Week 3-4 Relationship with context and diversity (A.2, A.4, A.6, F.7)

- Contextual factors in development
- Assessment of young children with linguistic, cultural, and ability diversity

### Week 5-6 Early development (H.6, H.7, I.15)

- Physical and motor development in infancy and toddlerhood
- Perceptual and cognitive development in infancy and toddlerhood

### Week 7 Socially responsive care and education (H.6, H.7, I.15)

- Social and affective development in infancy and toddlerhood

### Week 8 Preliteracy and language development (H.6, H.7, I.15)

- Language development in infancy and toddlerhood

### Week 9 Maturation of motor skills (H.6, H.7, I.15)

- Physical and motor development in the preschool years

### Week 10 Language and learning (H.6, H.7, I.15)

- Language development, cognitive development, and learning in the preschool years

### Week 11-12 Social/emotional development and social interactions (H.6, H.7, I.15)

- Social development in the preschool years
- Emotional development in the preschool years

Week 12 Physical skill refinement for learning (H.6, H.7, I.15)

- Physical and motor development in the early primary years

Week 13 Development for education (H.6, H.7, I.15)

- Cognitive development and learning in the early primary years

Week 14 Self-identity and motivation (H.6, H.7, I.15)

- Social development and academic self-concepts in the early primary years

Week 15 Holistic approach to child development (G.5, G.7)

- The ecology of the whole child
- The critical interactions within developmental domains

Week 16

**COURSE TITLE:** Family, Language, and Culture  
(3 credit hours)

**PREREQUISITE:** Family and Community Collaboration

**COURSE DESCRIPTION:**

This course analyzes the interrelationships between family, language, and culture as connected to children's development and learning. In this course, language is understood as a human activity and higher mental process which build on the children's families, community, and cultural background. Language conceived as human activity must be examined through an understanding of dialogue, because dialogue is a way of promoting positive relationships between home, school, and community partnerships. In the course of these collaborative partnerships, a vision for a better world and well-being for young children will emerge and concretize in a culturally and linguistically responsive pedagogy.

**SUGGESTED TEXTS:**

Allen, J. (2007). *Creating welcoming schools: A practical guide to home-school partnerships with diverse families*. New York, NY: Teachers College Press.

Banks, J., & Banks, C. (2006). *Multicultural education: Issues and perspectives* (6<sup>th</sup> ed.). New York, NY: John Wiley.

Bordova, E., & Leong, D. (2006). *Tools of the mind: The Vygotskian approach to early childhood education* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Davis, C., & Yang, A. (2005). *Parents and teachers working together*. Turner Falls, MA: Northeast Foundation for Children.

Espinosa, L. M. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice*. Upper Saddle River, NJ: Prentice Hall.

Gonzalez, N., Moll, L. C., & Amanti, C. (Eds.). (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

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**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. A.6



Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years. A.7

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of and respect for variations across cultures, in terms of family strengths, expectations, values, and child-rearing practices. C.4

Articulate understanding of the complexity and dynamics of family systems. C.5

Develop partnerships with family members to promote early literacy in the home. C.8

Involve families and community members in contributing to the learning environment. C.9

Establish partnerships with community members in promoting literacy. C.10

Demonstrate knowledge of and skill to access community resources that assist families and contribute directly or indirectly to children's positive development such as mental health services, health care, adult education, native and English language instruction, and economic assistance. C.13

Demonstrate a commitment to leadership and advocacy for excellence in programs and services for young children and their families. G.6

Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting. H.1

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.12

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.13

## **ASSIGNMENT IDEAS:**

Write a beginning or initial position paper on the connection between family, language, and culture.

Develop a cultural memoir such as poem, short story, song, photo essay, etc. Answer two fundamental questions about yourself: (a) Who am I as a cultural being? and (b) What are the influences in my life that have made me who I am?

Imagine you are the director or principal of a school. Write an “Open House Welcome Speech” that represents and honors the diversity of families, languages, and cultures in your context.

Choose one important topic in the lives of many families in your community. Design a written invitation to families to form a discussion group on the topic.

Attend a local school board meeting, a parent advisory meeting, or visit a local community agency that works with parents and/or schools. Discuss your reactions to the meeting or visit in a 2-3 page summary paper. Attach an agenda when discussing a meeting and an informational handout (e.g., brochures), if visiting an agency.

Elaborate a family oral project paper based on home visits and interviews with a family (interviewing some family members is desired) where they describe the family’s notions on education, schooling, and family-school relationships issues. The student will also need to express what they learned from this activity.

Using data from family interviews, analyze the family’s culture and use of language. Identify how language is a tool for making meaning of, and understanding, the world that surrounds the child and his/her family, as well a tool for intellectual development. Connections with the family and child’s literacy should be included.

Organize and participate in a panel regarding the interconnections among family, language, and culture. Include experiences from home visits, observations, and interviews with families from the community integrating elements from the theory reviewed in the class. This panel should give students elements upon which to reflect and, if it is necessary, modify the initial position paper in terms of misconceptions previously described.

Design and implement a multimedia, family-oriented education fair in a community location (e.g., library, community center, school or child development center)

Prepare an example of written guidelines for a school or agency that describes strategies for involving parents collaboratively in their child’s program.

Accompany a teacher or home visitor on a home visit, as permitted. Write a reflection paper about the experience, maintaining the confidentiality of the family.

Attend a parent conference (ex., IFSP, IEP, or Child Progress Conference). Write a reflection paper about the experience, maintaining confidentiality of the family.

## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1-2 Diversity (G.6, H.7)

- Social, political, economic contexts of families
- Cultural, racial, and linguistic differences

### Weeks 3-4 Relationship of language & culture (A.8, I.13)

- Culture and dialogue

### Week 5 Language experiences of home (H.1, I.12)

- Funds of knowledge

### Weeks 6-7-8-9 Language is universal (A.7, A.8)

- Families in diverse cultural contexts —role of language and culture
- Language as human activity
- Language as a tool for intellectual development
- Language as cultural product

### Weeks 10-11 Role of the family in language (C.4, C.9, C.10)

- Family literacy
- Family and community roles in promoting children's literacy

### Weeks 12-13 Collaboration with families (C.5, C.8, I.13)

- Family visits, observations, and interviews
- Family communication and conferences



Week 14 Family resources (C.13)

- Parent and community engagement

Week 15 Strength of language/culture (A.6)

- Family, language, and culture interconnections

Week 16



**COURSE TITLE:**                                   **Young Children with Diverse Abilities**

**(3 credit hours)**

**PREREQUISITE:**    Assessment of Children and Program Evaluation

**COURSE DESCRIPTION:**

This course builds on the broad knowledge gained in previous coursework. It provides a specific focus on educational policies, programs, practices, and services appropriate for infants, toddlers, preschoolers, and early primary children who exhibit delays and disabilities. The course will provide a means toward a deeper understanding and sensitivity to the needs and feelings of children with diverse abilities and their families. The foundations include research-based decision-making, developmentally and individually appropriate practices, a holistic view of young children and their families, cultural sensitivity and competence, and activity-based interventions. Legal requirements of educating the child with disabilities or other special needs will be identified.

**SUGGESTED TEXTS:**

Allen, E., & Cowdery, G. (2008). *The exceptional child: Inclusion in early childhood education* (6<sup>th</sup> ed.). New York, NY: Thomas/Delmar Learning.

Cook, R., Klein, D., & Tessier, A. (2007). *Adapting early childhood curricula for children with special needs* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

DEC & NAEYC. (2009). *Early childhood inclusion: A joint position statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill, NC: The University of North Carolina FPG Child Development Institute.

Gargiulo, R., & Kilgo, J. (2010). *An introduction to young children with special needs: Birth through age eight*. New York, NY: Cengage Learning.

Grisham-Brown, J., Hemmeter, M. L., & Pretti-Frontczack, K. (2005). *Blended practices for teaching young children in inclusive settings*. Baltimore, MD: Paul H. Brookes.

Gruenberg, A. M., & Miller, R. (2010). *A practical guide to early childhood inclusion*. Upper Saddle River, NJ: Pearson.

Hooper, S., & Umansky, W. (2009). *Young children with special needs* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill.

Rous, B., & Hallam, R. (2007). *Tools for transitions in early childhood*. Baltimore, MD: Paul H. Brookes.

Sandall, S., & Schwartz, I. (2008). *Building blocks for successful early childhood programs: Strategies for including all children*. Baltimore, MD: Paul H. Brookes.

Sandall, S., Hemmeter, M. L., Smith, B. J., & McLean, M. (2005). *DEC recommended practices: A comprehensive guide for practical application*. Missoula, MT: Division for Early Childhood (DEC).

Turnbull, A., Turnbull, R., Erwin, E., & Soodak, L. (2007). *Families, professionals and exceptionality*. Upper Saddle River, NJ: Merrill/Pearson.

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## **RECOMMENDED WEBSITES:**

Center for Response to Intervention in Early Childhood; [www.crtiec.org](http://www.crtiec.org)

Division for Early Childhood of the Council for Exceptional Children; [www.dec-sped.org](http://www.dec-sped.org)

National Professional Development Center on Inclusion; [www.npdci.org](http://www.npdci.org)

National SpecialQuest Leadership Team on Inclusion; [www.specialquest.org](http://www.specialquest.org)

## **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays or specific disabilities. A.3

Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A.9

Demonstrate understanding of the importance of families as the primary educator of their child. C.6

Demonstrate the ability to incorporate the families' desires and goals for their children into classroom or intervention strategies. C.7

Demonstrate ability to communicate to families the program's policies, procedures, and those procedural safeguards that are mandated by state and federal regulations. C.11

Apply knowledge of family theory and research to understand family and community characteristics including socioeconomic conditions, family structures, relationships, stressors, and supports (including the impact of having a child with diverse abilities), home language and ethnicity. C.12

Adapt content to meet the needs of each child, including the development of individualized family service plans (IFSP) or individualized education plans (IEP) for children with diverse abilities through the team process with families and other team members. D.6

Create environments that encourage active involvement, initiative, responsibility, and a growing sense of autonomy through the selection and use of materials and equipment that are suitable to individual learning, developmental levels, diverse abilities, and the language and cultures in New Mexico. E.2

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate knowledge of developmentally appropriate uses of technology, including assistive technology. E.12

Demonstrate knowledge of maintaining appropriate records of children's development and behavior that safeguard confidentiality and privacy. F.2

Demonstrate knowledge of the educator's role as a participating member of the assessment process as described and mandated by state and federal regulations for individual family service plans (IFSP) and individual education plans (IEP). F.3

Articulate an understanding that responsible assessment is legally and ethically grounded and guided by sound professional standards. It is collaborative and open with the goal of supporting diverse children and families. F.8

Demonstrate knowledge of a variety of techniques and procedures to evaluate and modify program goals for young children and their families. F.10

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. H.2

Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment. H.3

Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resources in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum. I.1

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children with diverse abilities. I.2

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum decision-making. I.15

Demonstrate the use of reflective practice. I.16

### **ASSIGNMENT IDEAS:**

Students will compile a disability-related resource file that has practical application for young children with diverse abilities (birth through eight years), their families, and other professionals. Required sections and grading criteria will be distributed in class.

Take an activity and/or lesson plan (dependent on age of child) and analyze what type of skills is necessary to participate in the activity, and then, given a profile of a young child with diverse abilities analyze what skills they currently possess. Using these two analyses, determine what types of modifications and/or accommodations would be necessary in order to facilitate the participation of the child with diverse abilities in the activity.

During a family visit, videotape interactions between parent and infant; analyze types of interactions in regards to positive relationship-building, and communicative/social links between parent and child. Videotape may be shared through feedback and discussion with parent about positive interactions which increase/enhance parent/child relationships. (Signed parental permission for educational uses is required)

Develop resource list of low and high technology devices or techniques which could be of support to infants/toddlers and young children.

Develop a philosophy or vision statement on how to provide services to young children with diverse abilities.

Visit an inclusive classroom and observe for a total of at least 15 hours. The student will need to also meet and interview the director, principal, or program representative and ask questions about the type of services that are provided to children with diverse abilities. Students will observe the teacher during classroom instruction. In observing and interviewing the program personnel, provide the following information in your report:



- Research about the program type, curriculum, or teaching method
- History and philosophy of program
- Purpose of program; goals for the children
- Goals for family/care providers
- Funding of program
- Who owns or runs the center, school, or home?
- Upon what curriculum is the program based?
- How is the program funded? Parent fees, subsidies, state or federal funds?
- Qualification of teachers and aides, including education and experience
- Parent participation policies
- Ratios of teachers to children
- Environment - indoors and outdoors
- Resources for children (manipulatives, age appropriate activities, etc.)
- Supervision and staff support
- Fees (how much, by age of child?); sliding scale, subsidized, or parent fees?
- Type of records kept on children – developmental assessments?
- Does the program collaborate with other service providers?
- Organizational hierarchy – program management

#### Reflection

- Did the program follow the philosophy of the program type?
- Did the children seem to benefit from the experience?
- Would you feel good about placing your child in this program?

Organize a Family Resource Fair. Choose a topic related to families and young children with diverse abilities. Search for appropriate resources and bring them to class in the form of a poster presented in a way that would be useful for families. Create an annotated list of resources in a brochure format to be shared with families.

Create a lesson plan based on a case study/story of a child with disabilities or developmental delays. Develop modifications/accommodations for meaningful inclusion. These adaptations may include changes in the environment, modified outcomes, special intervention, different materials, and assistive technology. Students should specify assessment procedures and whether the child will be evaluated based

on a modified or standard outcome(s).

Design a lesson to utilize with a small group of children with and without diverse abilities using one of the teaching approaches discussed in class.

### **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Week 1 Diverse abilities (A.3, A.4, I.16 across all weeks)

- What is meant by “diverse abilities?”
- Identification of disabilities
- Person First Language

#### Week 2 Legal implications and responsibilities (C.11, F.3, I.15)

- Laws and legal issues
- History of disabilities and special education

#### Weeks 3-4 Inclusive Practices (A.4, F.2, F.10, H.3, I.1)

- Child development
- Inclusive practices
- Intervention planning
- Embedded intervention
- Evidence-based practices

Week 5-6 Early intervention (C.12, D.6, F.3, H.2)

- Family-centered philosophy and practice
- IFSP development
- Implementation of IFSPs
- Home visiting

Week 7 Coordination across settings (D.6, F.3, F.8, F.10)

- Transitions
- IEP development
- Implementation of IEPs

Weeks 8-9 Sensory issues and development (A.9, F.10)

- Sensory integration
- Communication
- Social/emotional skills

Week 10-11-12 High incidence populations (A.3, A.4, E.2, E.4)

- Cognition
- Speech and language
- Learning disabilities
- Autism

Week 13 Low incidence populations (A.3, A.4, E.2, E.4)

- Physical and motor disabilities
- Sensory impairments
- Multiple disabilities



Week 14 Family collaboration and partnerships (C.6, C.11, F.8, H.3)

- Family as primary leader
- Supporting family knowledge of procedural safeguards
- Ethical and legal responsibilities to the family

Week 15 Instruction, curricula, and environment (E.2, E.4, F.10, H.3)

- Effective teaching strategies
- Positive learning environments
- Activity-based curriculum

Week 16 Supplemental services and supports (E.12, F.10, H.3)

- Related services
- Service coordination
- Assistive technology

**COURSE TITLE: Advanced Caregiving for Infants and Toddlers**

**(3 credit hours)**

**PREREQUISITES:** Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth through Age 4 (PreK); and Integrated Curriculum – Age 3 (PreK) through Grade 3.

**COURSE DESCRIPTION:**

The advanced field-based course is intended to focus students in defining and implementing developmentally appropriate elements of quality programming for infants and toddlers in safe, healthy, responsive, and caring environments. The experiences in the approved setting will emphasize strong nurturing relationships, cultural competence, recognition of diverse learning needs and styles of every child, appropriate guidance techniques, and partnership with the families, cultures, and community represented. Students are assisted through the course in advancing their ability to observe, discuss, and implement elements of quality programming for infants and toddlers in the home, small-group, or whole-group care situations.

**SUGGESTED TEXTS:**

Gonzalez-Mena, J., & Eyer, D. W. (1997). *Infants, toddlers and caregivers* (4<sup>th</sup> ed.).

Mountain View, CA: Mayfield Publishing Company.

Gonzalez-Mena, J., & Eyer, D. W. (2006). *The caregiver's companion: Readings and professional resources* [Student Edition] (7<sup>th</sup> ed.). New York, NY: McGraw-Hill.

Zero to Three. (2008). *Caring for infants and toddlers in groups: Developmentally appropriate practice*. Washington, DC: Author.

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**SUGGESTED MATERIALS:**

Hammond, R. A. (2009). *Respecting babies: A new look at Magda Gerber's RIE Approach*. Washington, DC: Zero to Three.

Lally, J. R. (2008). *Curriculum and lesson planning: A responsive approach*. WestEd.

Retrieved from [www.pitc.org/cs/pitclib/download/pitc\\_res/](http://www.pitc.org/cs/pitclib/download/pitc_res/)

Rosenkoetter, S. E., & Knapp-Philo, J. (2006). *Learning to read the world: Language and literacy in the first three years*. Washington, DC: Zero to Three.

### **Videos**

PITC video “Getting in Tune”

PITC Video, “In Our Hands”

PITC Video: “Essential Connections: Ten Keys to Culturally Sensitive Care”

PITC video, “Respectfully Yours”

RIE Video, “On their Own with our Help”

PITC video, “Together in Care”

PITC video, “Space to Grow”

WestEd video “Room at the Table: Meeting children’s Special Needs at Mealtimes.”

### **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education’s Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:



- \* when citing the FIT Competencies
- \*\* when citing the New Mexico Infant Mental Health Association Areas of Expertise.
- \*\*\* when citing Common Core Competencies, they will be stated without further identification.
- \*\*\*\*when citing the NM Early Learning Guidelines (Infants/Toddlers)

**Demonstrate ability to define and apply advanced caregiving practices and programming that support the optimal development of all infants and toddlers using a team approach.**

Form respectful and responsive relationships with infants/toddlers and caregivers (\*1.2., 4.1, \*\* Level 1, Direct Service Skills, \*\*\*B.1, H.5, \*\*\*\*I.a-d, II.a)

Promote and model mutually satisfying, growth-promoting interactions between parents/caregivers and children. (\*4.1, 4.2, \*\*Level 1, Direct Service Skills, \*\*\*C.2, \*\*\*\*I.a-d, II.a)

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. (\*\*\*I.5, \*\*\*\*II.a-b, III.a-b, IV.a-b, V. a-b, d)

Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children. (\*\*\*I.9, \*\*\*\*II.a-b)

Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. (\*4.2, 4.3, 4.4, 4.5, 5.1I, \*\*Level 1, Direct Service Skills, \*\*\*D.6, H.7, I.6-7, \*\*\*\*III.a-b, IV.a-b, V.a-d)

Provide an environment that encourages self-regulation. (\*5.2, \*\*Level 1, Direct Service Skills, \*\*\*A.11, \*\*\*\*I.c-d, II.a-b, III.a-b)

Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). (\*\*\*I.4, \*\*\*\*II.a-c, III.a-b, IV.a-c, V.a-e)

Provide and, as necessary, adapt challenging toys and materials that ensure success in developmental skill building. (\*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, \*\*Level 1, Direct Service Skills, \*\*\*I.2, \*\*\*\*II.a-c, IIIa-c, IV.a-b, V.a-e)

Select, use age appropriate books and articulate rationale that represent children's home and cultural environment. (\*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, \*\*Level 1, Direct Service Skills, \*\*\*I.6, \*\*\*\*IIa-c, III.a-c, IV.b-c, V.a-e)

Offer, and as necessary, adapt a variety of activities and experiences that promote creativity and creative expression, including music, art, and sand and water play. (\*4.2, 4.3, 4.4, 4.5, 5.1, 5.2, \*\*Level 1, Direct Service Skills, \*\*\*E.2, E.6, \*\*\*\*I-V)

**Demonstrate ability to participate as a member of a team to exchange information that will enhance the child's development and family's understanding.**

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. (\*4.1, 6.1I, \*\*Level 1, Direct Service Skills, Level 1, Systems Expertise, \*\*\*F.12, H.2).

Discuss the IFSP process and how it impacts infants/toddlers and their families. (\*3.2, 6.1, \*\*Level 1, Thinking, Level 1, Reflection, \*\*\*H.3)

Identify and participate with professional team members (as appropriate) in the IFSP process. (\*3.2, 6.1, \*\*Level 1, Thinking, Level 1, Reflection, \*\*\*F.3, H.3)

Demonstrate collaborative strategies with families to support and expand on as appropriate their everyday routines and activities as primary learning opportunities for the infant/toddler. (\*5.2, \*\*Level 1, Direct Service Skills, Level 1, Systems Expertise, \*\*\*B.2, H.6)

Demonstrate collaboration and use of appropriate communication with team through adherence to confidentiality practices. (\*6.1 7.3, \*\*Level 1, Thinking, Level 1, Reflection, \*\*\*F.2, G.1)

**Reflect on contribution as a professional concerned with the well being of infants/ toddlers and families.**

Assess own professional growth areas in the context of strengths and challenges. (\*7.2, 7.3 \*\*Level 1, Thinking, Level 1, Reflection, \*\*\*G.4, I.15)

Define and demonstrate use of reflective practice. (\*7.2, \*\* Level 1, Reflection, \*\*\*I.16).

### **ASSIGNMENT IDEAS:**

*Include a mandatory component that provides the student with advanced hands-on experience working with infants and toddlers. The student will obtain a placement in the community at an agency which serves infants, toddlers (with typical and/or atypical development) and their families. Because of the additional time commitment these placements require, other academic assignments of the course) will be reduced.*

*Placements can already be arranged by the instructor, students can look at the opportunities and choose one that best fits their professional goals and schedule, discuss with the instructor, and the instructor will contact the agency. Alternately, the student may arrange their own placement that meets with the instructor's approval. Ideally, a group of two - three students could share each placement. This will allow students to discuss their placement with other classmates sharing the same experience, to collaborate with their classmates on the final paper and presentation, and, perhaps, to coordinate transportation. A community field experience contract will be completed and signed by the student and agency at the beginning of the semester that stipulates the days and hours of commitment.*

Develop a weekly journal that includes reflection on the competencies for the course. Describe strengths, where skills, knowledge, and attitudes need support and growth, and how to enhance skills, knowledge, and attitudes.

Respond in discussion and written reflection to weekly course discussions concerning

supporting strong nurturing relationships, developing cultural competence of children, identifying and supporting diverse learning needs and styles of every child, knowing appropriate guidance techniques and articulating issues and models for developing support partnerships with the families, cultures, and community represented.

At the end of the semester, a paper and a class presentation integrating their experience with material relevant to the course. They will choose one particular issue (e.g., child maltreatment, developmental disabilities) on which to focus, complete outside research on that topic, complete a paper on the topic and educate the class through their presentation about the issue and how that issue relates to their field experience placement.



## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Week 1 Introduction to field experience

- Introduction of course requirements and community field experience requirements

### Weeks 2-3 Professional conduct and ethics (F.2, F.3, G.1)

- Community field experience placements completed
- Developmentally focused observation, assessment, and caregiving strategies
- Professionalism in home, small-group, or whole-group care situations for infant/toddlers developing both typically and atypically.

### Weeks 4-5-6 Teaming (H.3, H.5, I.2, I.9)

- Building supportive, strong nurturing relationships with families and children.
- Collaboration with a team approach

### Weeks 7-8-9 Diversity and support (A.11,B.1, D.6, H.2)

- Development of cultural competence for young children
- Identification and support of diverse needs and styles of young children including those with and without diverse abilities.
- Appropriate guidance techniques in infant/toddler caregiving settings.

### Weeks 10-11 Collaboration (C.2, E.6, F.12, H.7)

- Issues and models for developing supportive partnerships with the families, cultures, and community of infants and toddlers with and without diverse abilities.

### Weeks 12-13 Supporting access and participation (B.2, D.6, E.2, I.4, I.5)

- Supporting the development of infants and toddlers with and without diverse abilities within natural environments and with developmentally supportive experiences and activities.

Week 14 Issues in the field (F.2, F.3, I.6)

- Presentations of self-selected infant/ toddler caregiving issues by students that may include:
  - Early language and literacy
  - Systems building, collaboration, and teaming
  - Social-emotional development
  - Reflective practice
  - Infant/toddler mental health
  - Play in infant/toddler caregiving
  - Challenging behaviors in infant/toddler caregiving
  - Brain development
  - Child abuse and neglect
  - Screening, assessment, and diagnosis

Week 15 Reflection on field experience (I.7, I.16)

- Summarizing defining and implementing basic and advanced elements of quality programming for all infants, toddlers in safe, healthy, responsive caring environments.

Week 16 Reflective Practice (G.4, I.15)

- Self-assessment of skills and strengths; developing plan for professional improvement





**COURSE TITLE:****Emergent Literacy****(3 credit hours)**

**PREREQUISITES:** Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth through Pre-K; Integrated Curriculum – Pre-K through Grade 3.

**COURSE DESCRIPTION:**

This advanced course is designed to prepare early childhood professionals to study literacy development, specifically oral language, writing and reading. This course focuses on children from birth through Pre-K, including children with diverse abilities. Through a developmental approach, the course addresses: 1) recent theory and research that translates into practical strategies, assessment materials, and preparation of literacy rich environments, 2) the socio-cultural contexts in which children develop literacy, 3) culturally, linguistically, and developmentally appropriate literacy curricula, 4) processes used to determine the appropriateness of various literacy strategies, 5) assessment, evaluation, and accountability, and 5) literacy leadership.

**SUGGESTED TEXTS:**

Beatty, J. (2009). *Fifty early childhood literacy strategies*. Upper Saddle River, NJ:

Pearson.

Cecil, N. L. (2007). *Striking a balance: Best practices for early literacy* (3<sup>rd</sup> ed.). Scottsdale, AZ: Holcomb Hathaway.

McGee, L., & Richgels, D. (2007). *Literacy's beginnings: Supporting young readers and writers* (5<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Morrow, L. M. (2008). *Literacy development in the early years* (6<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

Roskos, K. A., Tabors, P. O., & Lenhart, L. A. (2009). *Oral language and early literacy in preschool: Talking, reading and writing*. Newark, DE: International Reading Association.

Strickland, D., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide*. New York, NY: Teachers College Press.

Vasquez, V. M. (2007). *Negotiating critical literacies with young children*. New York, NY: Teacher College Press.

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## **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors. A.8

Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication. A. 9

Develop partnerships with family members to promote early literacy in the home. C.8

Establish partnerships with community members in promoting literacy. C.10

Demonstrate knowledge of the language, reading, and writing components of emergent literacy at each developmental level. D.4

Create and manage a literacy-rich environment that is responsive to each child's unique path of development. E.9

Use a variety of language strategies during adult-child and child-child interactions and facilitate dialogue of expressive language and thought. E.10

Demonstrate a variety of developmentally appropriate instructional strategies that facilitate the development of emergent literacy skills. E.11

Demonstrate and facilitate conceptual understanding of family roles in the development of their infant and toddler, including support for family acquisition of knowledge concerning infant and toddler's growth, learning, and development and cultural and linguistic diversity represented within the home setting. H.1

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. H.2

Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments. H.5

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I.3

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.5

Establish priorities for high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, pre-reading and pre-writing to facilitate skill development while strengthening children's cultural identity. I.11

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum decision-making. I.15

### **ASSIGNMENT IDEAS:**

Develop a final project consisting of choosing an infant/toddler or preschool-age child and designing an early and emergent literacy program for both the home and classroom (if applicable) that is tailored to the child's individual needs.

Read assigned articles from *The Reading Teacher* or *Reading Research Quarterly* on emergent literacy, and write a 2-3 page summary and critique of each article.

Create a developmental matrix of emergent literacy milestones for young children birth – Pre-K, and develop home and/or classroom activities which promote these skills.

A Learning Center is an integrated set of independent learning activities for children that are designed to reinforce literacy (pre-reading/writing) skills. Design, construct, and execute a Learning Center. Be prepared to share this Learning Center with the class via a short presentation and handout.

Create an 'Interactive Read Aloud' unit devised around teaching early literacy skills as well as fostering multicultural awareness.



Visit a toddler or preschool classroom. Observe and record the language interaction. Does teacher – talk dominate? When teachers talk, do they use directives (“do this”)? Do teachers use conversation “closers” or “stretchers”? Are children and teachers engaged in meaningful, extended dialogues?

Spend time in a dual language or multiple language setting. What strategies does the teacher use to support language maintenance, and new or second language acquisition?

In groups of 4-5, create a 10 minute presentation on the topic of Family Literacy. The focus of the presentation can be either to teachers or parents. Include visuals and a handout. Possible topics: (1) Fostering Home Literacy: birth to 18 months, (2) Fostering Home Literacy: 18 months to 3 years, (3) Fostering Home Literacy: age three, (4) Fostering Home Literacy: age four, (5) Fostering Home Literacy: Preparing your child for Kindergarten, (6) How teachers can help parents foster literacy development at home (pick a specific age group), and (7) Home Literacy of infants/toddlers or preschoolers and public policy.

Literacy Memoir/Children’s Book. Explore literacy backgrounds toward reflection on personal experiences with reading and writing. Reflect on some significant literacy memory; write about that memory, taking the written reflection through the *writing process* sequence to publication. Use the memoir to create a children’s book. Then:

In a 1-2 page reflection, consider the following questions:

- Why did you choose this particular format for your book?
- What does the construction, content, and proposed implementation of the book demonstrate about you as an educator?
- What does the construction, content, and proposed implementation of the book demonstrate about your beliefs about children and how children learn?

Explore children’s literacy websites for 1-2 hours (i.e., Yahoooligans [www.yahoooligans.com](http://www.yahoooligans.com)). Write a one-page reaction to the site focusing on the ways a home visitor or early childhood educator could use the site with children in the home or early education and care setting to foster language and literacy development.

Prepare an annotated bibliography of books appropriate for children at one specific age level (infants, toddlers, or preschoolers). Use the APA (6th ed.) format for the bibliographic information. Annotate with a short summary of the book and a sentence rationale for including it. Bring four (4) children’s literature books to class to share.

Examine and evaluate current materials used for early literacy instruction in order to become familiar with the formats and organizations of these materials and the beliefs about literacy learning and teaching that undergird them.

Collect writing samples from two children at different levels of skill and understanding. Collect at least four (4) samples. For each piece of writing answer the following questions: (1) Based on this sample, what does this child know about writing? (2) Based on this sample, what does this child need to learn about

writing? (3) What would be the next step for this child?

Mini practicum journal reflections:

- Describe your placement in general and through the lens of how literacy development is fostered.
- Discuss how the content area learning and literacy are integrated.
- Describe Family-School partnerships.
- How is literacy learning documented and assessed in your placement?
- Describe the diverse learners in your placement. What accommodations are made for their learning specifically in the area of literacy learning?

### **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Weeks 1-2 Theory (A.8, C.8, H.1)

- Literacy education: What are the key issues?
- Constructivist theory and ZPD
- Socio-cultural knowledge and experience
- Literacy development

#### Week 3 Literacy development & diversity (D.4, E.11, H.1, I.3, I.5)

- Major views on how language develops including second language learning
- Developmental milestones of language development/communication

#### Week 4 Assessing literacy skills (A.9, E.10, H.2, I.5)

- Role of play in language development

- Assessment of children's oral language development
- Accommodating for diverse learner needs

Week 5-6-7 Basic concepts (I.3, I.5, I.11)\_

- Concepts about print
- Emergent reading/writing
- Selecting and sharing literature with children
- Analyzing literature for bias
- Extending literature

Week 8 Embedding literacy opportunities (E.9, I.3, I.5, I.11)

- Literacy and play
- Interrelatedness of speaking, listening, reading, and writing
- Meaningful opportunities with print
- Meaningful opportunities with phonemic awareness

Weeks 9-10 Supportive literacy environments (I.3, I.11)

- Designing environments for real-life literacy
- Promoting literacy through puppets, drama, flannel bds, storytelling, finger plays, poetry, rhymes, riddles, songs, pictures and computers.
- Making literacy materials

Weeks 11-12 Assessing literacy skills (H.2, H.5, I.5, I.12)

- Assessment and accountability
- How assessment informs developmental learning activities
- Cultural considerations

Weeks 13-14 Home language and literacy (A.8, H.1, I.11, I.12)

- Involving families in language and literacy development

Week 15 Advocacy for literacy (C.10, I.11, I.15)



- Becoming a literacy leader
- Policy recommendations

Week 16



**COURSE TITLE: Integrated Curriculum: Birth through Age 4 (PreK)**

**(4 credit hours)**

**PREREQUISITES:** Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth - Pre-K; Integrated Curriculum – Pre-K - Grade 3.

**COURSE DESCRIPTION:**

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children birth-Age 4. It emphasizes integration of content areas (the arts, literacy, math, health/emotional wellness, science, social studies, motor, and adaptive living skills) and the development of rich learning environments for infants, toddlers, and preschool children.

**SUGGESTED TEXTS:**

- Bergen, D., Reid, R., & Torelli, L. (2008). *Educating and caring for very young children: The infant/toddler curriculum* (2<sup>nd</sup> ed.) New York, NY: Teachers College Press.
- Bers, M. U. (2008). *Blocks to robots: Learning with technology in the early childhood classroom*. New York, NY: Teachers College Press.
- Cook, R., Klein, D., & Tessier, A. (2007). *Adapting early childhood curricula for children with special need*. (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Clements, D. H., & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York, NY: Routledge.
- Harlan, J., & Rivkin, J. (2007). *Science experiences for the early childhood years: An integrated approach* (9<sup>th</sup> ed.). Columbus, OH: Merrill.
- Kostelnik, M., Soderman, A., & Whiren, A. (2007). *Developmentally appropriate curriculum: Best practices in early childhood education* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- McAfee, O., & Leong, D. (2010). *Assessing and guiding young children's development and learning* (5<sup>th</sup> ed.). Boston, MA: Pearson Allyn & Bacon.



Seefeldt, C. (2009). *Social studies for the preschool/primary child* (8<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Science*. (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

New Mexico Early Learning Guidelines

### **COURSE OBJECTIVES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Demonstrate knowledge and skill in the use of developmentally appropriate guidance techniques and strategies that provide opportunities to assist children in developing positive thoughts and feelings about themselves and others through cooperative interaction with peers and adults. E.3

Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. E.13

Apply theoretical knowledge of and ability to provide screening and assessment unique for infants and toddlers. H.2

Demonstrate ability to work collaboratively as an advocate with families and IFSP and IEP team members to provide developmentally supportive environment. H.3

Demonstrate conceptual understanding of curriculum development and implementation for children birth - four (0-4) years of age and the ability to articulate theoretically-based rationale for differences between infant/toddler curriculum and learning environments, and for children older than four (4). H.4

Articulate and demonstrate conceptual understanding of respectful, responsive, and reciprocal interactions that serve as basis for infant/toddler curriculum and learning environments. H.5

Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning - including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6

Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

Demonstrate content knowledge (e.g., art, music, movement, science, math, literacy, social studies, and technology) and familiarity with a wide variety of resource in academic disciplines and apply that knowledge in the development, implementation, and evaluation of curriculum. I.1

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language, occupational therapy) when planning curriculum and teaching strategies for young children in diverse abilities. I.2

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to adult-directed and from free exploration to scaffolded support or teacher modeling. I.3

Apply understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). I.4

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.5

Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. I.6

Support a position of the fundamental importance of play in young children's learning and development from birth - four (0-4) years of age. I.7

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.8

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.10

Establish integrated experiences (art, music, movement, science, math, literacy, social studies, and technology) across a developmental continuum. I.14

Demonstrate conceptual knowledge of the principles and standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.15

Demonstrate the use of reflective practice. I.16

### **ASSIGNMENT IDEAS:**

Observe two preschool programs that use the same curriculum model. Reflect on how the implementation of the curriculum looks similar or different in the two settings. How are curriculum models and actual practice related?

Observe in an infant/toddler classroom. Ask the teacher how they decide what they will do with the children. Reflect on whether there is a curriculum in the program or scope and sequence of development promoted, and if it is appropriate for the children.

Critique a current emergent literacy (reading/writing) commercial program in terms of its developmental appropriateness. Make suggestions for modifications to use with children with diverse abilities.

Develop a rationale for designing environments that enhance children's construction of their own knowledge.

Analyze current research and practices related to developmentally appropriate integrated curriculum and share your findings with the class.

Write a 3-5 page paper on how a teacher can use the physical setting, daily routines, the daily schedule, and transitions to promote the development of infants, toddlers, and/or preschool children.



Observe in a preschool classroom. Examine the displays of children's work. Do you see evidence of children's learning progress in the work displayed? Does the work displayed embrace child creativity? Why or why not? Write a 1-2 page paper of what you saw and what you learned about the children.

Plan one activity for an infant or toddler that integrates at least two curriculum areas that may be observed being carried out through play. Describe the role of the adult.

Plan an activity which integrates at least two curriculum areas for preschool children.

Describe how the previous activity promotes intellectual curiosity, initiative, creativity, persistence, and problem-solving.

Design a group activity for preschool children in which the teacher uses open-ended questions. Write the specific questions the teacher would use.

Select and critique at least one computer software program designed for young children.

Describe the types of learning derived from using the software.

In small groups, describe what an integrated curriculum would look like for infants, toddlers, and preschool children. (Each small group should take a different age group.) Write a rationale for the importance of integrated curriculum to enhance children's learning.

Analyze current research and practice related to conceptual development and inquiry tools used for infants, toddlers, and preschoolers. Note changes that occur over the first four years of life.

Design a complete thematic unit plan to be implemented within an inclusive classroom setting.

## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1-2 Early skill development (H.6, H.7, I.2, I.16 *across all weeks*)

- Review of content areas for birth through Pre-K:
- The arts, health/emotional wellness, literacy, math, social studies, science, motor, adaptive living skills

### Week 3 Young learners (E.3, H.3, H.6, H.7, I.2, I.3)

- How infants and toddlers learn; teaching and learning strategies
- Self-discovery vs. adult-directed learning
- Facilitating growth in health/emotional wellness, language/literacy, motor/movement, arts, numeracy, science, and social studies

### Week 4 Learning in natural environments (E.3, H.3, H.5, H.7)

- Strategies for embedding learning opportunities
- Facilitating each child's unique strengths and interests
- Suggested activities for arts and health

### Week 5 Language and literacy (A.5, H.2, I.5)

- Strengthening language and literacy
- Suggested activities for language and literacy
- Adaptations for children with diverse abilities

### Week 6 Content areas (A.5, H.2)

- Supporting numeracy, social studies, and science
- Suggested activities for numeracy, social studies, and science
- Adaptations for children with diverse abilities

### Week 7 Inclusive learning environments (E.13, H.6, I.2, I.14)

- Creating a supportive learning environment for infants and toddlers

Week 8 Early skills (H.3, H.4)

- Teaching and learning strategies for preschoolers
- Similarities and differences in learning styles

Week 9 Healthy, happy children (A.5, E.3, H.2, I.7)

- Supporting social/emotional well-being
- Facilitating each child's unique creativity
- Suggested activities for arts and health
- Adaptations for children with diverse abilities

Week 10 Early academic skills (A.5, H.2, H.4)

- Integrating pre-literacy and pre-numeracy in everyday activities
- Suggested activities for pre-literacy and pre-numeracy
- Adaptations for children with diverse abilities

Week 11 Linking knowledge and experience (A.5, H.2, I.4, I.14)

- Creating meaningful experiences for learning social studies and science
- Suggested activities for social studies and science
- Adaptations for children with diverse abilities

Week 12 Enhancing skills (H.3, H.4, I.8)

- Technology as a teaching/learning method
- Appropriate software for preschool children

Week 13 Inclusive learning environments (E.13, H.6, I.2, I.14)

- Creating a supportive learning environment for preschool children

Weeks 14-15 Curriculum and context (A.5, H.4, I.4, I.10, I.14)

- Integrating curriculum across content areas
- Emergent curriculum

Week 16





**COURSE TITLE:      Integrated Curriculum – Birth through Pre-K**

**(2 credits)**

**COURSE DESCRIPTION:**

This practicum course follows the pre-requisite practicum courses, Curriculum Development through Play – Birth through Age 4 and Curriculum Development & Implementation – Age 3 through Grade 3, at the associate level. The field based component of this course will provide experiences that address curriculum content that is relevant for children birth through age four in developmentally and culturally sensitive ways of integrating content into teaching and learning experiences in natural environments and center-based programs. Information on adapting content areas to meet the needs of children with special needs and the development of IFSPs is included. Curriculum development in all areas, including literacy, numeracy, the arts, health, science, social skills, and adaptive learning for children, birth through age four, is emphasized.

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Provide a variety of activities that facilitate development of the whole child in the following areas: Physical/motor, social/emotional, language/cognitive and adaptive/living skills. A.5

Develop, implement and evaluate an integrated curriculum that focuses on children's development and interests, using their language, home experiences, and cultural values. D.5

Provides and uses anti-bias materials and literature, and experiences in all content areas of the curriculum. D.7

Create and manage inclusive learning environments that provide individual and cooperative opportunities for children to construct their own knowledge through various strategies that include decision-making, problem solving, and inquiry experiences. E.4

Demonstrate understanding that each child's creative expression is unique and can be encouraged through diverse ways, including creative play. E.5

Plan blocks of uninterrupted time for children to persist at self-chosen activities, both indoors and outdoors. E.6

Demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning. E.7

Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions. E.8

**ASSIGNMENT IDEAS:** *(each assignment and activity should address curriculum modification/adaptations for children with diverse abilities)*

**Students must complete the assigned number of hours in an approved setting.\***

Case Study: Select a young child (birth through age 4) to observe multiple times over the course of the semester. Use a variety of methods to record your observations. As a final project, use the information from these observational notes, classroom discussions and the textbook, to provide a complete case study presentation. Describe their ability in three developmental areas and what that means for curriculum development for this child.

Activity Analysis: Observe an activity or curriculum activity being conducted by a parent or teacher that has been planned for a child or group of children in the home or at your site. Take detailed notes; analyze and discuss this activity in the context of the readings. Elements to consider:

- Describe the activity. Who was present, what were the materials, what were the written objectives?
- Describe the implementation. What happened?
- Analyze the activity from the perspective of each of the participants: e.g., the teacher, the parent, the child.
- Analyze the activity from the perspective of the readings and class discussion.
- Analyze whether diversity is woven into the curriculum
- Reflect on the activity and what you have learned.



Reflection Journal: Keep weekly observational entries in a journal. Examples:

- Look for, record and discuss specific evidence of what the teachers do during care giving routines (feeding, diapering, toileting, etc.) that demonstrate warm, responsive, nurturing behaviors of care/educators.
- Look for, record, and discuss specific evidence of what the teachers do during care giving routines. Reflect upon what you do that demonstrates warm, responsive, nurturing behavior toward the children in the program.
- Look for, record, and discuss specific evidence of a safe, healthy, and developmentally appropriate environment. Reflect upon how you have supported a healthy, environment for the children in the program.
- Look for, record, and discuss specific evidence that demonstrates how the teachers support the physical and intellectual competence, and positive social and emotional development of the children. How have you observed the teachers providing positive guidance for all children, and establishing productive relationships with families? Reflect upon the skills you think you need to further develop in any of these areas?

Written Lesson Plans: Prepare written lesson plans to include goals and objectives for each activity for children in a center-based setting. Written plans should be inclusive in the planning strategies to meet the varying needs of the children, include anti-bias materials, and provide experiences to cover all content areas.

Implement Developmentally Appropriate Activities and Lessons: For example, prepare a song to include movement activities, read and act out a story, teach song and finger play, lead acircle time, create a block play activity, facilitate a science experiment, conduct a math or cooking activity, create sensory play opportunities.

Design a complete unit plan to be implemented within an inclusive classroom setting. Include field trip(s) ideas, methods for parent involvement in curriculum and individual student modifications, and a curriculum assessment plan.

Discuss with the family how you might support them in planning for involvement in community activities. Help develop positive behavior support strategies that will allow the youngchild to be successful in participation in community settings, with typical peers, and in community activities. Accompany the family on a community outing when possible to evaluate the outcomes of the strategies that were developed.

Create a Practicum Portfolio: Throughout the semester, collect artifacts and documents to assemble into a portfolio. This portfolio should reflect your understanding of the course competencies for Developmentally Appropriate Practices and Learning Environment and Curriculum Implementation.

**\* Note:** *Licensure requirements in Early Childhood Education Birth to Pre-K (6.61.11.8) state that candidates must earn a minimum of at least one hundred and thirty five (135) contact hours of practicum experience at a developmental stage(s) other than the stage selected for student teaching. There are two 2 credit practicum courses at the AA level, and one 2 credit practicum in each track at the BA level.*

**EVALUATION:**

This course is competency based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out of class experiences.

**COURSE TITLE: Teaching and Learning Math and Science**

**(4 credit hours)**

**PREREQUISITES:** Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth-Pre-K; Integrated Curriculum – Pre-K-Grade 3. Lower division courses and Research in Child Growth, Development, and Learning; Family, Language and Culture; and Young Children with Diverse Abilities.

**COURSE DESCRIPTION:**

The focus of this advanced curriculum course is on the standards, principles, and practices in teaching mathematics and science to young children in preschool through grade 3. An emphasis is placed on developing a content-rich integrated math and science curriculum that focuses on children's development and interests, includes appropriate content, processes, environment, and materials with an emphasis on problem-solving as the major means of constructing basic concepts. Field experiences required.

**SUGGESTED TEXTS:**

Carin, A., & Bass, J. (2008). *Activities for teaching science as inquiry* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Clements, D. H., & Sarama J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York, NY: Routledge.

Duschl, R., Schweingruber, H. ,& Shouse, A. (2007). *Taking science to school: Learning and teaching science in grades K-8*. New York, NY: National Academy Press.

Hammerman, E. (2006). *Essentials of inquiry-based science, K-8*. Thousand Oaks, CA: Corwin Press.

Harlan, J., & Rivkin, J. (2008). *Science experiences for the early childhood years: An integrated approach*. Columbus, OH: Merrill.

Lind, K. (2005). *Exploring science in early childhood education*. New York, NY: Thomson Delmar Learning.

National Research Council, Committee on Early Childhood Mathematics. (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. Washington, DC: National Academic Press.

Settlage, J., & Southerland, S. (2007). *Teaching science to every child: Using culture as a starting point*. New York, NY: Routledge Publishing.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Mathematics*. Upper Saddle River, NJ: Prentice Hall.



**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate understanding and apply the following mathematical concepts:

- the arithmetic of real numbers and their subsets of rational numbers, integers, and whole numbers including a large repertoire of interpretations of the four basic operations and ways they can be applied, and an understanding of place value and its implications for ordering numbers and estimation. H.2.a.i
- three dimensional geometry based on the concept of distance, and two dimensional geometry as a method of drawing plans and representing three (3) dimensional objects H.2.a.ii
- measurement of length, perimeter, area, time, weights, and temperature H.2.a.iii
- handling money problems such as cost and unit price. H 2.a.iv

Demonstrate understanding and skill in the constructions of solids, measurements of their volumes and surface areas, drawing their projections, and making plans for their construction; defining relevant variables and writing formulas describing their relationships in problem-solving activities; and using measurement tools and appropriate techniques for recording data and displaying results. H 2.b

Facilitate curriculum with open-ended activities that promote children's expansion of the material learned, and in which children learn to use a variety of mathematical skills and concepts, including problem solving, reasoning, and logic. H.2.c

Provide opportunities for children to learn how to use tools, technology, and manipulatives in problem solving. H 2.d

Establish a classroom environment of respect for cultural diversity and gender equity in which all children develop skills in communicating, discussing, and displaying mathematical ideas. H 2.e

Demonstrate understanding and apply the fundamental concepts in the subject matter of science including physical, life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry process scientists use in discovery of new knowledge to build a base for scientific inquiry. H 3.a

Apply the scientific method to develop children's abilities to identify and communicate a problem, and to design, implement, and evaluate a solution. H 3.b

Demonstrate the ability to integrate a variety of technologies into planned science activities. H 3.c

Establish a classroom environment of respect for cultural diversity and gender equity where all children participate fully in science learning. H 3.d

Support play in young children's learning and development from age Pre-K-grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

### **ASSIGNMENT IDEAS:**

In a primary grade classroom, look for evidence of science curriculum and teaching. Are science books and tools of inquiry available? Are boys and girls equally involved in science experiences? Is science valued in this classroom? Write a reflection paper.

**Classroom Observations:** Choose one K-3<sup>rd</sup> grade child to study in detail concerning his/her math and science concept formation. Highlight this child's work with formal and informal mathematics and science. In addition to reporting your observations of times specifically scheduled for math and science, describe when you saw mathematical or scientific thinking occur at times other than the designated math or science periods.

Create a Counting Book that would be relevant for the diverse classroom of students. Select one inquiry math activity and one inquiry science project to present to the class. Explain 1) why you chose each

activity/project, 2) the concept to be learned, and 3) the grade/age level for which the activity/project is developmentally appropriate. Then demonstrate and provide practice with your peers for each activity and project. A copy of the lesson plan should be provided to the instructor.

Use the math or science activity presented above, or prepare a new lesson. In your practicum setting, have a peer observe the presentation of the lesson and evaluate the effectiveness of this lesson. Both members of the pair should write a reflection paper that documents the understanding of the students concerning the mathematical or scientific (or both) concepts.

Read and review four educational articles that concern science and/or math education for the young child. Each review will be typed and double-spaced. Answer the following questions in the reviews: a) Could you take the information in this article and instantly implement the project in your own classroom? b) What age group and scientific or mathematical concept is this article targeting? c) Does this article address multicultural science or math education? and d) Are there ways to improve this activity? (Be sure to give a brief description of the activity).

Develop a unit with a small group of peers with an overarching theme that integrates science and math. Each student in the group will develop three lessons per subject under the overarching theme. Putting them all together, a unit is formed that is ready to use in a classroom.

Develop an annotated bibliography of quality children's literature to use in teaching science and math.

Generate a list of a minimum of five process skills that science helps to develop in young children. Include five science experiences that would assist a child in practicing each skill.

Choose three children between ages 4-8 and ask several questions about conservation of numbers, counting, and place value. Analyze mistakes they make and determine whether they can conserve numbers. Make instructional recommendations for each child based on your findings.

Develop a game that will help children remember basic mathematical combinations (addition/subtraction, or multiplication and division). Play the game with a peer and discuss the strengths of the game.

## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

### Weeks 1-2 Foundations of mathematics (H.2.a.i-iv, H.3.a, I.13)

- Learning theories
- Science and mathematics standards
- Acquisition and development of concepts and thought
- Science and math curriculum considerations

### Week 3-4 Promoting inquisitive minds (H.2.b, H.3.d, I.12)

- Math and science in the child's natural world
- Young children as thinkers
- What classroom environment promotes learning?

### Week 5-6 Scientific methods (H.2.c, H.3.b)

- Problem-solving
- Scientific inquiry
- Guiding exploration

### Week 7 Numeracy skills (H.2.d, H.2.e, I.6)

- Early numeracy
- Early number and science concepts
- Organizing patterns, and change

### Week 8 Reasoning and logic (H.2.a, H.3.a, I.6)

- Measurement and observation
- Estimation

### Week 9 Incorporating symbols (H.2.b, H.2.d, H.3.c, I.7)

- Representations

### Week 10 Application of concepts (H.2.a. i-iv, H.3.b, I.7)



- Algebraic thinking
- Life Science

Week 11 Advanced systems (H.2.a.i, H.3.a)

- Place value
- Physical science

Week 12 Applications (H.2.a, H.3.a)

- Addition/subtraction
- Earth and space science

Week 13 Applications (H.2.a, H.3.a)

- Multiplication/division
- Environmental science

Week 14 Applications (H.2.a, H.3.a)

- Fractions
- Systems

Week 15 Applications (H.2.a.ii, H.3.a)

- Geometry
- Health Science

Week 16 Assessing and modifications (I.6, I.13, I.14)

- Assessment of those who struggle
- Standardized testing of math and science

**COURSE TITLE: Teaching and Learning Reading and Writing**

**(3 credit hours)**

**PREREQUISITES:** Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth - Pre-K; Integrated Curriculum – Pre-K - Grade 3. Lower division courses and Research in Child Growth, Development, and Learning; Family, Language, and Culture; and Young Children with Diverse Abilities.

**COURSE DESCRIPTION:**

The foundation of this course is an understanding of the reading process including the relationship between reading, writing, listening, and speaking; individual needs and abilities in reading instruction; and how to organize classrooms and select materials to support literacy development. Concepts of phonemic awareness, phonics instruction, vocabulary development, fluency, and comprehension are integrated with the use of developmentally appropriate authentic assessment techniques, language/literacy immersion, and multicultural children's literature.

**SUGGESTED TEXTS:**

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2007). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Cunningham, P. M., & Allington, R. L. (2010). *Classrooms that work: They can all read and write* (5<sup>th</sup> ed.). New York, NY: Pearson.

Genishi, C., & Dyson, A. H. (2009). *Children, language and literacy: Diverse learners in diverse times*. New York, NY: Teachers College Press, or Washington, DC: National Association for the Education of Young Children (NAEYC).

Goodman, Y., Watson, D., & Burke, C. (2005). *Reading miscue inventory: From evaluation to instruction* (2<sup>nd</sup> ed.). Katonah, NY: Richard C. Owen Publishers.

New Mexico Early Learning Guidelines

New Mexico State Content Standards, Benchmarks and Performance Standards for *Language Arts*. New Mexico Public Education Department's web page ([www.ped.state.nm.us/nmstandards.html](http://www.ped.state.nm.us/nmstandards.html))

Rea, D., & Mercuri, S. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, K-8*. Portsmouth, NJ: Heinemann.

Rowell, J. (2006). *Family literacy experiences: Creating reading and writing opportunities that support classroom learning*. Portland, ME: Stenhouse.

Strickland, D., & Riley-Ayers, S. (2007). *Literacy leadership in early childhood: The essential guide*. New York, NY: Teachers College Press.

Van Sluys, K. (2005). *What if and why?: Literacy invitations for multilingual classrooms*. Portsmouth, NJ: Heinemann.

### **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate an understanding of the foundations of reading and language including research on children's literacy development, the relationship between oral and written language, and how children learn to speak, read, write, and listen. H.1.a

Demonstrate knowledge of the cultural, linguistics, environmental, and physiological factors in reading and language arts development. H.1.b

Articulate characteristics of proficient and non-proficient readers and the teacher's role in support of all literacy development. H.1.c

Demonstrate an understanding of language structure including graphophonics, semantics, syntax, and pragmatics systems. H.1.d

Demonstrate understandings of the use of classroom reading assessment to understand students' instructional needs and modify instruction appropriately. H.1.e

Link assessment and instruction to New Mexico language arts content standards, benchmarks, and performance standards. H.1.f

Apply strategies of differentiated instruction based on the needs of children in all areas of literacy development including oral language development. H.1.g

Facilitate activities to develop fluency; the ability to read text accurately and rapidly. H.1.h

Facilitate vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature, cultural relevancy, and students' experiences. H.1.i

Facilitate comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading, activities to develop fluency, the ability to read text accurately and rapidly; and study strategies. H.1.j

Facilitate writing instruction, including different types of writing for different audiences and purposes, spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing. H.1.k

Demonstrate knowledge of how children develop literacy through the use of culturally relevant pedagogy that promotes an understanding of the importance of resources students bring to the classroom; evaluation of text for quality, cultural, and linguistic appropriateness; and the creation of opportunities for students to consider, respond to and discuss spoken and written materials including children's literature, non-fiction, technological media, stories, poems, biographies, texts from various subject areas. H.1.l

Support play in young children's learning and development from Age 3 - grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Establish high-quality and meaningful language and pre-literacy experiences across the developmental continuum, using language, reading, and writing to facilitate skill development while strengthening children's cultural identity. I.10

Demonstrate knowledge of second-language acquisition and bilingualism including the diversity of home language environments. I.11



Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

### **ASSIGNMENT IDEAS:**

Write a Literacy Autobiography. Reflect on personal experiences as a literate person and demonstrate how these experiences with literacy influence understanding of teaching and learning. How did you learn to write? How did you learn to read? How do you feel about school and learning? How did this evolve? What teachers, family members, and/or events helped shape you into the "literate" person you are today? (5-7 pages)

Observe reading instruction in a first or second grade classroom. Are teachers helping children learn phonics and comprehension strategies? Do children seem interested and motivated to learn to read? How could the teacher be more responsive to the children's individual differences in reading ability and interest? Write a response paper.

Develop an Annotated Multicultural Text Set. Read culturally relevant children's literature and create a text set that focuses on a selected concept or topic, and includes books, charts and maps, informational pamphlets, poetry and songs, photographs, non-fiction books or almanacs, or encyclopedias. The topic is yours to select but you must provide a rationale for your choice by connecting it to the lives of the children with whom you work in your practicum. End with how you might use this information with children in Pre-K-grade 3.

Author's Study. Select a children's author and gather the information needed to conduct an author study with students. Learn about this author's life and write a short biography (1-2 pages). Provide an up-to-date bibliography of the author's books. End with how you might use an author's study with children in Pre-K-grade 3.

Case Study of a Reader. In your practicum placement get to know one child well through authentic, reflective, contextualized observation, and assessment. You will implement various literacy assessments in your clinical classroom. You will include explanations for your assessments as well as reflections on the experience itself. Analyze what you learn about this child in light of research and professional knowledge in literacy. Write a final report of conclusions in a clearly expressed, well-organized, carefully crafted summary of the child's skills, competencies, knowledge, and dispositions. (See practicum syllabus)

From your practicum placement bring writing samples to class from two children. Collect the writing samples from children at different levels of skill and understanding. Collect at least four (4) samples. For each piece answer the following questions: 1) What does this child know about writing? 2) What does this child need to learn about writing? 3) What would be your next teaching step for this child?

Read-Aloud/Guided & Shared Reading/Storytelling Lessons and Video Project. Plan and deliver three lessons. One teacher candidate will teach and the other will videotape the jointly planned lesson. The teacher candidate who videotapes will also download the tape and create a digital file (if it isn't already) that can be viewed using either Windows Media Player or QuickTime. You will turn in your lesson plans, a CD with video of each lesson, and a short written reflection of this process/experience. (See practicum syllabus)

To understand the writing process, create a predictable book to use in the classroom. Begin with prewriting, writing, binding, to publishing/sharing own predictable books.

### **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

### **SUGGESTED COURSE OUTLINE:**

#### Weeks 1-2 Foundations of literacy (H.1.a, I.6, I.7)

- Review of emergent literacy processes
- Creating a community of readers

#### Week 3 Listening and Speaking (I.10, I.13)

- Role of talk
- Children's literature
- Reading aloud
- Reader response

Week 4 Role of Environment (H.1.b, I.9, I.11, I.12)

- Supporting children who are culturally and linguistically diverse
- Role of family
- Home languages
- Anti-bias children's literature

Weeks 5-6 Authentic assessments (H.1.e, H.1.f)

- Assessment
- Child observation or *Kidwatching*
- Print Awareness
- Miscue analysis
- Running records
- Cueing systems

Week 7-8 Reading process (I.9, I.14)

- Reading workshop
- Mini-lessons
- Independent reading
- Leveled books

Weeks 9 Concepts of reading skills (H.1.c, H.1.d, H.1.g)

- Phonics and word study
- Guided reading
- Readers who struggle

Weeks 10-11-12 Literacy link to experiences (H.1.h, H.1.i, H.1.j)

- Reading comprehension
- Schema
- Creating mental images
- Comprehension strategies

Weeks 13-14 Writing process (H.1.k. I.13)

- Mechanics of writing
- Writing prompts
- Revising and editing

Week 15-16 Publishing (H.1.k, I.14)

- Making books
- Sharing books





**COURSE TITLE: Teaching and Learning Social Studies, Fine Arts, and Movement**

**(3 credit hours)**

**PREREQUISITES:** Lower division courses in Professionalism; Child Growth, Development, and Learning; Health, Safety, & Nutrition; Family & Community Collaboration; Guiding Young Children; Assessment of Children & Evaluation of Programs; Introduction to Reading, Language, & Literacy; Curriculum Development through Play – Birth-Pre-K; Integrated Curriculum – Pre-K–Grade 3. Lower division courses and Research in Child Growth, Development, and Learning; Family, Language and Culture; and Young Children with Diverse Abilities.

**COURSE DESCRIPTION:**

The course focuses on the aims, scope, and integration of methods of teaching social studies, the fine arts, and movement across the curriculum. This course emphasizes an integrated approach to teaching the “what and why” of social studies; assessing student learning; planning units, lessons, and activities; developing effective instructional strategies; and acquiring knowledge of social studies content. Concepts of expressive art include the visual arts, music, movement, and drama.

**SUGGESTED TEXTS:**

Cartron, C. E., & Allen, J. (2007). *Early childhood curriculum: A creative play model* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

DeMelendez, W. R., & Ostertag, V. (2009). *Teaching young children in multicultural classrooms: Issues, concepts, and strategies* (3<sup>rd</sup> ed.). Clifton Park, NY: Delmar Learning.

Isenberg, J. P., & Jalongo, M. R. (2006). *Creative thinking and arts-based learning*. Upper Saddle River, NJ: Pearson Education, Inc.

Mayesky, M. (2006). *Creative activities for young children* (8<sup>th</sup> ed.). Clifton Park, NY: Delmar Learning.

Seefeldt, C., & Galper, A. (2007). *Active experiences for active children: Social studies* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

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## **COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate an understanding of the principles of teaching and learning processes that underline social studies concepts and can translate these into meaningful learning activities focusing on inquiry, authenticity, and collaboration. H.4.a

Demonstrate understanding that social studies encompass history, geography, anthropology, archeology, economics, political science, psychology, sociology, and the interdisciplinary relationship of all facets of social studies. H.4.b

Demonstrate understanding that the definition of social studies requires that children be socially aware of and are active participants in local, state, national, and global issues; and that children recognize and respect diverse local and global perspectives concerning cultures other than their own. H.4.c

Implement a variety of teaching strategies to assist children to use multiple resources including primary (e.g., documents, artifacts/regalia, direct observation, human resources, personal background) and secondary (e.g., books, newspapers, internet) as part of the inquiry/research process. H.4.d

Create curriculum experiences that provide opportunities for children to appreciate the historical development of democratic values, institutions, nations, and cultures. H.4.e

Demonstrate the ability to plan for and engage children in activities that require them to formulate, analyze, synthesize, and critique issues by using well-reasoned, clearly supported arguments, policies, and positions. H.4.f

Demonstrate the ability to plan for and engage children in the presentation of social studies knowledge using a variety of sign systems including writing, charts, graphs, maps, art, music, drama, dance, and technology. H.4.g

Demonstrate an understanding and implementation of arts activities such as history, art making, appreciation, and criticism through dance, music, theater, and the visual arts, appropriate to young children's developmental levels interests. H.5.a

Demonstrate knowledge of the distinctions, connections, and integration between arts disciplines and arts experiences and encourages study and active participation that leads to skill development and appreciation. H.5.b

Facilitate curriculum in which children communicate at a basic level in the four (4) art disciplines of dance, music, theater, and visual arts, including knowledge and skills in the use of basic vocabularies, materials, tools, techniques, and thinking processes of each discipline. H.5.c

Create a classroom environment with exemplary works of art from a variety of cultures and historical periods and provide opportunities for students to discuss and respond to them. H.5.d

Demonstrate an understanding of motor skill development in young children and apply knowledge of age and developmentally appropriate psychomotor and cognitive activities. H.5.e

Create and use appropriate instructional cues and prompts for motor skills, rhythms, and physical activity. H.5.f

Apply an understanding of child development knowledge coupled with child performance data to make informed instructional decisions. H.5.g

Support play in young children's learning and development from age Pre-K - grade 3. I.6

Demonstrate sound knowledge and skills in using technology as a teaching and learning tool. I.7

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14



## ASSIGNMENT IDEAS:

Write a brief paper, answering the question, “Why teach social studies?” Consider how your background (class, race, ethnicity, gender, religion, geographic locale, family constellation, attributes, funds of knowledge, etc.) and experiences influence attitude and beliefs about social studies.

Observe an art, music, or movement activity. The activity may be teacher directed or child initiated. Some questions to think about might be: Who initiated the activity? What materials were available or were made available? What instructions were given? How much time was allowed for the activity? How did the children respond to the activity? How did the teachers respond to what the children were doing? After observing, evaluate the activity as to its value as aesthetic education. Did the activity stimulate the children’s creative abilities? Was it age appropriate? How did the activity make you feel? Would you try this with another group of children? If so, what modifications, if any, would be needed? Write up your observation and evaluation (3-5 pages).

Conduct a literature review through library and online search. The review must include research findings and best teaching practices in social studies or fine arts for young children Pre-K-grade 3.

In groups of 2-3, develop a three-week integrated unit plan that teaches young children social studies and fine arts as integrated with other content areas. Select and/or construct teaching materials that are developmentally appropriate for their selected age group. The unit plan will be presented in class using audiovisual aids and other technology.

Heritage Project. An important aspect of families and communities is how they pass down their heritage and traditions from one generation to the next. This project is designed to help you delve into your past to think of ways that your family passed cultural knowledge through the arts. Do you remember a song your grandmother used to sing to you? Did your mother show you how to sew? Maybe your father let you work with his pottery wheel, or your next door neighbor showed you how to use woodworking tools. Think of a skill or activity (not simply a family tradition) that you learned as a child. If possible, talk to the person who taught you what you know and ask them about where they learned it. Have you passed it on to someone you know? Think about how knowing that person and skill/activity enriched your life. Write a paper (2-4 pages) detailing your thoughts, memories, and experiences.

Attend an art or cultural event in the community (a play, concert, museum, art exhibit). Write a short (1-2 pages) review of the event, including type of event, scope of work presented, your evaluation of the quality of the work, whether you would recommend it to someone else, and its accessibility to the community (location, cost, schedule, etc.). Did this event inspire you as a teacher? How might you use the information learned as a teacher?

Obtain a drawing from one of the children in your field placement site. This may be either something that the child voluntarily gives you or something that you ask permission to use. Write on the back of the artwork the child’s age, grade, your name, and a simple explanation of the way the drawing was made.

Bring a favorite children's song or fingerplay to class. Write down the lyrics of a song or words and movement to a fingerplay and be able to teach it to your group.

Bring a favorite piece of visual art to class. A piece of art that can be hung on the wall or displayed on a shelf (not a poem, song, dance performance, etc.). Write the name of the work or description and why it's your favorite.

Bring to class a song for movement - song that tells you how to move while you're singing/listening. Write the lyrics, author, and reference (if known).

Multicultural book - A picture book that respectfully depicts human diversity. It may either be a story from a minority culture or one that has people of diversity as the main characters. It should not be a book that tries to show diversity through using a variety of animals. Write the APA reference for the book and what about the book you feel would appeal to young children.

Social Studies concept with props - Bring a story which is presented/extended with puppets, flannel board characters, masks, or other props. Write title, reference, summary of story, and a description of the props.

Share natural items - Bring small items found outside to be used in class for a collage. How might you use natural materials in the classroom?

Alternative holiday activity - Using the underlying universal themes of many holidays, present an activity that celebrates the theme as opposed to a specific holiday. Write the plan for the activity, and what holiday(s) your activity could replace.

## **EVALUATION:**

This course is competency-based. Student competency will be evaluated through a variety of assignments such as projects, student presentations, papers, exams, and in-class and out-of-class experiences.

## **SUGGESTED COURSE OUTLINE:**

Week 1 Principles of curricula integration (H.4.a, H.4.b, I.9)

- Why integrate curricula?
- Learning theory review: multiple intelligences, learning preferences, applying learning modalities

Week 2 Opportunities for incidental teaching (I.6, I.7)

- Socially shared learning
- Zone of proximal development
- Scaffolding
- Levels of cognitive play

Weeks 3-4-5 Increasing child's awareness (H.4.c, H.4.f)

- Developing a rationale for teaching social studies to young children
- Economics, environmental education, and political science.
- Social studies for the preschool/primary child also includes socio-emotional learning, living a community and the world, and democracy

Week 6 Embracing diversity and self-identity (H.4.d, H.4.f)

- Valuing individual and cultural diversity
- Fostering children's sense of identity

Weeks 7-8 Involving culture (H.4.d, H.4.e, H.5.d, I.12)

- Embracing home and school cultures
- Learning about past and the concept of time (history)
- Culturally sensitive and integrated curriculum through the exploration of the arts and creativity

Week 9 Arts curricula (H.5.a, H.5.b, H.5.c)

- Understanding children's artistic development
- Symbolic representation
- Visual arts, dance, music, theater

Weeks 10-11 Application through the arts (H.4.g)

- Geography and maps
- Maps, globes, Time Lines, and Graphics

Weeks 12-13 Incorporation of motor skills (H.5.e, H.5.f)

- Incorporating music and movement
- Scaffolding drama

Weeks 14-15 Intentional curricula planning (H.5.g, I.13, I.14).

Week 16





**COURSE TITLE: Teaching and Learning Practicum**  
**(2 credit hours)**

**COURSE DESCRIPTION:**

The field practicum is a co-requisite course with Teaching and Learning Reading and Writing; Teaching and Learning Math and Science; Teaching and Learning Social Studies, Fine Arts, and Movement. The field based component of this set of courses will provide experiences that address curriculum content and practice teaching that is relevant for children Pre-K-Grade 3 in developmentally and culturally sensitive ways.

**COURSE COMPETENCIES:**

This course is part of the articulated Universal Catalogue of Courses for Early Childhood Education in the State of New Mexico. The following objectives are taken from the New Mexico State Department of Education's Common Core Competencies for early childhood professionals (see Common Core Content manual). Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

Demonstrate the ability to work collaboratively with educational assistants, volunteers, and others to individualize the curriculum and to meet program goals. E.13

Demonstrate skill in collaboration with professionals from other disciplines (e.g., mental health, psychology, speech and language) when planning curriculum and teaching strategies for young children with diverse abilities. I.1

Demonstrate an understanding and application of flexible teaching approaches that span a continuum from child-initiated to an adult-directed and from free exploration to scaffolded support or teacher modeling. I.2

Apply an understanding of young children's need for balance, order, depth, variety, and challenge through curriculum planning, routines, and scheduling (e.g., daily, weekly, and longer-term). I.3

Link child characteristics, needs, and interests with informal opportunities to build children's language, concept development, and skills. I.4

Apply knowledge to create environments that enrich and extend children's play including intervention strategies (i.e., questioning), respect of cultural diversity and gender equity. I.5

Support play in young children's learning and development from age Pre-K - grade 3. I.6

Demonstrate the ability to promote positive social interactions and engage children in learning activities while actively working to increase social and emotional competence of all children. I.8

Demonstrate the ability to analyze and critique early childhood curriculum experiences in terms of the relationship of the experiences to the research base and professional standards. I.9

Facilitate family involvement so that families are engaged with curriculum planning, assessing of children's learning, and planning for children's transitions to new programs. I.12

Demonstrate conceptual knowledge of the principles and standards derived from professional content organizations (zero to three, NAEYC, DEC) for curriculum-decision making. I.13

Demonstrate the use of reflective practice. I.14

### **ASSIGNMENT IDEAS:**

#### Fine Arts and Social Studies

After spending a week in field placement, do you see evidence of student learning in social studies? Are the children studying a social studies topic? If so, what teaching strategies does the teacher use?

In conjunction with your field placement teacher, plan and present one activity to the children with whom you work that integrates art into the subject area of your choice. The activity could be having the children use a new art technique to illustrate their stories, exploring the growth of a plant through detailed drawing, or acting out the water cycle with symbolic movements, etc.

Write a paper (3-5 pages) outlining your plan for integrating subject areas in your future classroom and justifying your use of the arts. Use your ideal future job placement (grade, type of school) to discuss how you will integrate art, music, and movement into all other subjects. Include at least one paragraph on each of the following topics:

- The importance of creativity and how it can be fostered in the early childhood classroom.
- How you plan to incorporate creative activities into your daily routine and all subject areas, and the types of authentic arts experiences you will provide.
- How you will use other resource personnel (art, music, PE teachers, librarians, fellow teachers, technology resource people, etc.) to expand and enrich the arts component of your classroom.
- How you might respond to pressure to use worksheets or provide cookie cutter craft projects.
- What might you tell parents about the importance of the arts for their children's development.
- What policies/routines will you have in place to make your classroom arts experiences run smoothly.

### Reading and Writing

Plan and implement three reading lesson plans: 1) Read aloud, 2) Shared book experience, 3) Guided reading group. Write a paper after teaching each lesson, including reflections on how well objectives were met, evidence that objectives were met, a description of what happened during the lesson, how students responded, and labeled student artifacts.

Literacy Block Plan. Develop week-long plans for daily two-hour literacy block, which includes materials and texts used for Morning Message, read aloud, shared reading, interactive writing, whole-class phonics, and comprehension mini-lesson; learning centers in which student could work independently, guided reading, independent and journal writing, silent reading, etc.

Case Study/ "Kidwatching" assessment assignment. The following assessments must be completed at practicum site (grades K-3). Study one child. Analyze what is learned about this child in light of your professional knowledge of literacy. Report conclusions in a clearly expressed, well-organized, carefully crafted summary of the child's skills, competencies, knowledge, and dispositions.

### Sample Assessment List



- Identify focus child for *Kidwatching* Case Study
- Meet with mentor teacher; ask for copies of previous literacy assessments/artifacts
- Reading Interview with child (i.e., Burke)
- Begin informal observations and anecdotal notes (i.e., *Kidwatching Form* by Goodman)
- Parent Questionnaire
- Child Attitude Scale (i.e., Garfield)
- Book Handling Knowledge
- Letter Identification and/or (depending on grade level) Sight Word Test
- Continue gathering literacy related artifacts (minimum-5)
- Running Record and Miscue Analysis

Activity file: Create a file of resources for teaching early literacy, including sections for the following topics below:

- 1) Comprehension - Develop a file of resources and activities for teaching reading comprehension strategies. The emphasis will be on building connections with students' schemata, creating sensory images, inferring, recognizing text structure (including story structure and the structure of simple expository texts).
- 2) Fluency – Create a bibliography of Readers' Theatre script resources, children's literature that would lend itself to Reader's Theatre, texts to use for choral reading, and other texts appropriate for reading aloud.
- 3) Vocabulary & Spelling - Develop a file of strategies, activities, and websites for teaching vocabulary and spelling effectively that include attention to word chunks, meaning, context, etc.
- 4) Writing - Create a section of resources for effective writing instruction.

### Math and Science

Mathematics & Science Board Game. Create an original board game in two languages (i.e., Spanish and English) for bilingual children in Pre-K- grade 3 dual language settings. The board game must integrate both mathematical and science concepts for the students with whom you are working in your field placement setting. As part of the assignment you will also be required to implement your board game in the classroom you have been assigned. Document the game's implementation; you must take pictures of the children playing the game (permission required from parents for photos).

You are to choose a topic of your choice from Age 3–grade 3 mathematics and science, and develop it into a single lesson. Use the ECED required lesson plan format provided in the field placement handbook which requires extensive reflection on past lessons.

Choose one of the mathematics or science textbooks/materials in use in your mentor teacher's classroom and critique it. Be sure to provide a complete citation for the textbook or material. You may want to choose one activity and focus on these questions in the critique: 1) What science

or math does it involve? 2) Where does it fall short? 3) Consider the learning theory behind it, how does the author believe children learn? 4) Based on the content, does the author approach a concept by telling children or by facilitating exploration? 5) Do the exercises go beyond rote drill to encourage critical thinking? 6) Is it readable? 7) Can children learn from using it? 8) Is it easy to plan a good lesson with this textbook?

**Teacher Interview:** Interview your cooperating teacher to determine her views about teaching mathematics and science in the early childhood classroom.

**Classroom Observations:** Choose one student to study during the semester in detail concerning his/her mathematics and science concept formation. Highlight this child's work with formal and informal mathematics and science. In addition to reporting your observations of times specifically scheduled for math and science, describe when you saw mathematical or scientific thinking occur at times other than the designated math or science periods. Refer to your readings.

In groups, develop a unit with an overarching theme that uses science and math. Each student in the group will develop three lessons per subject under the overarching theme. Putting them all together, a unit is formed that is ready to use in the practicum classroom. Share with mentor teacher and ask to implement unit.

### **SUGGESTED LESSON PLAN FORMAT:**

Each lesson plan should contain the following components:

**1. Basic Information:** Grade Level, Content, Lesson Time

**2. Summary of the Children's Characteristics and Needs:**

In this section you will provide information about the diverse abilities of the children for which this lesson is intended. You will need to collaborate with your practicum teacher to gain some of this information.

- **Developmental Levels of Students** - Specifically list developmental levels that relate to your lesson. For example, if you teaching a reading lesson then list information about the student(s) abilities in reading.
- **Learning Styles/Multiple Intelligences** - What kinds of learners are the children in the class?
- **English Language Learners** - Which students speak another language? What languages do they speak?
- **Diverse Abilities** - This should include but is not limited to
  - **Medical Needs** - Medications, Allergies, Hearing Aids, etc.
  - **IEPs (Individualized Education Plans)** that apply to the content being taught and the necessary modifications and/or accommodations to be made.

### **3. Accommodations:**

List all the accommodations you will make for students. For example, what accommodations will you make for the children's characteristics and needs listed above in the IEP? How will you adapt your lesson to include the child who has ADHD and has a difficult time sitting still and paying attention? How will you communicate the content of the lesson to English language learners? How will you alter the lesson to meet the needs of readers who have advanced skills and those who struggle within the same lesson? What will you do for the child who has a learning disability in writing? How will your lesson meet the needs of the diverse learning styles of students in your classroom, e.g., auditory learners as well as the kinesthetic learners, etc.?

### **4. Connection to Theory:**

Discuss what theory and/or theorist forms the basis for your lesson. Explain why the lesson is appropriate for the students.

### **5. Prior Knowledge:**

List what the students already know about concepts and/or skills directly connected to the lesson. Make a connection to what has been previously taught in this area. For example, what have the students been learning about punctuation prior to this lesson? You may want to consult the state standards or speak to the teacher.

### **6. Learning Objectives and Standards:**

List clear and appropriate objectives. These must be stated in measurable terms. (Check your verbs.)

List the NM state curriculum standards that support your content objectives. There must be a clear connection between the objective and the standard. These should also be aligned with your assessment.

### **7. Materials and Resources:**

All materials and resources used during the lesson must be listed. These materials and resources should reflect the children's ages, abilities, languages, and cultures. Remember that it is important for the materials and resources to actively engage children in meaningful ways. Make sure you choose materials and resources that will accommodate for the diverse challenges of your students. Review your section on children's characteristics and needs. For example, what materials will you use to accommodate for both the visual and kinesthetic learners?

### **8. Effective Approaches and Technology:**

List the effective approaches you will use to teach your lesson. These may include but are not limited to fostering oral language, child-initiated inquiry, adult-directed learning, free exploration, teacher modeling/demonstration, centers, technology, thematic units, manipulatives, hands-on learning, the arts, and cooperative/collaborative learning.

## 9. Management Routines and Learning Environment:

In this section you will provide information about positive classroom plans and routines. Explain how you will create respect for students and support the learning process. List the management procedures. For example, if a student does not follow directions what will happen? Specifically, how will you handle challenging behaviors? What routines will you use during your lesson? For example, will you call students by table to move to the carpet area? By being intentional in your planning and writing down procedures ahead of time, there will be a strategy to implement with children as needed during the instruction of the lesson.

## 10. Instructional Procedures:

Be very specific! Spell out what you are going to do and what the students are going to do. Include what you are going to say. You must include all of the following:

- Building Interest/Excitement - How will you begin the lesson to capture the student's interest and attention?
- Anticipatory Set - Explain the purpose/objective of the lesson to the students. "Today we will learn ... because ...."
- Make a connection to what student's have previously been learning or what they will learn next. "Yesterday we learned about ... and now we are going to ..."
- Specific Steps - What you will do and say and what the children will do and say. This outlines the entire lesson. First, .... Next ...
- Lesson Closure - How will end the lesson? How will you communicate to students what they have learned from the lesson?
- Early and Late Finishers - What activities or procedures do you have planned for these students? What will the early finishers do while the rest of the class is still working?

## 11. Assessment:

The assessment must be directly aligned with the objectives and standards. It should measure the objectives and standards. The assessment should be attached – checklist, rubric, observational form, performance assessment, interview, work sample, teacher created test, etc. The *criteria* must be included. For example, if you are using a checklist then you must explain your criterion system. A check means .... A check minus means ... A check plus means ... If you collect observational notes, you must include what you are observing.

## 12. Post Lesson Reflection:

As part of becoming an early childhood professional you must continually reflect on your teaching, practices, and planning skills. In order to do this you must analyze your own teaching. How might you have improved the lesson? What other materials and/or instructional directions might you have used to provide more clarity? How will you support ..... during the next lesson to remain on task, improve skills, etc.?



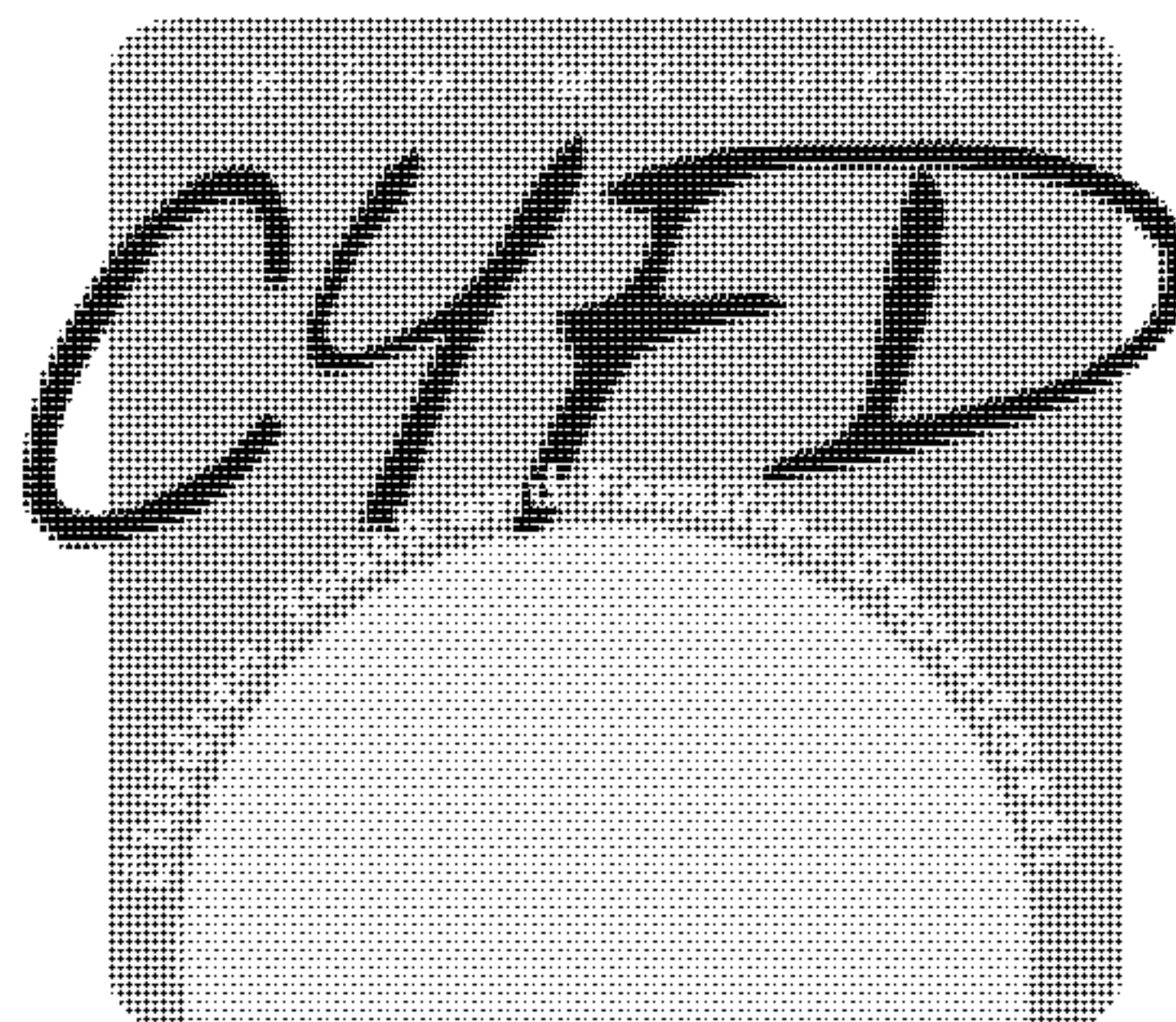
## Sample ECED Lesson Plan Rubric

### Age 3 (PreK) - Grade 3

	Unacceptable (1 pt)	Developing (2 pts)	Competent (3 pts)
1. Written Communication Skills (NAEYC 5c-d)	Written plan contains many errors and is unclear or uses inappropriate language. Professional appearance is lacking.	Writing is acceptable and professional. Written plan contains one or more grammatical or spelling errors.	Written plan is clear, well organized, professional, and free of grammatical and spelling errors.
2. Summary of Children's Characteristics and Needs (NAEYC 1a-c)	Summary lacks focus on the specific group of students for which the lesson is intended. There is little information about the children's characteristics and needs.	Summary includes some information about the class but lacks details about multiple areas like developmental levels, special needs (IEPs), social/emotional issues, health conditions, diverse language abilities, and learning styles.	Detailed summary includes information about the class like developmental levels, special needs (IEPs), social/emotional issues, health conditions, diverse language abilities, and learning styles.
3. Accommodations (NAEYC 1a-b, 2a, 4b, 5d)	Little or no accommodations are listed. The lesson does not make adjustments for diverse students.	General accommodations are listed. Most of these address student differences, interests, and needs (see above). The accommodations seem to be effective.	Specific, meaningful accommodations for student differences, interests, and needs are listed (see above). These may include differences in culture, gender, abilities, and multiple intelligences.
4. Connection to Theory (NAEYC 1a-c)	Little or no connection is made to child development theory and/or theorists. The lesson is missing a theoretical basis and may not be developmentally appropriate for young children.	The lesson is generally connected to child development theory and/or theorists. A simple of explanation of the appropriateness of the lesson is provided.	A strong connection is made to child development and theory and/or theorists. The lesson is theoretically sound. An explanation of why the lesson is developmentally appropriate for these students is provided.
5. Prior Knowledge (NAEYC 1a-b,4a,c-d)	Prior knowledge information is missing or does not apply to the lesson.	General information about the student's prior knowledge is listed.	Detailed information about the student's prior knowledge is listed. This includes connections to previously taught standards/objectives.
6. Learning Objectives and Standards (NAEYC 1a-b, 4b-d)	The objectives and/or standards are missing or are inappropriate for young children. There is no connection between the objectives/standards and the assessment.	Objectives are listed but may not be the most appropriate for the targeted skills. Measurable terms are used for the objectives. The objectives are generally connected to the SC state curriculum standards and the assessment.	Clear and age appropriate objectives are stated using measurable terms. These are appropriately challenging for the children. The state curriculum standards support and are connected to the objectives and the assessment.

<p>7. Materials and Resources (NAEYC 1a-c, 2a, 4b-c)</p>	<p>Many materials and/or resources are missing or are inappropriate. Materials/resources do not match the needs of the children for the lesson.</p>	<p>Essential materials and resources are listed. Some of the materials take into account the children's ages, abilities, languages, and cultures. Materials and resources make the lesson content interesting and engaging.</p>	<p>Materials and resources take into account the children's ages, abilities, languages, and cultures. A detailed list of all needed materials is provided. A variety of materials/resources are used to actively engage the children with the content.</p>
<p>8. Developmentally Effective Approaches and Technology (NAEYC 1a-c, 4a-d, 5c-d)</p>	<p>The lesson is based on procedures and/or activities that are not developmentally appropriate for young children. Students do not have an active role in the lesson.</p>	<p>Most of the lesson utilizes developmentally appropriate approaches but some aspects of the lesson are limited. Students are actively involved in the lesson.</p>	<p>Developmentally effective approaches are listed and utilized with children during the lesson. These may include but are not limited to fostering oral language communication, child-initiated inquiry, adult directed learning, free exploration, teacher modeling, centers, technology, units of study, manipulatives, hands-on learning, the arts, and cooperative learning. The approach to the lesson engages students in meaningful and active ways.</p>
<p>9. Management Routines and Learning Environment (NAEYC 1a-c, 4a-b)</p>	<p>Little or no information is provided concerning the management of materials, classroom routines, and dealing with challenging behaviors. There is no plan for supporting students or creating a respectful environment.</p>	<p>General information is provided about creating respect for students and supporting them in the learning process. Major classroom management routines are listed but may not be appropriate for young children. There is a plan that provides for managing materials, resources, or dealing with challenging behaviors.</p>	<p>Clear evidence about the classroom environment includes creating respect for each student and supporting children in the learning process. Classroom management routines are listed and appropriate for young children. A detailed plan is provided for managing materials, resources, and dealing with challenging behaviors.</p>

<p>10. Instructional Procedures (NAEYC 1a-b, 4a-d)</p>	<p>Procedures are sketchy and lack details. Many steps are missing. The sequence is out of order and does not meet the needs of students. There is no plan for early or late finishers.</p>	<p>Most procedures are outlined but at least one aspect of the procedures is missing. The sequence is logical, paced appropriately, and meets the needs of students. Accommodating for early and late finishers is missing or lacks meaning. The procedures are tied to lesson objective, standards and/or assessment.</p>	<p>Specific procedures are outlined that include building excitement (anticipatory set), purpose of the lesson, reviewing previous learning, and lesson closure. The sequence is logical and reflects appropriate pacing and knowledge of student needs. Procedures address early and late finishers. The instruction is strongly aligned with the lesson objectives/standards and assessment. Content is accurate and actively engages children in the learning process. All three learning modalities are in place to make the lesson productive.</p>
<p>11. Assessment (NAEYC 3a-c, 5d)</p>	<p>The assessment is missing or is inappropriate. There is no connection to the objectives/standards.</p>	<p>The assessment is generally linked to the objectives/standards. The assessment is described but not attached.</p>	<p>Assessment rubrics, checklists, etc. are attached with criteria for evaluation. Informal observation assessments include questions or descriptions of student expectations (What is being observed?). The assessment is tightly linked to the objectives/standards.</p>
<p>12. Post Lesson Reflection (NAEYC 1a-b, 3a-c, 4a-d, 5b-d)</p>	<p>The analysis is weak and addresses less than three aspects of the post lesson reflection. There is no insight into future teaching improvements.</p>	<p>The analysis addresses at least three important aspects of the reflection: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, or suggestions for improving future teaching.</p>	<p>Comprehensive analysis includes a thoughtful discussion of all of the following: strengths and weaknesses of the lesson's implementation, reflections about student performance, a plan for re-teaching, and suggestions for improving future teaching.</p>



For more information, contact  
The Office of Child Development  
Children, Youth and Families Department  
(505) 827-7946



## 14. New Mexico Early Childhood Crosswalks and Alignment, 2011

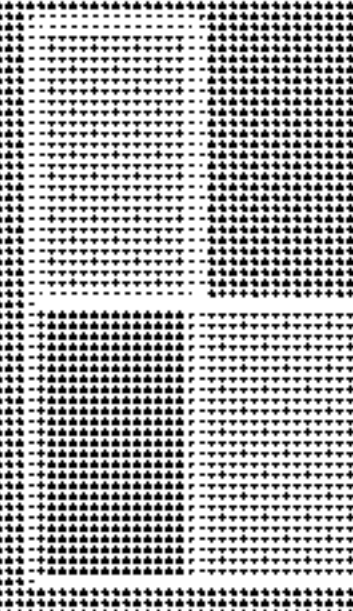
2011

# New Mexico Early Childhood Crosswalks & Alignment

Head Start Child Development/Early Learning Framework  
Mind in the Making-Seven Essential Life Skills  
Creative Curriculum

New Mexico Content Standards for Kindergarten  
National Core Standards for Kindergarten

Children, Youth & Families Dept.  
Public Education Dept.  
10/01/2011



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**CROSSWALK**

**HEAD START CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK  
WITH  
NEW MEXICO EARLY LEARNING GUIDELINES**

As the State of New Mexico moves closer to aligning the early childhood communities, it is important that the numerous documents that each early childhood system has developed to show child outcomes is reviewed to see where there are similarities and gaps.

On the left-side of the chart are the *Head Start Child Development/ Early Learning Framework*. The *New Mexico Early Learning Guidelines* are on the right-side of the chart. The first challenge to creating a crosswalk between the two documents was that the *Head Start Child Development/Early Learning Framework (ELF)* has eleven (11) domains and the *NM Early Learning Guidelines(ELG)* has eight(8)domains. You will find that in several instances the *Head Start Child Development/ Early Learning Framework* Domain Elements and Examples overlap into more than one *NM Early Learning Guideline* Domain Outcomes and Indicators (i.e. *Head Start Child Development/ Early Learning Framework* Domain: LOGIC & REASONING on the left-side of the chart and the right side lists the following *NM Early Learning Guideline* Domains: Aesthetic Creativity; Literacy; Numeracy; Self, Family & Community; Scientific Conceptual Understandings; Infant/Toddler Domain III: Beginning to Build Concepts )

The chart shows twenty-three (23) yellow high-lighted Essential Indicators on the right-side of the *NM Early Learning Guidelines*. Child observations documenting the child’s cognitive, social/emotional, physical growth over time are recorded and shared with the parents during parent/teacher conferences at least twice a year through the authentic assessment process.

The *NM Early Learning Guidelines* are numerically marked (i.e. **ELG 15.2**). The bold **ELG** is written next to the **HS ELF** when there is a match. Sometimes more than one **NM ELG** matches with the **HS ELF**, then both **NM ELG’s** will be written (i.e. **ELG 15.1 & ELG 15.2**).

In the Head Start Domains of *English Language Learner* and *Logic & Reasoning* the developmental match may come from the Infant/Toddler section of the Early Learning Guidelines. When a child is learning a second language, you may find an appropriate match for the child’s developmental growth in the earlier toddler domain-Beginning to Communicate. There are some areas that have gaps between the two documents. Either the *Head Start Child Development/ Early Learning Framework* does not address one of the NM Early Learning Guidelines or one of the *NM Early Learning Guidelines* does not have a corresponding Head Start example. When this occurs the line is shaded in gray and it is marked NO ELG INDICATOR or NO HS EXAMPLE.



HEAD START (HS) CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NMI EARLY LEARNING GUIDELINES
<p><b>DOMAIN</b></p> <p><b>PHYSICAL DEVELOPMENT &amp; HEALTH</b></p> <p>Refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Equally important, physical well-being, health, and motor development are foundational to young children's learning. Motor skills permit children to fully explore and function in their environment, and support development in all other domains. Health problems, delays in physical development, and frequent illnesses interfere with children's ability to learn and are associated with a range of poor developmental and educational outcomes. In the domain of Physical Development &amp; Health, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>PHYSICAL DEVELOPMENT, HEALTH &amp; WELL-BEING (FINE MOTOR &amp; GROSS MOTOR)</b></p> <p><b>FINE MOTOR</b> Developing fine motor skills, the ability to use the small muscles of the hands and fingers, is important as children move into the preschool years and on through kindergarten and elementary school. Many everyday tasks require coordination of these muscles including buttoning and zipping, tying shoes, manipulating small objects, using scissors and other tools as well as using writing implements to draw and write. As children turn three years of age, they tend to use a fistful grasp of objects more so than a pincer grasp. Through a variety of experiences with play dough, puzzles, attempts at self-dressing and experiments with cutting, drawing and writing, they become more dexterous and coordinated in their use of their hands and feel less frustration and more success in fine motor tasks.</p> <p><b>GROSS MOTOR</b> Young children's future health and well-being are directly related to the development and strengthening of both their large and small muscles. Gross motor control or large muscle movement refers to such characteristics as balance, coordination, purposeful control and stability of body movements and functions. Given opportunities both indoors and out to explore their world, children develop agility and strength as well as general body competence and overall autonomy. The goal for all children is full participation. Good physical health and motor development allow for full participation in learning experiences. Children with a disability receive special accommodations, which permit them to participate fully at his or her level.</p>
<p><b>ELEMENTS</b></p> <p><b>HS PHYSICAL HEALTH STATUS</b> The maintenance of healthy and age appropriate physical well-being.</p>	<p><b>OUTCOMES</b></p> <p>( NO CORRESPONDING ELG OUTCOME)</p>

<p><b>HS HEALTH KNOWLEDGE &amp; PRACTICE</b> The understanding of healthy and safe habits and practicing healthy habits. (ELG 3)( ELG 4)</p>	<p>ELG 3 The child's behavior demonstrates health and hygiene skills. ELG 4 The child demonstrates safe behaviors in increasing numbers of situations.</p>
<p><b>HS GROSS MOTOR SKILLS</b> The control of large muscles for movement, navigation, and balance. (ELG 1)</p>	<p>ELG 1 The child independently uses gross motor control including balance, spatial awareness and stability.</p>
<p><b>HS FINE MOTOR SKILLS</b> The control of small muscles for such purposes as using utensils, self-care, building, and exploring. (ELG 2)</p>	<p>ELG 2 The child independently uses fine motor skills.</p>
<p><b>EXAMPLES</b></p>	
<p><b>HS PHYSICAL HEALTH STATUS</b></p> <ul style="list-style-type: none"> <li>• Possesses good overall health, including oral, visual and auditory health, and is free from communicable or preventable diseases. ( NO CORRESPONDING ELG INDICATOR)</li> </ul>	<p>( NO CORRESPONDING ELG INDICATOR)</p>
<ul style="list-style-type: none"> <li>• Participates in prevention and management of chronic health conditions and avoids toxins, such as lead. (ELG 4.1)</li> </ul>	<p>ELG 4.1 Identifies potentially harmful objects, substances and behaviors.</p>
<ul style="list-style-type: none"> <li>• Maintains physical growth within the Centers of Disease Control and Prevention (CDC) recommended ranges for weight by height by age. (NO CORRESPONDING ELG INDICATOR)</li> </ul>	<p>(NO CORRESPONDING ELG INDICATOR)</p>
<ul style="list-style-type: none"> <li>• Gets sufficient rest and exercise to support healthy development. (ELG 3.2)</li> </ul>	<p>ELG 3.2 Shows increasing awareness of health lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p>
<p><b>HS HEALTH KNOWLEDGE &amp; PRACTICE</b></p> <ul style="list-style-type: none"> <li>• Completes personal care tasks, such as dressing, brushing teeth, toileting and washing hands independently from adults. (ELG 3.1)</li> </ul>	<p>ELG 3.1 Shows increasing awareness of hygiene in hand washing, toileting, and/or dental hygiene.</p>
<ul style="list-style-type: none"> <li>• Communicates an understanding of the importance of health</li> </ul>	<p>ELG 4.2 Increasingly follows classroom, school and safety rules most</p>



<p>and safety routines and rules. (ELG 4.1) (ELG 4.2)</p> <ul style="list-style-type: none"> <li>Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. (ELG 4.1) (ELG 4.2)</li> </ul>	<p>of the time.</p> <p>ELG 4.1 Identifies potentially harmful objects, substances and behaviors.</p>
<ul style="list-style-type: none"> <li>Recognizes the importance of doctor and dentist visits. (ELG 3.2)</li> <li>Distinguishes food on a continuum from most healthy to less healthy. (ELG 3.2)</li> <li>Eats a variety of nutritious foods.</li> </ul>	<p>ELG 3.2 Shows increasing awareness of health lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p> <p>( NO CORRESPONDING ELG INDICATOR)</p>
<ul style="list-style-type: none"> <li>Participates in structured and unstructured physical activities. (ELG 1.2)</li> </ul>	<p>ELG 1.2 Exhibits balance and spatial awareness, in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e. "Duck, Duck, Goose"). (Essential Indicator#25)</p>
<ul style="list-style-type: none"> <li>Cooperates during doctor and dentist visits and health and developmental screenings. ( NO CORRESPONDING ELG INDICATOR)</li> </ul>	<p>( NO CORRESPONDING ELG INDICATOR)</p>
<p><b>HS GROSS MOTOR SKILLS</b></p> <ul style="list-style-type: none"> <li>Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility devices, skipping, running, climbing and hopping. (ELG 1.1)</li> </ul>	<p>ELG 1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters. (Essential Indicator#24)</p>
<ul style="list-style-type: none"> <li>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls and riding a tricycle. (ELG 1.2)</li> <li>Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects. (ELG 1.2)</li> </ul>	<p>ELG 1.2 Exhibits balance and spatial awareness, in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e. "Duck, Duck, Goose"). (Essential Indicator#25)</p>
<p><b>EXAMPLES</b></p>	<p><b>INDICATORS</b></p>
<p><b>HS FINE MOTOR SKILLS</b></p> <ul style="list-style-type: none"> <li>Manipulates writing, drawing and art tools. (ELG 2.1)</li> </ul>	<p>ELG 2.1 Is developing manual coordination to use cutting and writing tools and demonstrates self-help skills such as buttoning and zipping.</p>

<ul style="list-style-type: none"> <li>• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating. (ELG 2.2)</li> <li>• Manipulates a range of objects, such as blocks or books. (ELG 2.2)</li> <li>• Develops hand strength and dexterity. (ELG 2.3)</li> </ul>	<p><b>ELG 2.2 Coordinates eye-hand movements using manipulatives and small objects and when dressing and undressing. (Essential Indicator #1)</b></p>
	<p><b>ELG 2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.</b></p>



<p style="text-align: center;"><b>HEAD START (HS) CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK</b></p>	<p style="text-align: center;"><b>NM EARLY LEARNING GUIDELINES</b></p>
<p style="text-align: center;"><b>DOMAIN LANGUAGE DEVELOPMENT</b></p> <p>LANGUAGE DEVELOPMENT refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning across all domains. Specific language skills in early childhood are predictive of later success in learning to read and write. Also, children who are skilled communicators are more likely to demonstrate social competence. In the domain of Language Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p style="text-align: center;"><b>DOMAIN LITERACY</b></p> <p>Literacy encompasses all of the language arts: listening, speaking, reading and writing. In the preschool and kindergarten years, children learn skills that will be the foundation for their use of language throughout their lives. These skills will help them develop both receptive and expressive vocabularies as well as learn to read and to communicate through writing. Young children learn language by listening to others and further refine their vocabulary and understanding of the world around them by listening to a variety of books and stories. They begin to notice the sounds of language and may play with conventions such as rhyming or identifying similar sounds. They socialize through spoken language and learn to express their needs, wants, feelings and thoughts so that they can interact with others in satisfying ways. Their home language is their primary one. As teachers interact with children and families, respect and special attention is given to the home language so that each child can demonstrate his or her competence in listening and speaking to the fullest. As they listen and learn to talk, and as they are exposed to books and other reading experiences, they learn that words are meant for communication, that words represent things, ideas, feelings and that words help us organize our thoughts.</p> <p>Children observe adults as they read and write and imitate their actions. Memorizing favorite stories, using picture and context clues, and beginning to notice the characteristics of written language (both letters and words) are all part of the foundational skills that will help them become able to decode written language for themselves in the elementary years. The more exposure to reading experiences such as listening to stories and enjoying rich children's literature, the more their love of reading and comprehension skills will develop. Imitating adult writing through scribbling, forming written marks and shapes, and eventually letters and words, leads to asking how words are spelled and attempting to use writing processes to represent their thoughts and ideas and to communicate with others. And, the home language may be the first and most developed in regards to reading and writing, as well. Teachers provide as many resources as possible</p>

	in children's home languages.
<b>ELEMENTS</b>	<b>OUTCOMES</b>
<b>HS RECEPTIVE LANGUAGE</b> The ability to comprehend or understand language. (ELG 5)	ELG 5 The child demonstrates development and expansion of listening skills.
<b>HS EXPRESSIVE LANGUAGE</b> The ability to use language. (ELG 6)	ELG 6 The child communicates experiences, ideas and feelings through speaking.
<b>EXAMPLES</b>	<b>INDICATORS</b>
<b>HS RECEPTIVE LANGUAGE</b> <ul style="list-style-type: none"> <li>Attends to language during conversations, songs, stories, or other learning experiences. (ELG 5.1)</li> </ul>	ELG 5.1 <i>Listens with understanding to directions and conversations. (Essential Indicator #2)</i>
<ul style="list-style-type: none"> <li>(NO CORRESPONDING HS EXAMPLE for ELG 5.2)</li> </ul>	ELG 5.2 Follows directions with increasing complexity.
<ul style="list-style-type: none"> <li>(NO CORRESPONDING HS EXAMPLE for ELG 5.3)</li> </ul>	
<ul style="list-style-type: none"> <li>Comprehends increasingly complex and varied vocabulary. (ELG 5.4)</li> <li>Comprehends different forms of language, such as questions or exclamations. (ELG 5.4)</li> </ul>	ELG 5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.
<ul style="list-style-type: none"> <li>Comprehends different grammatical structures or rules for using language. (NO CORRESPONDING ELG INDICATOR)</li> </ul>	(NO CORRESPONDING ELG INDICATOR)
<b>HS EXPRESSIVE LANGUAGE</b> <ul style="list-style-type: none"> <li>Uses different grammatical structures for a variety of purposes. (ELG 5.4) (ELG 6.1)</li> </ul>	ELG 5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books. <b>ELG 6.1 <i>Converses effectively in his or her home language,</i></b>

	<i>English, or sign language for a variety of purposes relating to real experiences and different audiences. (Essential Indicator # 4)</i>
<ul style="list-style-type: none"> <li>• Uses increasingly complex and varied vocabulary. (ELG 5.4)</li> </ul>	ELG 5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.
<ul style="list-style-type: none"> <li>• Uses different forms of language. (ELG 6.1)</li> <li>• Engages in communication and conversation with others. (ELG 6.1)</li> <li>• Engages in conversations with peers and adults. (ELG 6.1)</li> </ul>	ELG 6.1 <i>Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences. (Essential Indicator # 4)</i>
<ul style="list-style-type: none"> <li>• Uses language to express ideas and needs. (ELG 6.1) (ELG 6.3)</li> </ul>	ELG 6.1 <i>Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences. (Essential Indicator # 4)</i>  ELG 6.3 Engages in conversations that develop a thought or idea.
<ul style="list-style-type: none"> <li>• (NO CORRESPONDING HS EXAMPLE for ELG 6.2)</li> </ul>	ELG 6.2 Asks and answers relevant questions.
<ul style="list-style-type: none"> <li>• Engages in storytelling. (ELG 7.2)</li> </ul>	ELG 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.



HEAD START (HS) CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>DOMAIN</b></p> <p><b>LITERACY KNOWLEDGE &amp; SKILLS</b></p> <p>LITERACY KNOWLEDGE AND SKILLS refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships. Early literacy is the foundation for reading and writing in all academic endeavors in school. It is considered one of the most important areas for young children's development and learning. Early literacy learning provides children with an opportunity to explore the world through books, storytelling, and other reading and writing activities. It is a mechanism for learning about topics they enjoy and acquiring content knowledge and concepts that support progress in other domains. It is critical for supporting a range of positive outcomes, including success in school and other environments. In the domain of Literacy Knowledge &amp; Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>LITERACY</b></p> <p>Literacy encompasses all of the language arts: listening, speaking, reading and writing. In the preschool and kindergarten years, children learn skills that will be the foundation for their use of language throughout their lives. These skills will help them develop both receptive and expressive vocabularies as well as learn to read and to communicate through writing. Young children learn language by listening to others and further refine their vocabulary and understanding of the world around them by listening to a variety of books and stories. They begin to notice the sounds of language and may play with conventions such as rhyming or identifying similar sounds. They socialize through spoken language and learn to express their needs, wants, feelings and thoughts so that they can interact with others in satisfying ways. Their home language is their primary one. As teachers interact with children and families, respect and special attention is given to the home language so that each child can demonstrate his or her competence in listening and speaking to the fullest. As they listen and learn to talk, and as they are exposed to books and other reading experiences, they learn that words are meant for communication, that words represent things, ideas, feelings and that words help us organize our thoughts.</p> <p>Children observe adults as they read and write and imitate their actions. Memorizing favorite stories, using picture and context clues, and beginning to notice the characteristics of written language (both letters and words) are all part of the foundational skills that will help them become able to decode written language for themselves in the elementary years. The more exposure to reading experiences such as listening to stories and enjoying rich children's literature, the more their love of reading and comprehension skills will develop. Imitating adult writing through scribbling, forming written marks and shapes, and eventually letters and words, leads to asking how words are spelled and attempting to use writing processes to represent their thoughts and ideas and to communicate with others. And, the home language may be the first and most developed in regards to reading and writing, as well. Teachers provide as many resources as possible in children's home languages.</p>
<p><b>ELEMENTS</b></p> <p><b>LITERACY KNOWLEDGE &amp; SKILLS</b></p> <p><b>HS BOOK APPRECIATION and KNOWLEDGE</b> The interest in books and their characteristics, and the ability to understand and get</p>	<p><b>OUTCOMES</b></p> <p>ELG 7 The child engages in activities that promote the acquisition of emergent reading skills.</p>



meaning from stories and information from books and other texts. (ELG 7)	
<b>HS PHONOLOGICAL AWARENESS</b> An awareness that language can be broken into words, syllables, and smaller pieces of sound. (ELG 7)	ELG 7 The child engages in activities that promote the acquisition of emergent reading skills.
<b>HS ALPHABET KNOWLEDGE</b> The names and sounds associated with letters. (ELG 7) (ELG 8)	ELG 7 The child engages in activities that promote the acquisition of emergent reading skills.  ELG 8 The child engages in activities that promote the acquisition of emergent writing skills.
<b>HS PRINT CONCEPTS &amp; CONVENTIONS</b> The concepts about print and early decoding (identifying letter-sound relationships). (ELG 8)(ELG 7)	ELG 8 The child engages in activities that promote the acquisition of emergent writing skills.  ELG 7 The child engages in activities that promote the acquisition of emergent reading skills.
<b>EXAMPLES</b>	
<b>HS EARLY WRITING</b> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters. (ELG 8)	ELG 8 The child engages in activities that promote the acquisition of emergent writing skills.
<b>HS BOOK APPRECIATION and KNOWLEDGE</b>	<b>ELG 7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text. (Essential Indicator # 5)</b>
<ul style="list-style-type: none"> <li>Shows interest in shared reading experiences and looking at books independently. (ELG 7.1)</li> <li>Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics. (ELG 7.1)</li> </ul>	
<ul style="list-style-type: none"> <li>Asks and answers questions and makes comments about print materials. (ELG 7.2)</li> <li>Retells stories or information from books through conversation, artistic works, creative movement, or drama. (ELG 7.2)</li> </ul>	<b>ELG 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments. (Essential Indicator #6)</b>
<ul style="list-style-type: none"> <li>Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator. (ELG 7.3)</li> </ul>	<b>ELG 7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).</b>
<b>(NO CORRESPONDING HS EXAMPLE FOR ELG 7.4)</b>	

<p><b>HS PHONOLOGICAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>Identifies and discriminates between words in language. (ELG 5.3)</li> <li>Identifies and discriminates between separate syllables in words. (ELG 5.3)</li> <li>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound. (ELG 5.3)</li> </ul>	<p><b>ELG 5.3 Hears and discriminates the sounds of language in words to develop phonological awareness. (Essential Indicator #3)</b></p>
<p><b>HS ALPHABET KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>Recognizes that letters of the alphabet have distinct sound(s) associated with them. (ELG 5.3)</li> <li>Identifies letters and associates correct sounds with letters. (ELG 5.3)</li> <li>Attends to the beginning letters and sounds in familiar words. (ELG 5.3)</li> </ul>	<p><b>ELG 5.3 Hears and discriminates the sounds of language in words to develop phonological awareness. (Essential Indicator #3)</b></p>
<ul style="list-style-type: none"> <li>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named. (ELG 7.4)</li> </ul> <p><b>HS PRINT CONCEPTS &amp; CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>Understands conventions, such as print moves from left to right and top to bottom of a page. (ELG 7.3)</li> </ul>	<p><b>ELG 7.4 Progresses in understanding and using concepts of print. (Essential Indicator #7)</b></p> <p><b>ELG 7.3 Progresses in understanding and using conventions of reading (including holding book upright, identifying front and back, turning pages correctly, and recognizing that print proceeds from left to right).</b></p>
<p><b>EXAMPLES</b></p>	
<ul style="list-style-type: none"> <li>Recognizes words as a unit of print and understands that letters are grouped to form words. (ELG 7.4)</li> <li>Recognizes the association between spoken or signed and written words. (ELG 7.4)</li> <li>Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs. (ELG 7.4)</li> </ul>	<p><b>INDICATORS</b></p> <p><b>ELG 7.4 Progresses in understanding and using concepts of print. (Essential Indicator #7)</b></p>

<ul style="list-style-type: none"> <li>• Understands that print conveys meaning (ELG 7.4)</li> </ul>	
<p><b>HS EARLY WRITING</b></p> <ul style="list-style-type: none"> <li>• Experiments with writing tools and materials. (ELG 8.1)</li> </ul>	<p><b>ELG 8.1</b> Experiments with a variety of writing tools, materials, and surfaces.</p>
<ul style="list-style-type: none"> <li>• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion. (ELG 8.2)</li> <li>• Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas. (ELG 8.2)</li> </ul>	<p><b>ELG 8.2</b> Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.</p>
<ul style="list-style-type: none"> <li>• Copies, traces, or independently writes letters or words. (ELG 8.3)</li> </ul>	<p><b>ELG 8.3</b> <i>Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.</i> (Essential Indicator #8)</p>



CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>HEAD START (HS)</b></p> <p><b>DOMAIN</b></p> <p><b>MATHEMATICS KNOWLEDGE &amp; SKILLS</b></p> <p>Refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning; measurement; classification; and patterns. Because math is also about generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them. Math knowledge, interest, and skills are basic to children's success in school and later life. Early math skills are highly predictive of later academic achievement in multiple subject areas. In the domain of Mathematics Knowledge &amp; Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>NUMERACY</b></p> <p>Numeracy encompasses mathematical thinking as it is applied in meaningful and purposeful experiences in everyday life. Understanding of number and quantity is essential and goes beyond counting in depth and breadth. Children need many experiences with number and real objects to determine the constancy of quantities. Figuring out the numerical system happens as children learn to count one by one as well as see the patterns in the numeric tens system. And Numeracy involves the symbolic representation of number. Exploring geometry by recognizing shapes and patterns in the world around them is an important part of children's growing mathematical understanding. And, making comparisons related to size are the first steps in learning about measurement. Mathematics includes organizing information into categories, seeing relationships between objects and identifying patterns, quantifying data and solving problems involving time, space and number. Children come to understand these concepts as they work with a variety of hands-on materials and engage in daily life routines such as cooking and cleaning up.</p>
<p><b>ELEMENTS</b></p> <p><b>HS NUMBER CONCEPTS &amp; QUANTITIES</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list). (ELG 9)</p> <p><b>HS NUMBER RELATIONSHIPS &amp; OPERATIONS</b> The use of numbers to describe relationships and solve problems. (ELG 9)</p> <p><b>HS GEOMETRY &amp; SPATIAL SENSE</b> The understanding of shapes, their properties, and how objects are related to one another. (ELG 10)</p> <p><b>HS MEASUREMENT &amp; COMPARISON</b> The understanding of attributes and relative properties of objects as related to size, capacity, and area. (ELG 11)</p> <p><b>HS PATTERNS</b> The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p>	<p><b>OUTCOMES</b></p> <p><b>ELG 9</b> The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</p> <p><b>ELG 10</b> The child demonstrates understanding of geometrical and spatial concepts.</p> <p><b>ELG 11</b> The child demonstrates an understanding of non-standard units to measure and make comparisons.</p> <p><b>ELG 12</b> The child demonstrates the ability to investigate, organize, and create representations.</p>



<b>(ELG 12)</b>	
<b>EXAMPLES</b>	<b>INDICATORS</b>
<p><b>HS NUMBER CONCEPTS &amp; QUANTITIES</b></p> <ul style="list-style-type: none"> <li>• Uses the number name of the last object counted to represent the number of objects in the set <b>(ELG 9.2)</b></li> <li>• Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity. <b>(ELG 9.1)</b></li> <li>• Recites numbers in the correct order and understands that numbers come “before” or “after” one another. <b>(ELG 9.1) (ELG 9.2)</b></li> <li>• Recognizes numbers and quantities in the everyday environment. <b>(ELG 9.2)</b></li> </ul>	<p><b>ELG 9.2 Uses numbers and counting as a means for solving problems and determining quantity.</b> <i>(Essential Indicator # 9)</i></p> <p><b>ELG 9.1 Uses one-to-one correspondence in counting increasingly higher groups of objects.</b></p> <p><b>ELG 9.2 Uses numbers and counting as a means for solving problems and determining quantity.</b> <i>(Essential Indicator # 9)</i></p>
<b>EXAMPLES</b>	<b>INDICATORS</b>
<ul style="list-style-type: none"> <li>• Associates quantities and the names of numbers with written numerals. <b>(ELG 9.3)</b></li> </ul> <p><b>HS NUMBER RELATIONSHIPS &amp; OPERATIONS</b></p> <ul style="list-style-type: none"> <li>• Identifies the new number created when numbers are combined or separated. <b>(ELG 9.2)</b></li> <li>• Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to. <b>(ELG 9.2)</b></li> <li>• Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects. <b>(ELG 9.2) (ELG 12.1)</b></li> </ul> <p><b>HS GEOMETRY &amp; SPATIAL OPERATIONS</b></p> <ul style="list-style-type: none"> <li>• Recognizes and names common shapes, their parts and attributes <b>(ELG 10.1)</b></li> <li>• Combines and separates shapes to make other shapes. <b>(ELG 10.1)</b></li> </ul>	<p><b>ELG 9.3 Recognizes some numerals.</b></p> <p><b>ELG 9.2 Uses numbers and counting as a means for solving problems and determining quantity.</b> <i>(Essential Indicator # 9)</i></p> <p><b>ELG 9.2 Uses numbers and counting as a means for solving problems and determining quantity.</b> <i>(Essential Indicator # 9)</i></p> <p><b>ELG 12.1 Sorts, classifies, and groups materials by one or more characteristics.</b></p> <p><b>ELG 10.1 Recognizes, names, describes, compares and creates familiar shapes.</b> <i>(Essential Indicator # 10)</i></p>

<ul style="list-style-type: none"> <li>• Compares objects in size and shape <b>(ELG 10.1)</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Understands directionality, order and position of objects, such as, up, down, in front of, behind <b>(ELG 10.2)</b></li> </ul>	<p><b>ELG 10.2</b> Describes and interprets spatial sense and positions.</p>
<p><b>HS MEASUREMENT &amp; COMPARISON</b></p> <ul style="list-style-type: none"> <li>• <b>(NO CORRESPONDING HS EXAMPLE for ELG 11.1)</b></li> </ul>	<p><b>ELG 11.1</b> Compares and uses language relating to time with increasing accuracy.</p>
<ul style="list-style-type: none"> <li>• <b>(NO CORRESPONDING HS EXAMPLE for ELG 11.2)</b></li> </ul>	<p><b>ELG 11.2</b> Anticipates, remembers, and describes sequence of events with increasing accuracy.</p>
<ul style="list-style-type: none"> <li>• <b>(NO CORRESPONDING HS EXAMPLE for ELG 11.3)</b></li> </ul>	
<p><b>HS PATTERNS</b></p> <ul style="list-style-type: none"> <li>• Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size. <b>(ELG 12.1)</b></li> <li>• Creates patterns through the repetition of a unit. <b>(ELG 12.1)</b></li> <li>• Recognizes, duplicates, and extends simple patterns. <b>(ELG 12.1)</b></li> </ul>	<p><b>ELG 12.1</b> Sorts, classifies, and group's materials by one or more characteristics. <i>(Essential Indicator # 12)</i></p>
<ul style="list-style-type: none"> <li>• <b>(NO CORRESPONDING HS EXAMPLE for ELG 12.2)</b></li> </ul>	<p><b>ELG 12.2</b> Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p>

HEAD START CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>DOMAIN</b></p> <p><b>LOGIC &amp; REASONING</b></p> <p>LOGIC and REASONING refers to the ability to think through problems and apply strategies for solving them. Logic and reasoning skills are an essential part of child development and early learning and a foundation for competence and success in school and other environments. Children's ability to think, reason, and use information allows them to acquire knowledge, understand the world around them, and make appropriate decisions. In the domain of Logic &amp; Reasoning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>EMBEDDED IN THE FOLLOWING DOMAINS:</b></p> <ul style="list-style-type: none"> <li>• <b>AESTHETIC CREATIVITY</b></li> <li>• <b>LITERACY</b></li> <li>• <b>NUMERACY</b></li> <li>• <b>SELF, FAMILY, COMMUNITY</b></li> <li>• <b>SCIENTIFIC CONCEPTUAL UNDERSTANDINGS</b></li> <li>• <b>INFANT/TODDLER DOMAIN III: BEGINNING TO BUILD CONCEPTS</b></li> </ul>
<b>ELEMENTS</b>	<b>OUTCOMES</b>
<p><b>HS REASONING and PROBLEM SOLVING</b></p> <p>The ability to recognize, understand and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p> <p><b>(ELG 14) (ELG 25) (ELG 27) (ELG 28) &amp; I/T DOMAIN III : BEGINNING TO BUILD CONCEPTS</b></p>	<p><b>ELG 14</b> The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</p> <p><b>ELG 25</b> The child exhibits imagination and creativity.</p> <p><b>ELG 27</b> The child displays persistence and pursues challenges.</p> <p><b>ELG 28</b> The child uses problem-solving skills.</p> <p><b>I/T DOMAIN III: BEGINNING TO BUILD CONCEPTS</b></p>
<p><b>HS SYMBOLIC REPRESENTATION</b></p> <p>The use of symbols or objects to represent something else</p> <p><b>(ELG 7)(ELG 9) (ELG 12 (ELG 25)</b></p>	<p><b>ELG 7</b> The child engages in activities that promote the acquisition of emergent reading skills</p> <p><b>ELG 9</b> The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</p> <p><b>ELG 12</b> The child demonstrates the ability to investigate, organize, and create representations.</p> <p><b>ELG 25</b> The child exhibits imagination and creativity.</p>



<b>EXAMPLES</b>	<b>INDICATORS</b>
<p><b>HS REASONING and PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>Seeks multiple solutions to a question, task, or problem. (ELG 9.2) (ELG 27.2) (ELG 28.1)</li> </ul>	<p>ELG 9.2 Uses numbers and counting as a means for solving problems and determining quantity.</p> <p>ELG 27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p> <p>ELG 28.1 Recognizes and solves problems through observation, active exploration, trial and error and interactions and discussions with peers and adults.</p>
<ul style="list-style-type: none"> <li>Recognizes cause and effect relationships (I/T DOMAIN III: BEGINNING TO BUILD CONCEPTS) (ELG 27.2)</li> </ul>	<p>I/T DOMAIN III: BEGINNING TO BUILD CONCEPTS</p> <p>ELG 27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p>
<b>EXAMPLES</b>	<b>INDICATORS</b>
<ul style="list-style-type: none"> <li>Classifies, compares, and contrasts objects, events, and experiences. (ELG 12.1) (ELG 16.1)</li> </ul>	<p>ELG 12.1 Sorts, classifies, and groups materials by one or more characteristics.</p> <p>ELG 16.1 Investigates, compares and contrasts seasonal and weather changes in the immediate environment.</p>
<ul style="list-style-type: none"> <li>Uses past knowledge to build new knowledge. (ELG 14.3) (ELG 25.3) (ELG 27.2)</li> </ul>	<p>ELG 14.3 Makes predictions and forms hypotheses.</p> <p>ELG 25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and re-enact real-life roles and experiences.</p> <p>ELG 27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p>
<p><b>HS SYMBOLIC REPRESENTATION</b></p> <ul style="list-style-type: none"> <li>Engages in pretend play and acts out roles. (ELG 25.3)</li> </ul>	<p>ELG 25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and re-enact real-life roles and experiences.</p>
<ul style="list-style-type: none"> <li>Represents people, places, or things through drawings, movement, and three-dimensional objects. (ELG 8.2) (ELG 12.2) (ELG 13.1)</li> </ul>	<p>ELG 8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.</p>



	<p>ELG 12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p> <p><i>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).</i> (Essential Indicator # 13)</p>
<ul style="list-style-type: none"> <li>• Recognizes the difference between pretend or fantasy situations and reality. (ELG 7.2) (ELG 25.2)</li> </ul>	<p>ELG 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p> <p>ELG 25.2 Uses imagination to generate a variety of ideas.</p>

CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>HEAD START (HS)</b></p> <p><b>DOMAIN</b></p> <p><b>CREATIVE ARTS EXPRESSION</b></p> <p>Refers to participation in a range of activities that allow for creative and imaginative expression, such as music, art, creative movement, and drama. The creative arts engage children's minds, bodies, and senses. The arts invite children to listen, observe, discuss, move, solve problems, and imagine using multiple modes of thought and self-expression. The creative arts provide ways for young children to learn and use skills in other domains. In the domain of Creative Arts Expression, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>AESTHETIC CREATIVITY</b></p> <p>The arts provide a vehicle and an organizing framework for children to express their ideas, knowledge and feelings. Music, movement, drama, and visual art stimulate children to use words, manipulate tools and media, and solve problems in ways that are aesthetically pleasing and simultaneously convey meaning. Through experimenting with sounds, colors, forms, motion, and words, children communicate in ways that are distinctly their own and that reflect their unique approaches to learning. Each painting, dramatic play scenario, and improvised tune provides teachers and families with insights into a child's interests and abilities and allows children to express what they know. In an environment that fosters the arts, children learn to appreciate the contributions of other children and the works of others that reflect different experiences, cultures, and views.</p> <p><b>ALSO EMBEDDED IN THE FOLLOWING ELG DOMAINS:</b></p> <ul style="list-style-type: none"> <li>• <b>LITERACY</b></li> <li>• <b>APPROACHES TO LEARNING</b></li> </ul>
<p><b>ELEMENTS</b></p>	<p><b>OUTCOMES</b></p>
<p><b>HS MUSIC</b></p> <p>The use of voice and instruments to create sounds. (ELG 13) (ELG 25)</p>	<p>ELG 13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p> <p>ELG 25 The child exhibits imagination and creativity.</p>
<p><b>HS CREATIVE MOVEMENT &amp; DANCE</b></p> <p>The use of the body to move to music and express oneself. (ELG 13) (ELG 25)</p>	<p>ELG 13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p> <p>ELG 25 The child exhibits imagination and creativity.</p>
<p><b>HS ART</b></p> <p>The use of a range of media and materials to create drawings, pictures, or other objects. (ELG 13)</p>	<p>ELG 13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p>
<p><b>HS DRAMA</b></p> <p>The portrayal of events, characters, or stories through acting and using props and language. (ELG 13) (ELG 25) (ELG 7)</p>	<p>ELG 13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p> <p>ELG 25 The child exhibits imagination and creativity.</p> <p>ELG 7 The child engages in activities that promote the acquisition of</p>

	emergent reading skills.
<b>EXAMPLES</b>	<b>INDICATORS</b>
<b>HS MUSIC</b> <ul style="list-style-type: none"> <li>Participates in music activities, such as listening, singing or performing. (ELG 13.1)</li> <li>Experiments with musical instruments (NO CORRESPONDING ELG INDICATOR)</li> <li>Expresses what is felt and heard in various musical tempos and styles. (ELG 13.1)</li> </ul>	<b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)</b>  <b>(NO CORRESPONDING ELG INDICATOR)</b>
<b>EXAMPLES</b>	<b>INDICATORS</b>
<ul style="list-style-type: none"> <li>Moves to different patterns of beat and rhythm in music. (ELG 13.1) (ELG 25.1)</li> </ul>	<b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)</b>  <b>ELG 25.1 Tries new ways of doing things.</b>
<b>HS CREATIVE MOVEMENT &amp; DANCE</b> <ul style="list-style-type: none"> <li>Uses creative movement to express concepts, ideas or feelings. (ELG 13.1)</li> </ul>	<b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator # 13)</b>
<b>HS ART</b> <ul style="list-style-type: none"> <li>Uses different materials and techniques to make art creations. (ELG 13.1) (ELG 25.1) (ELG 25.2)</li> </ul>	<b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)</b>  <b>ELG 25.1 Tries new ways of doing things.</b> <b>ELG 25.2 Uses imagination to generate a variety of ideas.</b>
<ul style="list-style-type: none"> <li>Creates artistic works that reflect thoughts, feelings, experiences or knowledge. (ELG 13.1)</li> </ul>	<b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)</b>

<ul style="list-style-type: none"> <li>• Discusses one's own artistic creations and those of others. (ELG 13.1)</li> </ul>	<p><b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)</b></p>
<p><b>HS DRAMA</b></p> <ul style="list-style-type: none"> <li>• Uses dialogue, actions and objects to tell a story or express thoughts and feelings about one's self or a character. (ELG 7.2)</li> </ul>	<p><b>ELG 7.2</b> Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p>
<ul style="list-style-type: none"> <li>• Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations. (ELG 13.1) (ELG 25.2) (ELG 25.3)</li> </ul>	<p><b>ELG 13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements). (Essential Indicator #13)</b></p> <p><b>ELG 25.2</b> Uses imagination to generate a variety of ideas.</p> <p><b>ELG 25.3</b> Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and re-enact real-life roles and experiences.</p>



CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>HEAD START (HS)</b></p> <p><b>DOMAIN</b></p> <p><b>SCIENCE KNOWLEDGE &amp; SKILLS</b></p> <p>Refers to the emerging ability to gather information about the natural and physical world and organize that information into knowledge and theories. Young children are often called natural scientists. Their inclination to be curious, explore, ask questions, and develop their own theories about how the world works makes science an important domain for enhancing learning and school readiness. Science learning during the early childhood years encourages children to discover the world around them and refine their understanding of it. It provides opportunities for rich vocabulary learning and collaboration with peers. It fosters a sense of curiosity and motivation to learn. In the domain of Science Knowledge &amp; Skills, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>SCIENTIFIC CONCEPTUAL UNDERSTANDINGS</b></p> <p>For young children, the world is their laboratory. They explore nature and learn about physical properties. They wonder at the night sky and make observations about changes in the weather. They use their senses to explore and experience the capabilities of their own bodies. They observe, question, investigate and interpret the infinite possibilities of the world around them. In preschool and kindergarten, foundational scientific skills are developed as children have varied opportunities to observe, manipulate, listen, reflect, problem solve, make inferences and draw conclusions. They begin to develop hypotheses and set up experiments to learn scientific concepts and build understanding of their world.</p>
<p><b>ELEMENTS</b></p>	<p><b>OUTCOMES</b></p>
<p><b>HS SCIENTIFIC SKILLS &amp; METHOD</b></p> <p>The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions. (ELG 14)</p>	<p><b>ELG 14</b> The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</p>
<p><b>HS CONCEPTUAL KNOWLEDGE OF THE NATURAL &amp; PHYSICAL WORLD</b></p> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships. (ELG 15) (ELG 16)</p>	<p><b>ELG 15</b> The child acquires scientific knowledge related to life sciences.</p> <p><b>ELG 16</b> The child acquires scientific knowledge related to earth science.</p>
<p><b>EXAMPLES</b></p>	<p><b>INDICATORS</b></p>
<p><b>HS SCIENTIFIC SKILLS &amp; METHOD</b></p> <ul style="list-style-type: none"> <li>• Observes and discusses common properties, differences and comparisons among objects. (ELG 14.2)</li> </ul>	<p>14.2 Asks questions about the physical and natural worlds.</p>
<ul style="list-style-type: none"> <li>• Participates in simple investigations to form hypotheses, gather observations, draw conclusions and form generalizations. (ELG 14.3) (ELG 14.1)</li> </ul>	<p><i>ELG 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. (Essential Indicator #14)</i></p> <p><i>ELG 14.3 Makes predictions and forms hypotheses. (Essential Indicator #15)</i></p>
<ul style="list-style-type: none"> <li>• Describes and discusses predictions, explanations and</li> </ul>	<p><i>ELG 14.3 Makes predictions and forms hypotheses.</i></p>

<p>generalizations based on past experience. (ELG 14.3)</p>	<p>(Essential Indicator #15)</p>
<ul style="list-style-type: none"> <li>• Uses senses and tools, including technology, to gather information, investigate materials and observe processes and relationships. (ELG 14.1) (ELG 14.4)</li> </ul>	<p>ELG 14.1 <i>Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</i> (Essential Indicator #14)</p> <p>ELG 14.4 Uses various tools to gather information (i.e. thermometers, magnifiers, rulers, and/or balances).</p>
<ul style="list-style-type: none"> <li>• Collects, describes and records information through discussions, drawings, maps and charts. (ELG 14.1) (ELG 14.4)</li> </ul>	<p>ELG 14.1 <i>Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</i> (Essential Indicator #14)</p> <p>ELG 14.4 Uses various tools to gather information (i.e. thermometers, magnifiers, rulers, and/or balances).</p>
<p><b>EXAMPLES</b></p>	<p><b>INDICATORS</b></p>
<p><b>HS CONCEPTUAL KNOWLEDGE OF THE NATURAL &amp; PHYSICAL WORLD</b></p> <ul style="list-style-type: none"> <li>• Observes, describes and discusses living things and natural processes. (ELG 15.1)</li> </ul>	<p>ELG 15.1 Explores, observes and describes a variety of living things and distinguishes from non-living things.</p>
<ul style="list-style-type: none"> <li>• Observes, describes and discusses properties of materials and transformation of substances. (ELG 14.1) (ELG 14.3)</li> <li>• (ELG 14.4)</li> </ul>	<p>ELG 14.1 <i>Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</i> (Essential Indicator #14)</p> <p>ELG 14.3 <i>Makes predictions and forms hypotheses.</i> (Essential Indicator #15)</p> <p>ELG 14.4 Uses various tools to gather information (i.e. thermometers, magnifiers, rulers, and/or balances).</p>
<ul style="list-style-type: none"> <li>• (NO CORRESPONDING HS EXAMPLE for ELG 16.1)</li> </ul>	<p>ELG 16.1 Investigates, compares and contrasts seasonal and weather changes in the immediate environment.</p>



HEAD START (HS) CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>DOMAIN</b></p> <p><b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <p>Refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities. Children with emotional or behavioral challenges are likely to receive less adult support for development and learning and to be more isolated from peers. In the domain of Social &amp; Emotional Development, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>SELF, FAMILY &amp; COMMUNITY</b></p> <p>The Self, Family and Community Domain encompasses what is traditionally learned in social studies experiences in the elementary years. For young children, their foundation for learning in social studies begins with their personal experiences and understanding of their relationship to home and family. Culture, heritage, home language, values and traditions all play very important roles in the child's growing sense of self. As they move on in the preschool and kindergarten years, their understanding moves beyond just self and family and gradually expands to include the people they meet in their school, neighborhood, community and the larger world.</p> <p>This domain includes social and emotional development, which is critical to lifelong learning and well-being. Research clearly indicates that children who develop self-confidence and positive social skills early in life are more successful learners later on (The National Academies, <i>Eager to Learn</i>, NRC, 2001a; <i>Neurons to Neighborhoods</i>, 2000; Katz &amp; McLennan; Ladd, 1990). This competence is nurtured in an environment that affirms children as individuals and as participants in their community helping them to learn to get along with others and demonstrate personal responsibilities</p>
ELEMENTS	OUTCOMES
<p><b>SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <p><b>HS SOCIAL RELATIONSHIPS</b></p> <p>The healthy relationships and interactions with adults and peers. (ELG 20) (ELG 21)</p>	<p>ELG 20 The child works cooperatively with other children and adults.</p> <p>ELG 21 The child develops relationships of mutual trust and respect with others.</p>
<p><b>HS SELF-CONCEPT &amp; SELF-EFFICACY</b></p> <p>The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals. (ELG 17) (ELG 19)</p>	<p>ELG 17 The child exhibits self-awareness.</p> <p>ELG 19 The child demonstrates personal responsibility.</p>
<p><b>HS SELF-REGULATION</b></p> <p>The ability to recognize and regulate emotions, attention, impulses, and behavior. (ELG 18)</p>	<p>ELG 18 The child demonstrates self-control.</p>
<p><b>HS EMOTIONAL &amp; BEHAVIORAL HEALTH</b></p> <p>A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors. (ELG 17) (ELG 18)</p>	<p>ELG 17 The child exhibits self-awareness.</p> <p>ELG 18 The child demonstrates self-control.</p>

EXAMPLES	INDICATORS
<p><b>HS SOCIAL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• <b>NO CORRESPONDING HS EXAMPLE TO ELG 19.1</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Recognizes how actions affect others and accepts consequences of one's actions. (ELG 19.2)</li> </ul>	<p>ELG 19.2 Begins to accept the consequences of his or her own actions.</p>
<ul style="list-style-type: none"> <li>• Cooperates with others. (ELG 20.1)</li> <li>• Develops friendships with peers. (ELG 20.1)</li> </ul>	<p>ELG 20.1 <i>Plays and interacts with various children, sharing experiences and ideas with others.</i> (Essential Indicator #18)</p>
<ul style="list-style-type: none"> <li>• Resolves conflict with peers alone and/or with adult intervention as appropriate. (ELG 20.2)</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns. (ELG 20.1) (ELG 20.2)</li> </ul>	<p>ELG 20.2 <i>Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</i> (Essential Indicator #19)</p> <p>ELG 20.1 <i>Plays and interacts with various children, sharing experiences and ideas with others.</i> (Essential Indicator #18)</p>
<p><b>EXAMPLES</b></p>	<p><b>INDICATORS</b></p>
<ul style="list-style-type: none"> <li>• Recognizes and labels others' emotions. (ELG 21.1)</li> <li>• Expresses empathy and sympathy to peers. (ELG 21.1)</li> <li>• Establishes secure relationships with adults. (ELG 21.1)</li> <li>• Communicates with familiar adults and accepts or requests guidance. (ELG 21.2)</li> </ul>	<p>ELG 21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.</p> <p>ELG 21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p>
<ul style="list-style-type: none"> <li>• <b>(NO CORRESPONDING HS EXAMPLE for ELG 21.3)</b></li> </ul>	<p>ELG 21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p>
<p><b>HS SELF-REGULATION</b></p> <ul style="list-style-type: none"> <li>• Handles impulses and behavior with minimal direction from adults. (ELG 18.1)</li> <li>• Shifts attention between tasks and moves through transitions with minimal direction from adults. (ELG 18.1)</li> <li>• Adapts to new environments with appropriate emotions and behaviors. (ELG 18.1)</li> <li>• Follows simple rules, routines, and directions. (ELG 18.1)</li> </ul>	<p>ELG 18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).</p>





HEAD START (HS) CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NM EARLY LEARNING GUIDELINES
<p><b>DOMAIN</b></p> <p><b>SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b></p> <p>Social Studies Knowledge &amp; Skills refers to understanding people and how they relate to others and the world around them. Social studies helps children to understand themselves, their families, and communities. Through learning experiences related to history, culture and the environment, children enhance their self-identity and expand their experiences beyond the walls of their home and early childhood setting.</p>	<p><b>DOMAIN</b></p> <p><b>SELF, FAMILY &amp; COMMUNITY</b></p> <p>The Self, Family and Community Domain encompasses what is traditionally learned in social studies experiences in the elementary years. For young children, their foundation for learning in social studies begins with their personal experiences and understanding of their relationship to home and family. Culture, heritage, home language, values and traditions all play very important roles in the child's growing sense of self. As they move on in the preschool and kindergarten years, their understanding moves beyond just self and family and gradually expands to include the people they meet in their school, neighborhood, community and the larger world.</p> <p>This domain includes social and emotional development, which is critical to lifelong learning and well-being. Research clearly indicates that children who develop self-confidence and positive social skills early in life are more successful learners later on (The National Academies, <i>Eager to Learn</i>, NRC, 2001a; <i>Neurons to Neighborhoods</i>, 2000; Katz &amp; McLennan; Ladd, 1990). This competence is nurtured in an environment that affirms children as individuals and as participants in their community helping them to learn to get along with others and demonstrate personal responsibilities</p>
<p><b>ELEMENTS</b></p> <p><b>HS SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b></p> <p><b>HS SELF, FAMILY &amp; COMMUNITY</b></p> <p>The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity. (ELG 22)</p> <p><b>HS PEOPLE &amp; THE ENVIRONMENT</b></p> <p>The understanding of the relationship between people and the environment in which they live. (ELG 14) (ELG 15)</p> <p><b>HS HISTORY &amp; EVENTS</b></p> <p>The understanding that events happened in the past and how these events relate to one's self, family, and community. (ELG 17) (ELG 22)</p>	<p><b>OUTCOMES</b></p> <p><b>ELG 22</b> The child demonstrates knowledge of neighborhood and community.</p> <p><b>ELG 14</b> The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</p> <p><b>ELG 15</b> The child acquires scientific knowledge related to life sciences.</p> <p><b>ELG 17</b> The child exhibits self-awareness.</p> <p><b>ELG 22</b> The child demonstrates knowledge of neighborhood and community.</p>
<p><b>EXAMPLES</b></p> <p><b>HS SELF, FAMILY &amp; COMMUNITY</b></p> <ul style="list-style-type: none"> <li>Recognizes a variety of jobs and the work associated with them.</li> </ul>	<p><b>INDICATORS</b></p> <p><b>ELG 22.1</b> Identifies, discusses and dramatizes duties of a variety of common community occupations.</p>

<p>(ELG 22.1)</p> <ul style="list-style-type: none"> <li>Understands the reasons for rules in the home and classroom and for laws in the community. (ELG 22.2)</li> <li>Describes or draws aspects of the geography of the classroom, home, and community. (ELG 22.2)</li> <li>Understands similarities and respects differences among people. (ELG 21.3)</li> <li>Identifies personal and family structure. (ELG 21.3)</li> </ul>	<p>ELG 22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p> <p>ELG 22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p> <p>ELG 21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p>
<p><b>INDICATORS</b></p>	
<p><b>HS PEOPLE &amp; THE ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations. (ELG 14.1) (ELG 14.2)</li> <li>Recognizes that people share the environment with other people, animals, and plants. (ELG 14.1)</li> </ul>	<p>ELG 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. (Essential Indicator #14)</p> <p>14.2 Asks questions about the physical and natural worlds.</p> <p>ELG 14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations. (Essential Indicator #14)</p>
<ul style="list-style-type: none"> <li>Understands that people can take care of the environment through activities, such as recycling. (ELG 15.2)</li> </ul> <p><b>HS HISTORY &amp; EVENTS</b></p> <ul style="list-style-type: none"> <li>Differentiates between past, present, and future.</li> <li>Recognizes events that happened in the past, such as family or personal history. (see ELG 17.3)</li> <li>Understands how people live and what they do changes over time. (see ELG 22.1)</li> </ul>	<p>ELG 15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p> <p>(NO CORRESPONDING ELG)</p> <p>ELG 17.3 Identifies own gender, family and culture.</p> <p>ELG 22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.</p>



CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NMI EARLY LEARNING GUIDELINES
<p><b>HEAD START (HS)</b></p> <p><b>DOMAIN</b></p> <p><b>APPROACHES TO LEARNING</b></p> <p>Refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves. Many early learning experts view approaches to learning as one of the most important domains of early childhood development. In the domain of Approaches to Learning, programs need to ensure that children who are dual language learners can demonstrate their abilities, skills and knowledge in any language, including their home language.</p>	<p><b>DOMAIN</b></p> <p><b>APPROACHES TO LEARNING</b></p> <p>Approaches to learning include the ways in which a child acquires and understands knowledge and applies that knowledge in meaningful ways. The child's dispositions to try new things, to take initiative and to stay with a task even in the face of challenges are all essential elements of success for students in academic endeavors. Preschool and kindergarten children are beginning to develop these dispositions as they enter into school experiences and learn more about themselves as learners.</p> <p>Each young child's approaches toward learning are unique. Cultural background and experiences contribute to a child's approach to tasks and should be validated and respected. A well-planned learning environment, carefully designed activities, and positive teacher/child interactions support children's willingness to explore their environment, try new experiences and gain persistence in completing projects. Adults must insure that every child has the opportunity to develop their knowledge and skills to a new level of mastery.</p>
<p><b>ELEMENTS</b></p> <p><b>HS INITIATIVE &amp; CURIOSITY</b> An interest in varied topics and activities, desire to learn, creativity, and independence in learning. (ELG 23) (ELG 24) (ELG 25)</p> <p><b>HS PERSISTENCE &amp; ATTENTIVENESS</b> The ability to begin and finish activities with persistence and attention. (ELG 26) (ELG 27)</p> <p><b>HS COOPERATION</b> An interest and engagement in group experiences. (ELG 28)</p>	<p><b>OUTCOMES</b></p> <p>ELG 23 The child is open and curious to learn new things.</p> <p>ELG 24 The child takes initiative.</p> <p>ELG 25 The child exhibits imagination and creativity.</p> <p>ELG 26 The child shows confidence.</p> <p>ELG 27 The child displays persistence and pursues challenges.</p> <p>ELG 28 The child uses problem-solving skills.</p>
<p><b>EXAMPLES</b></p> <p><b>HS INITIATIVE &amp; CURIOSITY</b></p> <ul style="list-style-type: none"> <li>(NO CORRESPONDING HS EXAMPLE for ELG 23.1)</li> <li>Demonstrates flexibility, imagination and inventiveness in approaching tasks and activities. (ELG 23.2)</li> </ul>	<p><b>INDICATORS</b></p> <p>ELG 23.1 Demonstrates eagerness to find out more about other people.</p> <p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p>



<ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas and tasks. (ELG 23.2)</li> <li>• Asks questions and seeks new information. (ELG 28.1)</li> </ul>	<p>(Essential Indicator#20)</p> <p><b>ELG 28.1</b> Recognizes and solves problems through observation. Active exploration, trial and error and interactions and discussions with peers and adults.</p>
<ul style="list-style-type: none"> <li>• Joins in cooperative play with others and invites others to play. (ELG 24.1)</li> </ul>	<p><b>ELG 24.1</b> Initiates interaction with peers and adults.</p>
<ul style="list-style-type: none"> <li>• (NO CORRESPONDING HS EXAMPLE for ELG 24.2)</li> </ul>	
<ul style="list-style-type: none"> <li>• (NO CORRESPONDING HS EXAMPLE for ELG 25.1)</li> </ul>	<p><b>ELG 25.1</b> Tries new ways of doing things.</p>
<p style="text-align: center;"><b>EXAMPLES</b></p>	<p style="text-align: center;"><b>INDICATORS</b></p>
<ul style="list-style-type: none"> <li>• (NO CORRESPONDING HS EXAMPLE for ELG 25.3)</li> </ul>	
<p><b>HS PERSISTENCE &amp; ATTENTIVENESS</b></p> <ul style="list-style-type: none"> <li>• Models or teaches peers. (ELG 26.1)</li> <li>• Helps, shares and cooperates in a group. (ELG 26.1)</li> <li>• Maintains interest in a project or activity until completed. (ELG27.1)</li> <li>• Sets goals and develops and follows through on plans. (ELG 27.1)</li> </ul>	<p><b>ELG 26.1</b> Demonstrates increasing self-confidence through interactions with others.</p> <p><b>ELG 27.1</b> Focuses and completes a variety of tasks, activities, projects and experiences. (Essential Indicator#23)</p>
<ul style="list-style-type: none"> <li>• Resists distractions, maintains attention and continues the task at hand through frustrations or challenges. (ELG 27.2)</li> </ul>	<p><b>ELG 27.2</b> Demonstrates resiliency and coping skills when faced with challenges (i.e., concentrates despite distractions and interruptions and/or increasingly manages own frustration levels).</p>
<p><b>HS COOPERATION</b></p> <ul style="list-style-type: none"> <li>• Plans, initiates and completes learning activities with peers. (ELG 27.1)</li> <li>• Joins in cooperative play with others and invites others to play. (ELG 24.1)</li> </ul>	<p><b>ELG 27.1</b> Focuses and completes a variety of tasks, activities, projects and experiences. (Essential Indicator#23)</p> <p><b>ELG 24.1</b> Initiates interaction with peers and adults.</p>

<ul style="list-style-type: none"> <li>• Models or teaches peers. (ELG 26.1)</li> <li>• Helps, shares and cooperates in a group. (ELG 26.1)</li> </ul>	<p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p>
<ul style="list-style-type: none"> <li>• Asks questions and seeks new information. (ELG 28.1)</li> </ul>	<p>ELG 28.1 Recognizes and solves problems through observation, active exploration, trial and error and interactions and discussions with peers and adults.</p>

CHILD DEVELOPMENT/EARLY LEARNING FRAMEWORK	NIM EARLY LEARNING GUIDELINES
<p style="text-align: center;"><b>HEAD START(HS)</b></p> <p style="text-align: center;"><b>DOMAIN</b></p> <p style="text-align: center;"><b>ENGLISH LANGUAGE DEVELOPMENT</b></p> <p>English Language Development is the development of receptive and expressive English language skills for children who speak a home language other than English. This domain only applies to these children, often referred to as dual language learners (DLLs). Learning English lays the foundation for a successful start as children transition to public school. When children are able to understand and speak some English, they are better prepared to learn from teachers and engage with peers in English-speaking environments. Because the home language serves as a foundation for learning English, ongoing development of the home language also is essential. Children who are DLLs typically go through several stages of English language development prior to becoming proficient. The receptive skills usually emerge before the expressive skills. There may be an extended period of time when the child understands some English but relies on the home language as well as gestures and nonverbal means to communicate. During this time, the child is attending to and listening to the English language used in the learning environment and beginning to grasp the fundamentals of the language. Gradually, the child begins to use more English words and phrases, often interspersed with the home language. Over time, the child develops more complex vocabulary and grammar, moving toward English language proficiency. How much time this process takes will vary. It may take several months or several years, depending on the individual child, the home and school language environments, motivation, and other factors. Children will be at different stages in the process when they enter a program, and therefore, the developing path of their receptive and expressive abilities will not be the same. The examples represent behaviors individual children may demonstrate in the process of learning English.</p>	<p style="text-align: center;"><b>THE DOMAIN IS EMBEDDED IN THE FOLLOWING NIM ELG DOMAINS:</b></p> <ul style="list-style-type: none"> <li>● <b>LITERACY</b></li> <li>● <b>APPROACHES TO LEARNING</b></li> <li>● <b>Infant/Toddler Domain I: Beginning to Know About Ourselves and Others</b></li> <li>● <b>Infant/ Toddler Domain II: Beginning to Communicate</b></li> </ul>
<p style="text-align: center;"><b>ELEMENTS</b></p> <p><b>HS RECEPTIVE ENGLISH LANGUAGE SKILLS</b> The ability to comprehend or understand the English language. <b>(ELG 5) (ELG 23) (ELG 26)</b></p> <p><b>HS EXPRESSIVE ENGLISH LANGUAGE SKILLS</b> The ability to speak or use English.</p>	<p style="text-align: center;"><b>OUTCOMES</b></p> <p><b>ELG 5</b> The child demonstrates development and expansion of listening skills.</p> <p><b>ELG 23</b> The child is open and curious to learn new things.</p> <p><b>ELG 26</b> The child shows confidence.</p> <p><b>ELG 6</b> The child communicates experiences, ideas and feelings through speaking.</p>

(ELG 6) (ELG 17) (ELG 23) (ELG 26)	<p>ELG 17 The child exhibits self-awareness.</p> <p>ELG 23 The child is open and curious to learn new things.</p> <p>ELG 26 The child shows confidence.</p>
<p><b>HS ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES</b>          Understanding and responding to books, storytelling, and songs presented in English.          (ELG 5) (ELG 6) (ELG 7) (ELG 26)          (I/T Domain I: Beginning to Know About Ourselves and Others)          (I/T Domain II: Beginning to Communicate)</p>	<p>ELG 5 The child demonstrates development and expansion of listening skills.</p> <p>ELG 6 The child communicates experiences, ideas and feelings through speaking.</p> <p>ELG 7 The child engages in activities that promote the acquisition of emergent reading skills.</p> <p>ELG 26 The child shows confidence.</p> <p>I/T Domain I: <b>Beginning to Know About Ourselves and Others</b></p> <p>I/T Domain II: <b>Beginning to Communicate</b></p>
<b>EXAMPLES</b>	
<p><b>HS RECEPTIVE ENGLISH LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>Participates with movement and gestures while other children and the teachers dance and sing in English.          (ELG 23.2) (ELG 26.1)          (I/T Domain I: Beginning to Know About Ourselves and Others)</li> </ul>	<p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p> <p>I/T Domain I: <b>Beginning to Know About Ourselves and Others</b></p>
<ul style="list-style-type: none"> <li>Acknowledges or responds nonverbally to common words or phrases, such as "hello" "good bye" "snack time" "bathroom", when accompanied by adult gestures.          (ELG 26.1)          (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p> <p>I/T Domain II: <b>Beginning to Communicate</b></p>
<ul style="list-style-type: none"> <li>Points to body parts when asked, "Where is your nose, hand, leg...?" (ELG 23.2) (ELG 26.1)          (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others</p>



<ul style="list-style-type: none"> <li>Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?” (ELG 23.2) (ELG 26.1) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>I/T Domain II: Beginning to Communicate</p> <p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Follows multi-step directions in English with minimal cues or assistance. (ELG 5.1) (ELG 5.2) (ELG 23.2)</li> </ul>	<p>ELG 5.1 Listens with understanding to directions and conversations.</p> <p>ELG 5.2 Follows directions with increasing complexity.</p> <p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p>
<p><b>HS EXPRESSIVE ENGLISH LANGUAGE SKILLS</b></p> <ul style="list-style-type: none"> <li>Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch. (ELG 23.2) (ELG 26.1) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Requests items in English, such as “car,” “milk,” “book,” “ball.” (ELG 23.2) (ELG 26.1) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.” (ELG 23.2) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Uses increasingly complex and varied English vocabulary. (ELG 23.2) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p> <p>I/T Domain II: Beginning to Communicate</p>

<ul style="list-style-type: none"> <li>Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.” (ELG 6.1) (ELG 23.2)</li> </ul>	<p>ELG 6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.</p> <p>ELG 23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p>
<p><b>HS ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Demonstrates eagerness to participate in songs, rhymes and stories in English. (ELG 5.4) (ELG 7.2) (ELG 26.1) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.</p> <p>ELG 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Points to pictures and says the word in English, such as “frog,” “baby,” “run.” (ELG 7.2)</li> </ul>	<p>ELG 7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p>
<ul style="list-style-type: none"> <li>Learns part of a song or poem in English and repeats it. (ELG 7.1) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 7.1 Demonstrates an interest and enjoyment in books, listening to stories read aloud and/or looking at books using illustrations or familiar text.</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Talks with peers or adults about a story read in English. (ELG 26.1) (I/T Domain II: Beginning to Communicate)</li> </ul>	<p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p> <p>I/T Domain II: Beginning to Communicate</p>
<ul style="list-style-type: none"> <li>Tells a story in English with a beginning, middle, and end from a book or about a personal experience. (ELG 6.3) (ELG 26.1)</li> </ul>	<p>ELG 6.3 Engages in conversations that develop a thought or idea.</p> <p>ELG 26.1 Demonstrates increasing self-confidence through interactions with others.</p>

**The Crosswalk of  
The New Mexico Early Learning Guidelines: Birth through Kindergarten  
with  
*Mind in the Making: The seven essential life skills every child needs***

**Description of Mind in the Making Seven Essential Life Skills:**

**Skill 1: Focus and Self Control:** This skill involves paying attention, remembering the rules, thinking flexibly and exercising self-discipline.

**Skill 2: Perspective Taking:** Perspective taking involves figuring out what others think and feel. It forms the basis for us to understand the intentions of others and the strengths of others while knowing one's own personality and strengths. When this happens, trust is built.

**Skill 3: Communicating:** Communicating is much more than understanding language, speaking, reading and writing – it is the skill of determining what one wants to communicate and realizing how our communication will be understood by others.

**Skill 4: Making Connections:** Making Connections is at the heart of all learning – figuring out what's the same and what is different, and sorting these into categories based on previous knowledge and understanding.

**Skill 5: Critical Thinking:** Critical thinking is the ongoing search for knowledge to guide beliefs, decisions and actions.

**Skill 6: Taking on Challenges:** Children who are willing to take on challenges (instead of avoiding them or simply coping with them) do better in school and in life. It is the practice of taking risks and stretching beyond our comfort zone.

**Skill 7: Self-Directed Engaged Learning:** This is the skill of taking initiative and being intrinsically motivated to seek knowledge.

Prepared by the Family Development Program at the University of New Mexico in collaboration with  
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*Galinsky, Ellen. 2010. Mind in the Making: The seven essential life skills every child needs. HarperCollins Publishers: New York, NY.*

*New Mexico State Children Youth and Families Department, Department of Health & Public Education Department. (2011). New Mexico Early*

*Learning Guidelines: Birth through Kindergarten.*

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INFANTS AND TODDLERS**

NM Early Learning Guideline Components for Infants and Toddlers:	Mind in the Making Skills:	Explanation for Match:
Relationships with Adults	Skill 2: Perspective Taking	Skill 2: Perspective Taking is relevant because through perspective taking, children consider others in terms of their intentions, strengths and personality. Additionally, they are considering themselves in these same terms.
Relationship with Peers		
Self Awareness		
Self Regulation	Skill 1: Focus and Self Control	Skill 1: Focus and Self Control directly relates to self regulation in terms of having to practice enough control, even when there are multiple sources of stimulation, in order to pay attention, remember rules, think flexibly and exercise self-discipline. Even for very young children, such as infants and toddlers, this skill of self-regulation expresses itself in a more physiological sense where infants must self regulate (or control) their physical state in order to “pay attention” to more important aspects in their world, such as the relationships they are building with others.
	Skill 3: Communicating	Skill 3: Communicating fits well with self regulation since part of communication is inhibiting our own viewpoints to understand those of others. Infants and toddlers can often be seen observing the actions of others, noting that their movements’ carry meaning and mimicking the actions of caregivers and other children.

**DOMAIN I: BEGINNING TO KNOW ABOUT OURSELVES  
AND OTHERS**



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	<b>NM Early Learning Guideline Components for Infants and Toddlers:</b>	<b>Mind in the Making Skills:</b>	<b>Explanation for Match:</b>
<b>DOMAIN II: BEGINNING TO COMMUNICATE</b>	Listening and Understanding	Skill 3: Communicating  Skill 4: Making Connections	Skill 3: Communicating is a skill that very young children and parents use. This often happens in a sing-song method of speech where emotions are expressed and understood. The sequencing of words is also important and often conveys different meaning to infants. Additionally, research shows that infants who are exposed to more child-directed speech are able to learn new words more quickly and efficiently.  Skill 4: Pre-literacy skills are developed as children engage with materials. They make connections from the concrete to the abstract through hands on experiences.
	Speaking and Communicating		
	Foundations for Early Literacy		
<b>DOMAIN III: BEGINNING TO BUILD CONCEPTS</b>	Exploration and Discovery	Skill 7: Self-Directed Engaged Learning	Skill 7: Self-Directed Engaged Learning is highly evident in the act of exploration and discovery. Infants seem almost predisposed to explore, discover and learn from their environments and caregivers.
	Concept Development and Memory	Skill 4: Making Connections	Skill 4: Making Connections incorporates the sorting and categorizing that begins in infancy with the development of concept scaffolding. For example, a

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	NM Early Learning Guideline Components for Infants and Toddlers:	Mind in the Making Skills:	Explanation for Match:
	Solving Problems and Using Symbols		young child may initially call all women “Mom”, and then begin to call all notable women in their life “Mom”, and eventually only their mother will be called “Mom”.
<b>DOMAIN IV: BEGINNING TO MOVE AND DO</b>	Large Motor Development	Skill 6: Taking on Challenges	Skill 6: Taking on Challenges fits both large and fine motor development. It addresses how children have a “growth mindset” where they are able to develop their own abilities. Through practice and exposure in large and fine motor abilities, children are able to put this “growth mindset” into action and take on new challenges.
	Fine Motor Development		
	Self Help Skills	Skill 1: Focus and Self Control	Skill 1: Focus and Self Control is a skill that promotes self help skills since it encourages infants and toddlers to begin to sort items and actions into different categories (i.e. recognizing items for meal times, going on walks, etc). Additionally, this skill helps young children learn to manage their own emotions when stressed. For example infants are beginning to learn to calm themselves after or during a period of upset. These are significant self help skills for infants and toddlers.

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	NM Early Learning Guideline Components for Infants and Toddlers:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN V: APPROACHES TOWARD LEARNING</b>	Curiosity	<p>Skill 2: Perspective Taking</p> <p>Skill 4: Making Connections</p>	<p>Skill 2: Children are great observers. As they watch others interact with materials they learn that others use them differently. This provides a basis for developing the capacity for perspective taking. As children learn about the perspective of others they become more curious about the world around them.</p> <p>Skill 4: Making Connections applies to curiosity well since it relates strongly to the “ah-ha” moments which are often discovered when a new connection is first observed by the child. For example, when a child discovers that the shaking of a rattle makes a noise, that discovery is initiated through a child’s curiosity. It is almost as if they are asking “What happens if I move the rattle this way?”</p>

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DOMAIN V: APPROACHES TOWARD LEARNING	NM Early Learning Guideline Components for Infants and Toddlers:	Mind in the Making Skills:	Explanation for Match:
Initiative		<p>Skill 6: Taking on Challenges</p> <p>Skill 7: Self Directed, Engaged Learning</p>	<p>Skill 6: Taking on Challenges works well with initiative since a large part of successfully taking on a challenge involves what author Ellen Galinsky calls the “growth mindset” where children are willing to take on new challenges and to see their abilities as something that grows with them. This can be seen in infant and toddler development as children learn new skills and reach new milestones (i.e. a toddler trying to take steps even after multiple failed attempts).</p> <p>Skill 7: Infants and toddlers are motivated by their own interests. In healthy supportive environments infants’ learning is self-directed; the infants discover something of interest to them and take the initiative to learn more about it.</p>
Creativity		Skill 4: Making Connections	<p>Skill 4: Making Connections is the basis for creativity. Creativity requires that the learner make connections in unusual or new ways. This is a valuable skill from infancy and throughout life. Infants use this when finding ways to sort shapes in a bucket, finding new uses for familiar objects, and in many other ways.</p>



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	NM Early Learning Guideline Components for Infants and Toddlers:	Mind in the Making Skills:	Explanation for Match:
Persistence		<p>Skill 1: Focus and Self Control</p> <p>Skill 7: Self Directed, Engage Learning.</p>	<p>Skill 1: Focus and Self Control enables children to avoid distractions in order to accomplish a goal. Children who are able to concentrate on the task at hand without becoming distracted are more likely to be motivated to continue the task until completion or mastery, which is the hallmark of persistence.</p> <p>Skill 7: Young children have an unyielding desire to learn. They are naturally persistent in skill development. Persistence is evident in many situations with young children. For example a toddler's new found interest in the garbage is not stopped by multiple redirections from adults, they persist in trying to learn more about the garbage can.</p>
Problem Solving		Skill 5: Critical Thinking	Skill 5: Critical Thinking matches problem solving here because the process of critical thought requires the learner to both identify the problem and find solutions to it.

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<b>DOMAIN PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING</b>		<b>NM Early Learning Guideline Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b>	<b>Mind in the Making Skills:</b>	<b>Explanation for Match:</b>
<b>Indicators</b>		<p>#1 The child independently uses gross motor control including balance, spatial awareness and stability.</p> <p>1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.</p> <p>1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e. "Duck, Duck, Goose").</p>	<p>Skill 2: Focus and Self Control</p>	<p>Skill 1: Children learn best and practice most effectively through play. Simple group games require that they think flexibly, exercise self-control (i.e. waiting a turn) and remember rules.</p>
			<p>Skill 6: Taking on Challenges</p>	<p>Skill 6: Taking on Challenges fits gross motor development well since it addresses how children have a "growth mindset" in which they are able to develop their own abilities. Through practice and exposure to gross motor activities, children are able to put this "growth mindset" into action and take on new challenges. For example, a child attempting to cross the monkey bars many times exemplifies the use of gross motor as well as body coordination and strength plus balance and spatial awareness. The fact that many unsuccessful attempts are made before accomplishing these skills suggests that the pursuit of the skill is the focus-exhibiting a notion of the "growth mindset".</p>

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:	
<b>DOMAIN PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING</b>	<p>#2 The child independently uses fine motor skills.</p>	<p>Skill 4: Making Connections</p> <p>Skill 5: Critical Thinking</p>	<p>Skill 4: Making Connections begins with the act of sorting and categorizing. In later years this manifests itself into the act of figuring out how to accomplish a goal- for example, the first time a child does a new, difficult puzzle. Additionally, children are learning to care for their own health and well-being. This involves the ability to sort items into important categories such as nutritious foods and non-nutritious foods or safe and unsafe products or situations.</p>	
	<p>2.1 Is developing manual coordination to use cutting and writing tools and demonstrates self-help skills such as buttoning and zipping.</p>			
	Indicators			<p>Skill 5: Children begin to think critically when they make choices and categorize safe versus unsafe; when composing/ writing; and when figuring out how to use new tools.</p>
	<p>2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.</p>			
	<p>2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.</p>			
	<p>#3 The child's behavior demonstrates health and hygiene skills.</p>			
Indicators	<p>Skill 5: Children begin to think critically when they make choices and categorize safe versus unsafe; when composing/ writing; and when figuring out how to use new tools.</p>			
<p>3.1 Shows increasing awareness of hygiene in hand washing, toileting, and/or dental hygiene.</p>				
<p>3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p>				



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<b>DOMAIN PHYSICAL DEVELOPMENT, HEALTH AND WELL-BEING</b>	#4	The child demonstrates safe behaviors in increasing numbers of situations.	Skill 1: Focus and Self Control	Skill 1: Focus and Self Control is applicable here. When children have the skill to control their own behavior they are able to remember rules, such as safety rules, and abide by them.
		4.1 Identifies potentially harmful objects, substances and behaviors.		
		4.2 Increasingly follows classroom, school and safety rules most of the time.		
<b>DOMAIN: LITERACY</b>	#5	The child demonstrates development and expansion of listening skills.	Skill 3: Communicating	Skill 3: Communicating clearly relates here since the development and expansion of listening skills and their ability to communicate with others relies heavily on a child's ability to communicate (which involves both speaking and listening).
		5.1 Listens with understanding to directions and conversations.		
		5.2 Follows directions with increasing complexity.		
		5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.		
		5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.		
	#6	The child communicates experiences, ideas and feeling through speaking.		
		6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.		
		6.2 Asks and answers relevant questions.		
		6.3 Engages in conversations that develop a thought or idea.		



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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN: LITERACY</b>	#7 The child engages in activities that promote the acquisition of emergent reading skills.	Skill 4: Making Connections	Skill 4: Making Connections relates directly to the idea of symbolism and how letters represent additional meaning. This goes further when children are exposed to phonemic awareness which enables them to connect the idea that each letter has a sound, and that letter sounds can be combined with others. This act of decoding goes on to explore how strings of letters make up words, words make up sentences, and sentences and words can convey entire ideas. Through the symbolism of the written word, children discover the meaning being conveyed. Through the decoding process, young readers can engage in literacy comprehension and enjoyment of reading. Young readers can also make connections in reading and writing in exercises such as prediction or questioning. For example, a child who is being read to will sometimes be asked “What do you think will happen next?” This encourages readers to make connections between past events in the story, their current schema and draw predictions on what may come.
	Indicators		
	7.1 Demonstrates and interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.		
	7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.		
	7.3 Progresses in understanding and using conventions of reading (including holding a book upright, identifying front and back, turning pages correctly, and recognizes that print proceeds from left to right).		
	7.4 Progresses in understanding and using concepts of print.		
#8 The child engages in activities that promote the acquisition of emergent writing skills.	Skill 4: Making Connections	Skill 4: Making Connections relates directly to the idea of symbolism and how letters represent additional meaning. This goes further when children are exposed to phonemic awareness which enables them to connect the idea that each letter has a sound, and that letter sounds can be combined with others. This act of decoding goes on to explore how strings of letters make up words, words make up sentences, and sentences and words can convey entire ideas. Through the symbolism of the written word, children discover the meaning being conveyed. Through the decoding process, young readers can engage in literacy comprehension and enjoyment of reading. Young readers can also make connections in reading and writing in exercises such as prediction or questioning. For example, a child who is being read to will sometimes be asked “What do you think will happen next?” This encourages readers to make connections between past events in the story, their current schema and draw predictions on what may come.	
Indicators			
8.1 Experiments with a variety of writing tools, materials and surfaces.			
8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.			
8.3 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.	Skill 4: Making Connections	Skill 4: Making Connections relates directly to the idea of symbolism and how letters represent additional meaning. This goes further when children are exposed to phonemic awareness which enables them to connect the idea that each letter has a sound, and that letter sounds can be combined with others. This act of decoding goes on to explore how strings of letters make up words, words make up sentences, and sentences and words can convey entire ideas. Through the symbolism of the written word, children discover the meaning being conveyed. Through the decoding process, young readers can engage in literacy comprehension and enjoyment of reading. Young readers can also make connections in reading and writing in exercises such as prediction or questioning. For example, a child who is being read to will sometimes be asked “What do you think will happen next?” This encourages readers to make connections between past events in the story, their current schema and draw predictions on what may come.	

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN: NUMERACY</b>	<p>#9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</p> <p><b>Indicators</b></p> <p>9.1 Uses one to one correspondence in counting increasingly higher groups of objects.</p> <p>9.2 Uses numbers and counting as a means for solving problems and determining quantity.</p> <p>9.3 Recognizes some numerals.</p>	<p>Skill 4: Making Connections:</p> <p>Skill 5: Critical Thinking</p>	<p>Skill 4: Making Connections applies to the entire domain of numeracy since it has a focus on symbolism and representation. The idea that a number or mathematical representation directly conveys a concept or idea shows the act of making a connection.</p>
	<p>#10 The child demonstrates understanding of non-standard units to measure and make comparisons.</p> <p><b>Indicators</b></p> <p>10.1 Recognizes, names, describes compares and creates familiar shapes.</p> <p>10.2 Describes and interprets spatial sense and positions.</p>		<p>Skill 5: Critical Thinking fits well here since children must be critical thinkers when engaging in numeracy. Children use critical thought when identifying a problem, determining a goal or arriving at alternative solutions. For example, when a numerical problem arises (i.e. a classroom needs to ensure each child has a jacket, so the line leader needs to match each child to a jacket) the learner must identify the issue, and come up with their own solution. A child may be able to count the number of children and jackets, or the child may engage in a matching activity.</p>
	<p>#11 The child demonstrates understanding of geometrical and spatial concepts.</p> <p><b>Indicators</b></p> <p>11.1 Compares and uses language relating to time with increasing accuracy.</p> <p>11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.</p> <p>11.3 Demonstrates emerging knowledge of measurement.</p>		

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN: NUMERACY</b>	<p>#12 The child demonstrates the ability to investigate, organize, and create representations.</p>		<p><i>(continued from previous page)</i></p> <p>Skill 4: Making Connections applies to the entire domain of numeracy since it has a focus on symbolism and representation. The idea that a number or mathematical representation directly conveys a concept or idea shows the act of making a connection.</p>
	<p style="text-align: center;">Indicators</p> <p>12.1 Sorts, classifies, and groups materials by one or more characteristics.</p> <p>12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p>		<p><i>(continued from previous page)</i></p> <p>Skill 5: Critical Thinking fits well here since children must be critical thinkers when engaging in numeracy. Children use critical thought when identifying a problem, determining a goal or arriving at alternative solutions. For example, when a numerical problem arises (i.e. a classroom needs to ensure each child has a jacket, so the line leader needs to match each child to a jacket) the learner must identify the issue, and come up with their own solution. A child may be able to count the number of children and jackets, or the child may engage in a matching activity.</p>



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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN: AESTHETIC CREATIVITY</b>	<p>#13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</p>	<p>Skill 1: Focus and self control</p> <p>Skill 4: Making Connections</p>	<p>Skill 1: When children are given ample time to engage in self-directed artistic endeavors, they are developing the self-control focus and persistence that will serve them well in future academic environments.</p>
	<p>13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work, etc).</p>	<p>Skill 7: Self-Directed Engaged Learning</p>	<p>Skill 4: Making Connections relates well to the arts since this is an abstract way of creating meaningful representation.</p> <p>Skill 7: Self-Directed Engaged Learning fits well here since the act of showing appreciation matches self-directed learning.</p>

Indicators



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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS</b>	<p>#14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</p>	<p>Skill 5: Critical Thinking</p> <p>Skill 7: Self-Directed Engaged Learning</p>	<p>Skill 5: Critical Thinking follows the scientific method since it wants learners to engage in developing, testing and refining theories. Learners engages in critical thought often ask “what will happen if...” .</p>
	<p>14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</p>		
	<p>14.2 Asks questions about the physical and natural worlds.</p>		
	<p>14.3 Makes predications and forms hypotheses.</p>		
	<p>14.4 Uses various tools to gather information (i.e. thermometers, magnifiers, rulers, and/or balances).</p>		
<b>Indicators</b>			<p>Skill 7: Self-Directed Engaged Learning fits well with scientific understandings since part of creating engaged learners involves elaborating and extending upon children’s learning. When a child acquires new scientific knowledge they are extending their current knowledge and elaborating upon what they already know.</p>

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
	<p>#15 The child acquires scientific knowledge related to life sciences.</p> <p style="text-align: center;"><b>Indicators</b></p> <p>15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living things. 15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p> <p>#16 The child acquires scientific knowledge related to life sciences.</p> <p style="text-align: center;"><b>Indicators</b></p> <p>16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.</p>		<p><i>(continued from previous page)</i></p> <p>Skill 5: Critical Thinking follows the scientific method since it wants learners to engage in developing theories, testing and refining theories. Learners engages in critical thought often ask “what will happen if...” .</p> <p><i>(continued from previous page)</i></p> <p>Skill 7: Self-Directed Engaged Learning fits well with scientific understandings since part of creating engaged learners involves elaborating and extending upon children’s learning. When a child acquires new scientific knowledge they are extending their current knowledge and elaborating upon what they already know.</p>
<b>DOMAIN: SELF FAMILY AND COMMUNITY</b>	<p>#17 The child exhibits self-awareness.</p> <p style="text-align: center;"><b>Indicators</b></p> <p>17.1 Expresses needs and/or stands up for own rights. 17.2 Makes choices and expresses likes and dislikes. 17.3 Identifies own gender, family and culture. 17.4 Expresses cultural influences from home, neighborhood and community.</p>	Skill 2: Perspective Taking	Skill 2: Perspective Taking enables children to think of themselves in relation to others, noticing differences and similarities as evidenced in their knowledge of their own likes, dislikes, gender, culture, neighborhood, etc; and in their ability to stand up for themselves.

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
<b>DOMAIN: SELF FAMILY AND COMMUNITY</b>	<p>#18 The child demonstrates self-control</p> <p style="text-align: center;"><b>Indicators</b></p> <p>18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations).</p> <p>18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.</p>	<p>Skill 1: Focus and Self Control</p> <p>Skill 2: Perspective Taking</p>	<p>Skill 1: Focus and Self Control- The life skill of focus and self-control is clearly needed for a child to be able to demonstrate their self-control ability. Additionally, personal responsibility requires that children use self control and focus at the task(s) at hand while working cooperatively with others requires that a child controls their own impulses in order to have successful interactions.</p>
	<p>#19 The child demonstrates personal responsibility.</p>	<p>Skill 3: Communicat- ing</p>	<p>Skill 2: Perspective Taking-When children are able to figure out what others think and feel they are able to develop trust and respect for others and act in ways that acknowledge the feelings of others. Perspective taking also requires that children must think of themselves in relation to others. Recognizing how their own actions affect others is a large part of being able to control their own behaviors and to demonstrate personal responsibility.</p>
	<p style="text-align: center;"><b>Indicators</b></p> <p>19.1 Cares for personal and group possessions.</p> <p>19.2 Begins to accept the consequences of his or her own actions.</p>		
	<p>#20 The child works cooperatively with other children and adults.</p>		<p>Skill 3: Helping children learn how to solve inter personal problems provides them with the practice they need to learn what and how to communicate. They are also using their critical thinking skills to listen and respond- perhaps even paraphrasing others thoughts. As members of community classroom as well as the larger context children learn from and about many communication styles.</p>



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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
	<p>20.1 Plays and interacts with various children, sharing experiences and ideas with others.</p> <p>20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p> <p style="text-align: center;"><b>Indicators</b></p>		<p><i>(continued from previous page)</i></p> <p>Skill 1: Focus and Self Control- The life skill of focus and self-control is clearly needed for a child to be able to demonstrate their self-control ability. Additionally, personal responsibility requires that children use self control and focus at the task(s) at hand while working cooperatively with others requires that a child controls their own impulses in order to have successful interactions.</p>
<b>DOMAIN: SELF FAMILY AND COMMUNITY</b>	<p>#21 The child develops relationships of mutual trust and respect with others.</p> <p>21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.</p> <p>21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p> <p style="text-align: center;"><b>Indicators</b></p>		<p><i>(continued from previous page)</i></p> <p>Skill 2: Perspective Taking-When children are able to figure out what others think and feel they are able to develop trust and respect for others and act in ways that acknowledge the feelings of others. Perspective taking also requires that children must think of themselves in relation to others. Recognizing how their own actions affect others is a large part of being able to control their own behaviors and to demonstrate personal responsibility</p>
			<p style="text-align: center;"><i>(see also Skill 3 on next page)</i></p>



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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
	<p>21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p> <p>#22 The child demonstrates knowledge of neighborhood and community.</p> <p>22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.</p> <p>22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p>		<p>(see also Skill 1 above)</p> <p>(see also Skill 2 above)</p> <p>(continued from previous page)</p> <p>Skill 3: Helping children learn how to solve inter personal problems provides them with the practice they need to learn what and how to communicate. They are also using their critical thinking skills to listen and respond- perhaps even paraphrasing others thoughts. As members of community classroom as well as the larger context children learn from and about many communication styles.</p>
<b>DOMAIN: APPROACHES TO LEARNING</b>	<p>#23 The child is open and curious to learn new things.</p> <p>23.1 Demonstrates eagerness to find out more about other people.</p> <p>23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p>	<p>Skill 6: Taking on Challenges</p> <p>Skill 7: Self-Directed Engaged Learning</p>	<p>Skill 6: Taking on Challenges works well with initiative since a large part of successfully taking on a challenge involves what author Ellen Galinsky calls the “growth mindset” where children are willing to take on new challenges and additionally see their abilities as attributes that grow with them. This also suggests a curious nature and openness to learning new things in children. For example, a child engaged in a science area working with insects they have never seen before will both be learning new things and taking initiative.</p>

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
	<p>#24 The child takes initiative.</p> <p style="text-align: center;"><b>Indicators</b></p> <p>24.1 Initiates interaction with peers and adults.</p> <p>24.2 Develops increasing independence during activities, routines and play.</p>		<p>Skill 7: Self-Directed Engaged Learning is evident here since children often seek out new experiences and exhibit curiosity, interest, initiative and eagerness. Additionally, this type of learning requires independence and often encourages interactions with others.</p>
	<p>#25 The child exhibits imagination and creativity.</p> <p style="text-align: center;"><b>Indicators</b></p> <p>25.1 Tries new ways of doing things.</p> <p>25.2 Uses imagination to generate a variety of ideas.</p> <p>25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.</p>	<p>Skill 5: Critical Thinking</p> <p>Skill 7: Self-Directed Engaged Learning</p>	<p>Skill 5: Critical Thinking requires that learners create alternative solutions. These solutions often involve imagination and creativity.</p> <p>Skill 7: Self-Directed Engaged Learning requires that the child use imagination and creativity. A self-directed learner will often find alternative methods and/or solutions to posed challenges or situations. For example, a child in a dramatic play situation may initiate some new and creative role-play scenarios where they learn about adult roles, literacy or life skills.</p>
	<b>DOMAIN: APPROACHES TO LEARNING</b>		

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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
	<p>#26 The child shows confidence.</p> <p style="text-align: center;">Indicator</p> <p>26.1 Demonstrates increasing self-confidence through interactions with others.</p>	<p>Skill 6: Taking on Challenges</p> <p>Skill 7: Self-Directed Engaged Learning</p>	<p>Skill 6: Taking on Challenges fits well when you observe a child showing confidence. The fact that the child is confident in showing the skills they know and/or their adeptness at learning new skills shows that they are successful at taking on new challenges. Additionally, when a child displays persistence and pursues a challenge they are exemplifying their ability and willingness to successfully take on a challenge. <i>(see also Skill 7 on following page)</i></p>
<b>DOMAIN: APPROACHES TO LEARNING</b>	<p>#27 The child displays persistence and pursues challenges.</p> <p style="text-align: center;">Indicators</p> <p>27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.</p> <p>27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and interruptions and/ or increasingly manages own frustrations levels).</p>		<p>Skill 7: Self-Directed Engaged Learner fits well here since a successful learner will both show confidence and persistence. For example, a child who is learning to write their name may start by scribbling and calling their writing their name, and will then persist in the process and eventually successfully write their name. <i>(see also Skill 6 on previous page)</i></p>



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	NM Early Learning Guideline Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:	Mind in the Making Skills:	Explanation for Match:
	<p>#28 The child uses problem-solving skills.</p>	<p>Skill 2: Perspective Taking</p> <p>Skill 5: Critical Thinking</p> <p>Skill 6: Taking on Challenges</p> <p>Skill 7: Self-Directed engaged Learning</p>	<p>Skill 2: The ability to take another’s perspective or to perceive a problem from a different view supports the child in problem solving. This can be through either interpersonal or a more concrete problem to be solved.</p> <p>Skill 5: Critical Thinking matches wonderfully here because the process of critical thought requires the learner to both identify the problem and find solutions to it. Furthermore, critical thinking requires that the solution be evaluated and reformed as necessary.</p> <p>Skill 6: Taking on Challenges requires that learner’s problem-solve to reach a successful end to the new challenge</p> <p>Skill 7: Self-Directed Engaged Learning requires that a child use problem-solving skills. Since learning is often initiated by the child in this skill, problem solving is also initiated by the learner.</p>
	<p>28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.</p>		
	<b>Indicators</b>		



## *The Creative Curriculum Goals and Objectives at a Glance*

### With Corresponding Essential Indicators

Social/Emotional Development	Physical Development	Cognitive Development	Language Development
<p><b>Sense of Self</b></p> <ol style="list-style-type: none"> <li>1. Shows ability to adjust to new situations. <a href="#">(EI 20, EI 21)</a></li> <li>2. Demonstrates appropriate trust in adults. <a href="#">(EI 19)</a></li> <li>3. Recognizes own feelings and manages them appropriately. <a href="#">(EI 16, EI 19)</a></li> <li>4. Stands up for rights. <a href="#">(EI 16, EI 17, EI 18, EI 19, EI 20)</a></li> </ol> <p><b>Responsibility for Self and Others</b></p> <ol style="list-style-type: none"> <li>5. Demonstrates self-direction and independence. <a href="#">(EI 1, EI 2)</a></li> <li>6. Takes responsibility for own well-being. <a href="#">(EI 17, EI 21)</a></li> <li>7. Respects and cares for classroom environment and materials. <a href="#">(EI 17)</a></li> <li>8. Follows classroom routines. <a href="#">(EI 2, EI 21)</a></li> <li>9. Follows classroom rules. <a href="#">(EI 2, EI 21)</a></li> </ol> <p><b>Prosocial Behavior</b></p> <ol style="list-style-type: none"> <li>10. Plays well with other children. <a href="#">(EI 18)</a></li> </ol>	<p><b>Gross Motor</b></p> <ol style="list-style-type: none"> <li>14. Demonstrates basic locomotor skills (running, jumping, hopping, galloping). <a href="#">(EI 1)</a></li> <li>15. Shows balance while moving. <a href="#">(EI 1)</a></li> <li>16. Climbs up and down. <a href="#">(EI 1)</a></li> <li>17. Pedals and steers a tricycle (or other wheeled vehicle). <a href="#">(EI 1)</a></li> <li>18. Demonstrates throwing, kicking, and catching skills. <a href="#">(EI 1)</a></li> </ol> <p><b>Fine Motor</b></p> <ol style="list-style-type: none"> <li>19. Controls small muscles in hands. <a href="#">(EI 1)</a></li> <li>20. Coordinates eye-hand movement. <a href="#">(EI 1)</a></li> <li>21. Uses tools for <a href="#">1</a></li> </ol>	<p><b>Learning and Problem Solving</b></p> <ol style="list-style-type: none"> <li>22. Observes objects and events with curiosity. <a href="#">(EI 14, EI 20)</a></li> <li>23. Approaches problems flexibly. <a href="#">(EI 19)</a></li> <li>24. Shows persistence in approaching tasks. <a href="#">(EI 21, EI 23)</a></li> <li>25. Explores cause and effect. <a href="#">(EI 14, EI 20, EI 23)</a></li> <li>26. Applies knowledge or experience to a new context. <a href="#">(EI 19, EI 23)</a></li> </ol> <p><b>Logical Thinking</b></p> <ol style="list-style-type: none"> <li>27. Classifies objects. <a href="#">(EI 12)</a></li> <li>28. Compares/measures. <a href="#">(EI 11)</a></li> <li>29. Arranges objects in a series. <a href="#">(EI 12)</a></li> <li>30. Recognizes patterns and can repeat them. <a href="#">(EI 10, EI 12)</a></li> <li>31. Shows awareness of time concepts and sequence. <a href="#">(EI 11)</a></li> <li>32. Shows awareness of position in space. <a href="#">(EI 18)</a></li> <li>33. Uses one-to-one correspondence. <a href="#">(EI 9)</a></li> <li>34. Uses numbers and counting. <a href="#">(EI 9)</a></li> </ol>	<p><b>Listening and Speaking</b></p> <ol style="list-style-type: none"> <li>38. Hears and discriminates the sounds of language. <a href="#">(EI 3)</a></li> <li>39. Expresses self using words and expanded sentences. <a href="#">(EI 4)</a></li> <li>40. Understands and follows oral directions. <a href="#">(EI 2)</a></li> <li>41. Answers questions. <a href="#">(EI 2)</a></li> <li>42. Asks questions. <a href="#">(EI 3)</a></li> <li>43. Actively participates in conversations. <a href="#">(EI 2, EI 4)</a></li> </ol> <p><b>Reading and Writing</b></p> <ol style="list-style-type: none"> <li>44. Enjoys and values reading. <a href="#">(EI 5, EI 6)</a></li> <li>45. Demonstrates understanding of print concepts. <a href="#">(EI 7, EI 8)</a></li> <li>46. Demonstrates knowledge of the alphabet. <a href="#">(EI 3, EI 7)</a></li> <li>47. Uses emerging reading skills to make meaning from print. <a href="#">(EI 5, EI 6, EI 7)</a></li> <li>48. Comprehends and interprets meaning from books and <a href="#">9</a></li> </ol>

<p>11. Recognizes the feelings of others and responds appropriately. (EI 18, EI 19)</p> <p>12. Shares and respects the rights of others. (EI 18, EI 19)</p> <p>13. Uses thinking skills to resolve conflicts. (EI 19)</p>	<p>writing and drawing. (EI 1, EI 7, EI 8)</p>	<p><b>Representation and Symbolic Thinking</b></p> <p>35. Takes on pretend roles and situations. (EI 22)</p> <p>36. Makes believe with objects. (EI 22)</p> <p>37. Makes and interprets representations. (EI 13, EI 15)</p>	<p>other texts. (EI 5, EI 6)</p> <p>49. Understands the purpose of writing. (EI 7)</p> <p>50. Writes letters and words. (EI 8)</p>
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**ESSENTIAL INDICATORS**

- EI 1 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects.
- EI 2 Listens with understanding to directions and conversations.
- EI 3 Hears and discriminates the sounds of language in words to develop phonological awareness.
- EI 4 Converses effectively in his/her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences
- EI 5 Demonstrates an interest and enjoyment in books, listening to stories read aloud, and/or looking a books using illustrations or familiar text.
- EI 6 Demonstrates comprehension of a story read aloud by asking relevant question or making pertinent comments.
- EI 7 Progresses in understanding and using concepts of print
- EI 8 Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.
- EI 9 Uses number and counting as a means for solving problems and determining quantity.
- EI 10 Recognizes, names, describes, compares, and creates familiar shapes.
- EI 11 Demonstrates emerging knowledge of measurement
- EI 12 Sorts, classifies and groups materials by one or more characteristics.
- EI 13 Communicates ideas and/or feelings through creative activities (, making up a song, acting out a story, creating a piece of art work, or a set of movements)
- EI 14 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.



- EI 15 Makes predictions and forms hypotheses
- EI 16 Expresses cultural influences from home, neighborhood and community.
- EI 17 Cares for personal and group possessions.
- EI 18 Plays and interacts with various children, sharing experiences and ideas with others.
- EI 19 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.
- EI 20 Shows interest in exploring the environment, learning new things and trying new experiences.
- EI 21 Develops increasing independence during activities, routines, and play.
- EI 22 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.
- EI 23 Focuses and completes a variety of tasks, activities, projects, and experiences.

**Comparison of New Mexico Public Education Department Content Standards for Kindergarten to the New Mexico 3- and 4- Year Old and Kindergarten Early Learning Guidelines Narrative**

*This graph was compiled by the NewMexicoKids Network Office at the University of New Mexico Division of Continuing Education.*



The attached graph represents a crosswalk between the New Mexico Early Learning Guidelines for 3 and 4 year-olds and Kindergarten (NM ELG's) and the New Mexico Public Education Department Content Standards for Kindergarten (NM PED Content Standards). The purpose of this comparison is to match the NM ELG's to the NM PED Content Standards in a visual, at-a-glance format.

The NM ELG's consist of 67 indicators. 25 of these indicators have been identified as Essential Indicators (EI's) which are used in the NM PreK Program across the state as well as in other early childhood settings.

The NM PED Content Standards may be fully referenced online at <http://www.ped.state.nm.us/standards/>. They consist of twelve distinct categories which are used in the attached graph as well. These twelve categories are as follows:



- ✓ Modern, Classical & Native Languages
- ✓ Science
- ✓ Social Studies
- ✓ Language Arts
  
- ✓ Visual & Performing Arts
  - Dance
  - Music
  - Theatre/Drama
  - Visual Arts
  
- ✓ Health Education
- ✓ English Language Development
- ✓ Physical Education
- ✓ Math

While much of the graph will be left to the individual readers' interpretation, certain trends are worth noting on this summary.

Trends & Valleys:

Low points or “valleys” on the graph are worth noting. There are 4 NM ELG’s which have matched with one or two NM PED Content Standards. Each of these four valleys are listed below and contain the full language of the NM ELG.

NM ELG: NM ELG’s Full Language:

14.2- Scientific Inquiry Asks questions about the physical and natural worlds.

15.2- Environmental Preservation Explores, observes, describes, and participates in a variety of activities related to preserving the environment.

19.1- Picks Up Cares of personal and group possessions.

20.2- Conflict Resolution Uses and accepts negotiation, compromise, and discussion to resolve conflicts.

Trends & Spikes:

Certain NM ELG’s matched many of the NM PED Content Standards. These are viewable with the spike points on the graph. There are six spikes worth noting. Each of these six are listed below and contain the full language of the NM ELG. Interestingly enough, each of these notable spikes correspond with a NM PreK Essential Indicator (EI).

NM ELG: NM ELG’s Full Language:

1.1 – Coordination & Strength Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.

6.1- Converses Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

7.4- Recognizes some letters Progresses in understanding and using concepts of print.

12.1- Sorting Sorts, classifies, and groups materials by one or more characteristics.

13.1- Creativity Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work or a set of movements).

17.4- Family, Community, Culture Expresses cultural influences from home, neighborhood and community.

Other Trends:

Many of the NM ELG's matched several of the NM PED Content Standard categories. The ELG's which matched the most number of categories were NM ELG 6.1 (Converses) and NM ELG 17.4 (Cultural Influences) which each matched 10/12 PED Content Standard categories followed closely with NM ELG 12.1 which matched 9/12 PED Content Standard categories. These categories can be observed on the graph through the color coding which can be referenced at the key on the right-hand side of the graph page.

# Crosswalk of NM Early Learning Guidelines for 3- and 4- year-olds and Kindergarten/

## National Core Standards for Kindergarten

*Created by the NewMexicoKids Network Office at the University of New Mexico Division of Continuing Education July 2011*



<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p><b>#1 The child independently uses gross motor control including balance, spatial awareness and stability.</b></p>	<p><b>NO MATCH</b></p>
<p>1.1 Exhibits body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.</p>	<p><b>NO MATCH</b></p>
<p>1.2 Exhibits balance and spatial awareness in many situations (running and stopping, climbing, ball handling, and/or simple group games, i.e. “Duck, Duck, Goose”.</p>	<p><b>NO MATCH</b></p>
<p><b>#2 Child independently uses fine motor skills</b></p>	<p><b>NO MATCH</b></p>
<p>2.1 Is developing manual coordination to use cutting and writing tools and demonstrates self-help skills such as buttoning and zipping.</p>	<p><b>NO MATCH</b></p>
<p>2.2 Coordinates eye-hand movements using beads, laces, pegs, puzzles and other manipulatives and small objects, and when dressing and undressing.</p>	<p><b>NO MATCH</b></p>

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<p><b>2.3 Holds writing tool in pincer grasp to draw, scribble write, make letter-like shapes and/or letters.</b></p>	<p><b>NO MATCH</b></p>

<p><b>3 The child's behavior demonstrates health and hygiene skills.</b></p> <p>3.1 Shows increasing awareness of hygiene in hand washing, toileting, and/or dental hygiene.</p>	<p><b>NO MATCH</b></p>
<p>3.2 Shows increasing awareness of healthy lifestyle practices (that healthy bodies need nutritious foods, exercise and physical activity and rest).</p>	<p><b>NO MATCH</b></p>

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<b>#4 The child demonstrates safe behaviors in increasing numbers of situations.</b>	<b>Speaking and Listening Standards for Kindergarten (SL)</b>
4.1 Identifies potentially harmful objects, substances and behaviors.	<b>NO MATCH</b>
4.2 Increasingly follows classroom, school and safety rules most of the time.	<b>SL 1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
<b>#5 The child demonstrates development and expansion of listening skills.</b>	<b>Reading Standards for Literature for Kindergarten (RL)</b> <b>Reading Standards for Informational Text for Kindergarten (RI)</b> <b>Reading Standards for Foundational Skills for Kindergarten (RF)</b> <b>Language Standards for Kindergarten (L)</b>
5.1 Listens with understanding to directions and conversations.	<b>NO MATCH</b>
5.2 Follows directions with increasing complexity.	<b>NO MATCH</b>

- English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- Mathematics

5.3 Hears and discriminates the sounds of language in words to develop phonological awareness.

**RF 2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken word.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in the phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVCs ending with /l/, /r/, or /x/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**RF 3** Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sound for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g, the, of, to, you, she, my, is, are, do, does).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



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5.4 Demonstrates understanding of new vocabulary introduced in conversations, activities, stories, or books.

**RL 4** Ask and answer questions about unknown words in a text.

**RI 4** With prompting and support ask and answer questions about unknown words in a text.

**L 4** Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *kindergarten reading and content*.

- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

**L 5** With guidance and support from adults, explore word relationships and nuances in word meanings

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).

**L 6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b>	<b>Common Core National Standards</b> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<b>NO MATCH</b>	<b>RL 5</b> Recognize common types of texts (e.g., storybooks, poems)
<b>NO MATCH</b>	<b>RI 3</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<b>NO MATCH</b>	<b>RI 6</b> Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.
<b>NO MATCH</b>	<b>RI 8</b> With prompting and support, identify the reasons an author gives to support points in a text.
<b>#6 The child communicates experiences, ideas and feeling through speaking.</b>	<b>Reading Standards for Literature for Kindergarten (RL)</b> <b>Speaking and Listening Standards for Kindergarten (SL)</b> <b>Language Standards for Kindergarten (L)</b>

**NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:**

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- Mathematics

6.1 Converses effectively in his or her home language, English, or sign language for a variety of purposes relating to real experiences and different audiences.

**RL 1** With prompting and support, ask and answer questions about key details in a text.

**SL 1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- b. Continue a conversation through multiple exchanges.

**SL 3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**SL 4** Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

**SL 6** Speak audibly and express thoughts, feelings, and ideas clearly.

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- English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- Mathematics

**L 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes)
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produces and expand complete sentences in shared language activities.

**L 6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



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6.2 Asks and answers relevant questions.

**RL 1** With prompting and support, ask and answer questions about key details in text.

**SL 1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Continue a conversation through multiple exchanges.

**SL 2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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6.3 Engages in conversations that develop a thought or idea.

**RL 10** Actively engage in group reading activities with purpose and understanding.

**SL 1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)
- Continue a conversation through multiple exchanges.

**SL 4** Describe familiar people, places, things and events and, with prompting and support, provide additional detail.

**L 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes)
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produces and expand complete sentences in shared language activities.

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p><b>#7 The child engages in activities that promote the acquisition of emergent reading skills.</b></p>	<p><b>Reading Standards for Literature for Kindergarten (RL)</b>  <b>Reading Standards for Informational Text for Kindergarten (RI)</b>  <b>Reading Standards for Foundational Skills for Kindergarten (RF)</b>  <b>Writing Standards for Kindergarten (W)</b>  <b>Speaking and Listening Standards for Kindergarten (SL)</b></p>
<p>7.1 Demonstrates and interest and enjoyment in books, listening to stories read aloud, and/or looking at books using illustrations or familiar text.</p>	<p><b>RL K 7</b> With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p><b>RI 7</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI 10</b> Actively engage in group reading activities with purpose and understanding.</p>
<p>7.2 Demonstrates comprehension of a story read aloud by asking relevant questions or making pertinent comments.</p>	<p><b>RL 1</b> With prompting and support, ask and answer questions about key details in text.</p> <p><b>RL 2</b> With prompting and support, retell familiar stories,</p>

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	<p>including key details.</p> <p><b>RL 3</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>RL 9</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p><b>RI 1</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI 2</b> With prompting and support, identify the main topic and retell key details of a text.</p> <p><b>SL 2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p><b>7.3</b> Progresses in understanding and using conventions of reading (including holding a book upright, identifying front and back, turning pages correctly, and recognizes that print proceeds from left to right).</p>	<p><b>RI 5</b> Identify the front cover, back cover, and title page of a book.</p> <p><b>RI 6</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>



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**RI 7** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**RF 1** Demonstrate understanding of the organization and basic features of print.

- 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 sequence 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 4** Read emergent-reader texts with purpose and understanding.

7.4 Progresses in understanding and using concepts of print.

**RF 1** Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.

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- b. Recognize that spoken words are represented in written language by specific sequence 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 3** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**RF 4** Read emergent-reader texts with purpose and understanding.

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<p><b>NO MATCH</b></p>	<p><b>W 8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<p><b>#8 The child engages in activities that promote the acquisition of emergent writing skills.</b></p>	<p><b>Writing Standards for Kindergarten (W) Language Standards for Kindergarten (L)</b></p>
<p>8.1 Experiments with a variety of writing tools, materials and surfaces.</p>	<p><b>W 6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>8.2 Demonstrates knowledge that writing and drawing are different and uses early stages of writing in the form of shapes and letter-like symbols to convey ideas.</p>	<p><b>W 1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).</p> <p><b>W 2</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction.</p>
	<p><b>L 1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> </ul>

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- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes)
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produces and expand complete sentences in shared language activities.

**L 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun I.
- b. Recognize and name end punctuation.
- c. Write letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**8.3** Increasingly attempts to represent meaningful words and print in the environment using the early stages of writing.

**W 1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about



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the topic or book (e.g., my favorite book is...).

**W 2** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction.

**L 1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes)
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produces and expand complete sentences in shared language activities.

**L 2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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	<ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun I.</li> <li>Recognize and name end punctuation.</li> <li>Write letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>
<p><b>NO MATCH</b></p>	<p><b>W 5</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>
<p><b>#9 The child understands numbers, ways of representing numbers and relationships between quantities and numerals.</b></p>	<p><b>Counting and Cardinality for Kindergarten (K.CC)</b>  <b>Operations and Algebraic Thinking fir Kindergarten (K.OA)</b>  <b>Number and Operations in Base Ten (K. NBT)</b></p>

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9.1 Uses one to one correspondence in counting increasingly higher groups of objects.

**K.CC.1** Count to 100 by ones and tens.

**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin by 1).

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five six, seven, eight, or nine ones.

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9.2 Uses numbers and counting as a means for solving problems and determining quantity.

**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.

**K.OA.1** Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

**K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawing to represent the problem.

**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

**K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

**K.OA.5** Fluently add and subtract within 5.

**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using



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<p>9.3 Recognizes some numerals.</p>	<p><b>K.CC.7</b> Compare two numerals between 1 and 10 presented as written numerals.</p>
<p>NO MATCH</p>	<p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>
<p><b>#10 The child demonstrates understanding of non-standard units to measure and make comparisons.</b></p>	<p><b>Geometry Standards for Kindergarten (K.G) Measurement and Data standards for Kindergarten (K.G)</b></p>

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10.1 Recognizes, names, describes compares and creates familiar shapes

**K.G 1** Describe objects in the environment using names of shares and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to.*

**K.G 2** Correctly names shapes regardless of their orientations or overall size.

**K.G 3** Identify shapes as two-dimensional (lying on a plane, “flat”) or three-dimensional (“solid”).

**K.G 4** Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g number of sides and vertices/” corners”) and other attributes (e.g., having sides of equal length).

**K.G 5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**K.G 6** Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

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<p>10.2 Describes and interprets spatial sense and positions.</p>	<p><b>K.G 1</b> Describe objects in the environment using names of shares and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to.</i></p> <p><b>K.MD 1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>
<p><b>#11 The child demonstrates understanding of geometrical and spatial concepts.</b></p>	<p><b>Measurement and Data Standards for Kindergarten (K.MD)</b></p> <p><b>Geometry Standards for Kindergarten (K.G)</b></p> <p><b>Counting and Cardinality for Kindergarten (K.CC)</b></p> <p><b>Writing Standards for Kindergarten (W)</b></p>
<p>11.1 Compares and uses language relating to time with increasing accuracy.</p>	<p><b>NO MATCH</b></p>
<p>11.2 Anticipates, remembers, and describes sequence of events with increasing accuracy.</p>	<p><b>W 3</b> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>11.3 Demonstrates emerging knowledge of measurement.</p>	<p><b>K.MD 1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p><b>K.G 1</b> Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind,</i> and <i>next to.</i></p> <p><b>K.CC 4</b> Understand the relationship between numbers and quantities; connect counting to cardinality.</p>
<p><b>#12 The child demonstrates the ability to investigate, organize, and create representations.</b></p>	<p><b>Geometry Standards for Kindergarten (K.G)</b>  <b>Reading Standards for Informational Text for Kindergarten (RI)</b>  <b>Language Standards for Kindergarten (L)</b>  <b>Writing Standards for Kindergarten (W)</b></p>



**NM Early Learning Guidelines Outcomes & Indicators for 3- and 4- year-olds and Kindergarten:**

**Common Core National Standards**

- English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
- Mathematics

12.1 Sorts, classifies, and groups materials by one or more characteristics.

**K.MD 3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**RI 9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**L 5** With guidance and support from adults, explore word relationships and nuances in word meanings

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*)

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>12.2 Collects, organizes and begins to represent in some way information about self, surroundings, and meaningful experiences.</p>	<p><b>K.G 4</b> Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g number of sides and vertices/” corners”) and other attributes (e.g., having sides of equal length).</p> <p><b>K.G 5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls and drawing shapes).</p> <p><b>W 1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).</p>
<p><b>#13 The child demonstrates appreciation for the arts (movement, music, visual and dramatic).</b></p>	<p><b>Speaking and Listening Standards for Kindergarten (SL)</b>  <b>Writing Standards for Kindergarten (W)</b></p>

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>13.1 Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of art work, etc.).</p>	<p><b>SL 5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>W 3</b> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p><b>#14 The child uses the scientific method to investigate the physical and natural worlds and to hypothesize and make predictions.</b></p>	<p><b>NO MATCH</b></p>
<p>14.1 Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.</p>	<p><b>NO MATCH</b></p>
<p>14.2 Asks questions about the physical and natural worlds.</p>	<p><b>NO MATCH</b></p>
<p>14.3 Makes predications and forms hypotheses.</p>	<p><b>NO MATCH</b></p>
<p>14.4 Uses various tools to gather information (i.e. thermometers, magnifiers, rulers, and/or balances).</p>	<p><b>NO MATCH</b></p>
<p><b>#15 The child acquires scientific knowledge related to life sciences.</b></p>	<p><b>NO MATCH</b></p>
<p>15.1 Explores, observes, and describes a variety of living things and distinguishes from non-living</p>	<p><b>NO MATCH</b></p>

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>things.</p>	
<p>15.2 Explores, observes, describes, and participates in a variety of activities related to preserving the environment.</p>	<p><b>NO MATCH</b></p>
<p><b>#16 The child acquires scientific knowledge related to life sciences.</b></p>	<p><b>NO MATCH</b></p>
<p>16.1 Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.</p>	<p><b>NO MATCH</b></p>
<p><b>#17 The child exhibits self-awareness.</b></p>	<p><b>Speaking and Listening Standards for Kindergarten (SL) Writing Standards for Kindergarten (W)</b></p>
<p>17.1 Expresses needs and/or stands up for own rights.</p>	<p><b>NO MATCH</b></p>
<p>17.2 Makes choices and expresses likes and dislikes.</p>	<p><b>W 1</b> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).</p>
<p>17.3 Identifies own gender, family and culture.</p>	<p><b>NO MATCH</b></p>



<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>17.4 Expresses cultural influences from home, neighborhood and community.</p>	<p><b>SL 4</b> Describe familiar people, places, things and events and, with prompting and support, provide additional detail.</p>
<p><b>#18 The child demonstrates self-control.</b></p>	<p><b>Speaking and Listening standards for Kindergarten (SL)</b></p>
<p>18.1 Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines and/or incorporates cultural expectations)</p>	<p><b>SL 1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
<p>18.2 Increasingly expresses feelings through appropriate gestures, actions, and language.</p>	<p><b>SL 6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p><b>#19 The child demonstrates personal responsibility.</b></p>	<p><b>NO MATCH</b></p>
<p>19.1 Cares for personal and group possessions.</p>	<p><b>NO MATCH</b></p>

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>19.2 Begins to accept the consequences of his or her own actions.</p>	<p><b>NO MATCH</b></p>
<p><b>#20 The child works cooperatively with other children and adults.</b></p> <p>20.1 Plays and interacts with various children, sharing experiences and ideas with others.</p>	<p><b>Writing Standards for Kindergarten (W)</b>  <b>Speaking and Listening Standards for Kindergarten (SL)</b></p> <p><b>W 7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p><b>SL 1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ul>
<p>20.2 Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p>	<p><b>NO MATCH</b></p>
<p><b>#21 The child develops relationships of mutual trust and respect with others.</b></p>	<p><b>NO MATCH</b></p>

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>21.1 Respects the rights of others recognizing their feelings and increasingly responding with courtesy and kindness.</p>	<p><b>NO MATCH</b></p>
<p>21.2 Accepts guidance and direction from a variety of familiar adults and seeks their support when needed.</p>	<p><b>SL 2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL 3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>21.3 Demonstrates an increasing understanding and acceptance of similarities and differences among people, such as gender, race, special needs, culture, language, and family structures.</p>	<p><b>NO MATCH</b></p>
<p><b>#22 The child demonstrates knowledge of neighborhood and community.</b></p>	<p><b>NO MATCH</b></p>
<p>22.1 Identifies, discusses and dramatizes duties of a variety of common community occupations.</p>	<p><b>NO MATCH</b></p>



<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>22.2 Sees self as a citizen in a democratic classroom community and the community at large by increasingly contributing to group decisions and responsibilities.</p>	<p><b>NO MATCH</b></p>
<p><b>#23 The child is open and curious to learn new things.</b></p>	<p><b>Writing Standards for Kindergarten (W)</b></p>
<p>23.1 Demonstrates eagerness to find out more about other people.</p>	<p><b>NO MATCH</b></p>
<p>23.2 Shows interest in exploring the environment, learning new things and trying new experiences.</p>	<p><b>W 6</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration.</p>
<p><b>#24 The child takes initiative.</b></p>	<p><b>Speaking and Listening Standards for Kindergarten (SL)</b></p>
<p>24.1 Initiates interaction with peers and adults.</p>	<p><b>SL 2</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>SL 3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>24.2 Develops increasing independence during activities, routines and play.</p>	<p><b>NO MATCH</b></p>



<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p><b>#25 The child exhibits imagination and creativity.</b></p>	<p><b>Geometry Standards for Kindergarten (K.G) Writing Standards for Kindergarten (W)</b></p>
<p>25.1 Tries new ways of doing things.</p>	<p><b>NO MATCH</b></p>
<p>25.2 Uses imagination to generate a variety of ideas.</p>	<p><b>K.G 4</b> Analyze and compare two and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g number of sides and vertices/" corners") and other attributes (e.g., having sides of equal length).</p> <p><b>W 3</b> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p>25.3 Role plays to express feelings, to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.</p>	<p><b>NO MATCH</b></p>
<p><b>#26 The child shows confidence.</b></p>	<p><b>Speaking and Listening Skills for Kindergarten (SL)</b></p>

<p><b>NM Early Learning Guidelines Outcomes &amp; Indicators for 3- and 4- year-olds and Kindergarten:</b></p>	<p><b>Common Core National Standards</b></p> <ul style="list-style-type: none"> <li>• English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</li> <li>• Mathematics</li> </ul>
<p>26.1 Demonstrates increasing self-confidence through interactions with others.</p>	<p><b>SL 1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol>
<p><b>#27 The child displays persistence and pursues challenges.</b></p>	<p><b>Writing Standards for Kindergarten (W)</b></p>
<p>27.1 Focuses and completes a variety of tasks, activities, projects, and experiences.</p>	<p><b>W 7</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<p>27.2 Demonstrates resiliency and coping skills when faced with challenges (i.e. concentrates despite distractions and interruptions and/ or increasingly manages own frustrations levels).</p>	<p><b>NO MATCH</b></p>
<p><b>#28 The child uses problem-solving skills.</b></p>	<p><b>Speaking and Listening Standards for Kindergarten (SL)</b></p>
<p>28.1 Recognizes and solves problems through observation, active exploration, trial and error, and interactions and discussions with peers and adults.</p>	<p><b>SL 3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>



15. New Mexico Public Education Department Strategic Plan,  
September 2011





**Strategic Plan 2011**  
**Kids First, New Mexico Wins**

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## Vision

Bold, visionary reform that puts students first in every decision will increase student achievement and prepare our kids for success in colleges and careers. We call on every educator, student, parent, community member and public servant to share in the responsibility for the success of our children and, ultimately, the future of the great state of New Mexico. When we put our kids first, New Mexico will win.

## Mission

A focus on students means an emphasis on five strategic imperatives:

- Expect a smarter return on New Mexico's investment
- Require real accountability for real results
- Ensure our students are ready for success
- Reward effective educators and leaders
- Provide effective options for parents

## Current State

With approximately 330,000 students in grades K–12, New Mexico's demographics are distinctive: 57% of the state's K–12 students are Hispanic, 29% are White, 11% are Native American, 3% are African American, and 1% are Asian or of other ethnicity. New Mexico is ranked 36<sup>th</sup> in overall population size, has the fifth largest land mass in the U.S. (121,665 square miles), and ranks 45<sup>th</sup> in the nation in population density. Further, with only 6.3 people per square mile, New Mexico faces unique challenges in educating students in rural areas, particularly on vast Indian reservations. New Mexico's majority-minority status presents our state with a unique opportunity to lead the way in increasing academic success for every student and closing the achievement gap.

According to the New Mexico Standards-Based Assessment (NMSBA) results, nearly 52% of 11<sup>th</sup> graders are not proficient in reading and almost 62% are not on grade level in mathematics<sup>1</sup>. Currently, only 67% of students graduate high school, hampering their life-long potential for success. For example, in 2010, the unemployment rate for dropouts was almost 15%. For those having earned their diploma it was about 10% and for college graduates it was 5%. Beyond simply having a job, the difference in earnings between dropouts and high school graduates is \$10,000 per year<sup>2</sup>.

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<sup>1</sup> New Mexico Public Education Department

<sup>2</sup> Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.

On a national scale, only 20% of New Mexico's 4<sup>th</sup> graders are proficient in reading and only 26% demonstrated proficiency in mathematics. Those results come from the National Assessment of Educational Progress (NAEP), which is a test issued to a sample of students all over the country. According to the NAEP, New Mexico is ranked 49<sup>th</sup> in fourth grade reading<sup>3</sup> and according to the National Quality Counts Report<sup>4</sup> (NQCR), New Mexico received an "F" in K–12 student success. Additionally, according to the Diploma Counts Report<sup>5</sup>, New Mexico is ranked 49<sup>th</sup> in graduation rates, yet our investment in education is near the middle of the pack in national comparisons. Further, today 99.998% of New Mexico's teachers "meet competency" on annual evaluations. However, our student achievement results are not reflective of this standard<sup>6</sup>.

Despite these challenges, the students and teachers of New Mexico are making progress. In 2009, New Mexico Hispanic 4<sup>th</sup> graders ranked 13<sup>th</sup><sup>7</sup> in the nation on NAEP mathematics. New Mexico ranks 25<sup>th</sup> in the nation in the percent of students earning college degrees, which pays big rewards as the difference in earnings between high school graduates and college graduates is almost \$50,000 per year<sup>8</sup>. New Mexico has demonstrated success as the NQCR rated our standards, assessment, and accountability system with an A-<sup>9</sup>.

We know that our students can achieve and compete with the best and the brightest across the nation and demographics cannot be an excuse. The challenge for our communities is to believe that success is possible for our students regardless of the circumstances. Once this is realized, New Mexico will demonstrate it can be successful. When we put kids first, New Mexico will win.

The students, educators, and parents of New Mexico are ready for reform. They have delivered a mandate to change the culture of education in the state, placing more priority on student achievement and a much better return on \$2.4 billion dollars in taxpayer investment.

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<sup>3</sup> U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics and Reading Assessments.

<sup>4</sup> [http://www.edweek.org/media/ew/qc/2011/QualityCounts2011\\_PressRelease.pdf](http://www.edweek.org/media/ew/qc/2011/QualityCounts2011_PressRelease.pdf)

<sup>5</sup> [http://www.edweek.org/media/ew/dc/2010/DC10\\_PressKit\\_FINAL.pdf](http://www.edweek.org/media/ew/dc/2010/DC10_PressKit_FINAL.pdf)

<sup>6</sup> New Mexico Public Education Department

<sup>7</sup> U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2007 and 2009 Mathematics and Reading Assessments.

<sup>8</sup> Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.

<sup>9</sup> Bureau of Labor Statistics, Current Population Survey. Data are 2010 annual averages for males age 25 and over. Earnings are for full-time wage and salary workers.



## Future State

Since Governor Martinez took office and made the pledge to prioritize education and the economy, the New Mexico Public Education Department (PED) has renewed its commitment to serving the state of New Mexico. Many first steps toward that commitment have taken place, indicating success is possible for our students. To date, the PED has accomplished the following:

## 2011 Strategic Efforts and Achievements

### Smarter Return on New Mexico's Investment

- Led the effort to protect classroom dollars in all 89 New Mexico school districts and charter schools. Statewide, budgeted expenditures for direct classroom instruction increased by nearly 0.5% while budgeted expenditures for administration decreased a little more than 0.6%.
- Included language in the General Appropriations Act (House Bill 2) to align proven strategies for student success with expenditures in education across the state.
- Reorganized the PED to better serve taxpayers and students despite budget cuts of nearly 25%.
- Improved the timely dissemination of financial data to districts resulting in a 50% decrease in turnaround time to process and distribute district reimbursements.
- Provided high-quality technical assistance, both fiscal and programmatic, to guide districts in developing budgets aligned with proven education programs while maximizing the return on the state's investment.
- Decreased licensure backlog by 50% from 10 weeks to 5 weeks.

### Real Accountability. Real Results.

- Worked with the New Mexico Legislature to implement Governor Martinez's new A-F school grading system which recognizes proficiency and growth of all students and schools.
- Applied for the Race to the Top Early Learning Challenge Fund of \$50 million in partnership with the Children Youth and Families Department (CYFD).
- Developed a legislative initiative to end 3<sup>rd</sup> grade social promotion and support struggling readers with early interventions.
- Reduced testing time by nearly 40% and negotiated to deliver testing results four weeks earlier than the previous year.
- Raised the bar and expectations when it comes to accurate data reporting through initial audits of data in districts.

### **Ready for Success Initiative**

- Increased communication and collaboration across the bureaus within the Student Success Division through increased frequency of communication and cross training.
- Facilitated the transition to the Common Core Standards for Priority Schools through the use of instructional resources for reading and math.
- Significantly enhanced collaboration between the Indian Education Bureau and the Student Success Division to ensure alignment of instructional standards for all Native American students.
- Initiated the development of a culture-based education model to comply with the New Mexico Indian Education Act to engage the Native American students to improve student performance.
- Engaged the Bilingual Directors in a process that identified high-need educational challenges for bilingual/ELL students, such as, instructional support, professional development, leadership and communication to improve student performance.

### **Rewarding Effective Educators and Leaders**

- Appointed and convened the 15-member New Mexico Effective Teaching Task Force.
- Facilitated the development of teacher and school leader evaluation system recommendations and delivered to the Governor.
- Established more direct outreach to districts to assist with staffing concerns.
- Increased collaboration to enhance effective professional development.
- Applied and received a no-cost extension of Transition-to-Teaching grant.
- Launched a partnership with Southern Regional Education Board (SREB) and University of New Mexico Institute for Professional Development to improve school leadership.

### **Effective Options for Parents**

- Partnered with the National Association of Charter School Authorizers (NACSA) to create a more vigorous charter application review and vetting process.
- Presented training in collaboration with NACSA to Public Education Commission (PEC) and local district authorizer on authorizing best practices.
- Worked with Superintendent of Farmington Municipal Schools to assist and guide with best practices for reviewing of new charter application.
- Began process of identifying additional resources to further online learning courses to expand IDEAL-NM and other distance learning opportunities.
- Initiated a review of Charter Schools Bureau operations for efficiency and improvement of client services.

New Mexico's children deserve these efforts and so much more. The opportunity to change the culture of education is a golden chance to change the future for not only the students, for the entire state of New Mexico. The PED's vision is to make sure the hardship and the challenges students face today are no longer passed on to future generations. The time to deliver on that promise is now.

## Strategic Lever 1: Smarter Return on New Mexico's Investment

To protect students in these challenging economic times, Governor Martinez prioritized classroom spending over bureaucracy. Legislation passed in the 2011 regular session increases transparency in school spending, authorizing the PED to partner with local school districts to align their budgets to proven student success strategies. The following innovative goals will continue to propel New Mexico towards this strategy:

Goal	Public Performance Measure	Data Validation	Accountability
1. Improve management and expenditures of state and federal dollars to align with proven strategies for student success with expenditures in education across the state.	X	OBMS, SHARE, budget review process	PED Senior Team, Program Managers, Financial Managers, District Superintendents
2. Increase percent/dollars to the classroom in chart of accounts category 1000.	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
3. Increase percent/dollars to the classroom in the following chart of accounts: direct instruction (1000), support services students (2100), and support services instruction (2200).	X	OBMS, STARS, budget review process	Paul Aguilar (Deputy Secretary, Finance and Operations)
4. Obtain private funding investments to increase overall educational funding.	X	SHARE	Leighann Lenti (Director of Policy)
5. Seek federal competitive grants to increase overall educational funding.	X	SHARE	Leighann Lenti (Director of Policy)
6. Obtain budget and regulatory flexibility for student achievement effectiveness at the federal level.	X	Federal reporting, STARS, School Report Card	Leighann Lenti (Director of Policy), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
7. Ensure accurate and meaningful data are available.	X	STARS, OBMS	PED Senior Team, Michael Archibeque (Chief Information Officer), District Data Coordinators
8. Identify effective PED programs to serve districts better and retool current programs to improve effectiveness.	X	TBD	PED Senior Team

## **Smarter Return on New Mexico's Investment**

### **1. Improve Management and Expenditures of State and Federal Dollars**

Within the PED, the coordination among bureaus to ensure expenditures are aligned with approved applications and proven instructional strategies is imperative. The department works to keep districts and charter schools informed on the status of revenue available and expended to avoid reverting funds annually. Since districts and charter schools are required to expend their own funding first and then request reimbursement, it is important for the PED to expedite reimbursements to the districts and charter schools.

Externally, districts and charter schools certify to the department that expenditures are aligned with their Educational Plan for Student Success (EPSS). PED program staff work with districts and charter schools to ensure proper planning takes place and that districts align their instructional practices with proven strategies to improve student growth and promote student success.

### **2. Increase Percent/Dollars to the Classroom, Chart of Account Category 1000**

The School Budget and Financial Analysis Bureau analysts work with superintendents and business managers to evaluate district and charter school budgets to ensure that budgets are focused on increasing the percent and dollars to the classroom. These increases are then used to implement proven strategies for student success. This involves give-and-take negotiations between districts and the PED to assist districts in identifying areas where funding can be moved into direct instruction line items. PED program staff are also included to ensure districts are providing educational programs that implement proven, successful instructional strategies. In areas where districts have concerns with recommended changes, senior staff is involved in discussions to ensure districts understand the imperative of increasing funding to the classroom to improve student success.

### **3. Increase Percent/Dollars to the Classroom: Direct Instruction (1000), Support Services Students (2100), and Support Services Instruction (2200)**

The School Budget and Financial Analysis Bureau analysts work with superintendents and business managers to evaluate district and charter school budgets to ensure that budgets are focused on increasing the percent and dollars to the classroom—support services, students and supplemental services and, instruction. These increases are used to implement proven strategies for student success. This involves give-and-take negotiations between districts and the PED to assist districts in identifying areas where funding can be moved into line items 1000, 2100, and 2200. PED program staff are also included to ensure districts are providing a curriculum that implements proven, successful, instructional strategies. In areas where districts have concerns with recommended changes, senior staff is involved in discussions to ensure districts and charter schools understand the imperative of the department to increase funding.



#### **4. Obtain Private Funding Investments to Increase Overall Educational Funding**

Leveraging private funds that align to New Mexico's education reform agenda will link the funding community to the schools across the state, and allow investment in the kinds of high-impact innovations that otherwise would not be financially feasible. The PED will work to ensure that any private dollars received meet the established goals to guarantee that private donors know that their investments positively impact teaching and learning.

#### **5. Seek Federal Competitive Grants to Increase Overall Educational Funding**

Historically, New Mexico has struggled to successfully compete for federal grants. In order to increase the amount of dollars available to support our key reform goals, the PED will actively pursue competitive dollars that will positively impact teaching and learning.

#### **6. Obtain Budget and Regulatory Flexibility for Student Achievement Effectiveness at the Federal Level**

Through the waiver process developed by the United States Department of Education, New Mexico will seek both regulatory and budgetary flexibility. New Mexico will seek flexibility that will allow the state to have a singular accountability system that recognizes both proficiency and growth, unlike the current pass/fail system. New Mexico will also pursue flexibility to transition to an evaluation system that places the emphasis on teacher effectiveness as measured by student outcomes over teacher qualifications. Additionally, the PED will pursue flexibility to decrease the number of federal reports currently required and expand the allowable uses of funds.

#### **7. Ensure Accurate and Meaningful Data is Available**

To ensure accurate and meaningful data is collected, the PED is committed to establishing a comprehensive Data Quality Program to document data collection processes, track necessary data elements, document the purpose and use of data, identify redundant data, and reduce the reporting burden to the PED. Additionally, the PED will continue to facilitate data sharing, collection, and collaboration with schools, school districts, teachers, principals, administrators, legislators, and the public to ensure accurate and meaningful data are available.

## **8. Identify Effective PED Programs to Serve Districts Better and Retool Current Programs to Improve Effectiveness**

### **Finance and Budget Division**

- Decrease processing time of federal reimbursements to grantees by informing the districts regularly of revenue available and timelines for expenditure.
- Eliminate duplicative or redundant state and federal data collection and reporting requirements.
- Standardize and streamline grant applications.
- Implement electronic submission and approval of waivers.
- Reduce the number of required reports from districts and charter schools.
- Ensure funds are moved quickly into school accounts to keep programs operating and to allow districts and charter schools to pay their bills through the Fiscal Grants Management Bureau.
- Ensure districts and charter schools develop budgets aligned with department and the Governor's priorities and executed appropriately through the School Budget and Financial Accountability Bureau.

### **Policy Division**

- Streamline and expedite the process under which districts can submit waiver requests and receive decisions from the PED.

### **Assessment and Accountability Division**

- Provide timely and reliable data for improved data-driven decision making through online reporting tools.

### **Educator Quality Division**

- Use Title II funding to strategically implement statewide and regional teacher professional development focused on literacy, numeracy, and school leadership.
- Establish criteria for Title II allocation to school districts. Provide technical assistance to districts regarding effective measures established in Title II.
- Amend rules for licensure to structure longevity of a teaching license to a term of three years. Effective measures are tied to continuing licensure.
- Establish an effective online help desk for Licensure Bureau that will serve districts and teachers to expedite license queries.

### **Student Success Division**

- Enhanced technical support to schools and districts by eliminating silos within the divisions with expanded communication among all bureaus.
- Developed evidence-based best practices will formulate the transformational model as a pilot for 15 School Improvement Grant (SIG) schools and 5 additional schools in designation with emphasis on literacy, math, leadership, and cultural competence.

### Options for Parents Division

- Provide professional development and technical support to local school districts for authorizing best practices and the implementation of Senate Bill 446 (Charter School contracts bill).
- Reorganize the Charter Schools Bureau to become a technical support unit for all charter schools and local district authorizers.

## Strategic Lever 2: Real Accountability. Real Results.

Implementing a transparent school-grading system allows parents, teachers, students, and the community to understand the quality of education in our classrooms, creating a culture of higher expectations and greater achievement. Recognizing excellence and progress while addressing failures are the keys to improving our education system. Without incentives for effectiveness and replacing failure with success, our system of evaluating students is meaningless. To increase accountability and transparency in New Mexico schools, the “Real Accountability. Real Results.” initiative signed into law by Governor Martinez adopts an easy-to-understand system of grading schools.

Goal	Public Performance Measure	Data Validation	Accountability
1. Implementation of successful school-grading system.	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
2. Pursue federal waiver.	X	Implementation of a singular accountability system that recognizes both proficiency and growth	Leighann Lenti (Director of Policy)
3. Increase A and B schools.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
4. Decrease D and F schools.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
5. Create monetary and/or flexibility incentives for schools and districts.	X	STARS, OBMS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Leighann Lenti (Director of Policy)
6. Increase parent and community involvement.	X	Parent report card, Parent Advisory	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
7. Identify, develop and implement effective turnaround strategies for low performing schools and champion proven strategies in higher-performing schools.	X	More A, B schools and fewer D, F schools annually	Pete Goldschmidt, Ph.D. ( Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Leighann Lenti (Director of Policy)



**Strategic Level 2 (continued)**

8. Transition to common core.	X	Assessment system in place, structural materials aligned, professional development for teachers conducted	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
9. Transition to common core assessments.	X	STARS	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)

**Real Accountability. Real Results.**

**1. Implementation of Successful School-Grading System**

The school-grading system utilizes multiple years of data, incorporating both current performance and individual student growth to hold schools accountable for student learning. The PED will utilize the rule making process in the fall of 2011 to outline the specific criteria that will be used to implement the school grading system. Additionally, the PED will work with districts and schools to provide baseline data in 2011, technical assistance on how grades are calculated, and guidance on activities schools can undertake to improve their grades and outcomes for students.

**2. Pursue Federal Waiver**

The state will also pursue a federal waiver to replace the current pass/fail AYP system with our school-grading system. This will allow New Mexico to have a singular accountability system that recognizes both the proficiency and growth made by our students and schools.

**3 - 5. Increase A and B Schools. Decrease D and F Schools. Create Monetary and Flexibility Incentives for Schools and Districts**

By developing flexibility and, over time, including monetary rewards for A schools, the PED will partner with districts to incentivize the growth of all schools. As part of the federal waiver request, the PED will look to expand how federal resources can be used to not only incentivize growth, but also reward schools. This could include flexibility in the use of funds and less onerous reporting requirements. Additionally, the PED will look to provide tiered support to D and F schools. The most intensive support will be provided to F schools and aligned to their areas of weakness so that they can become high-performing schools.

## **6. Increase Parent and Community Involvement**

Parents are their child's first teacher. PED's role is to arm parents with tools to enhance their role as the first teacher of their child. To do this, the PED has developed robust parent and community training modules designed to aid parents in their role as the first teacher. The modules address key components, such as, effective reading strategies for parents. For parents who do not have access to technology, these modules will be available to parents through their child's school.

## **7. Develop and Implement Effective Turnaround Strategies for Low Performing Schools and Champion Proven Strategies in Higher Performing Schools**

Effectively intervening in our lowest-performing schools and championing the success of our highest-performing schools is the responsibility of every educator, parent, community member and public servant. To accomplish this goal, the PED will pursue budgetary and regulatory flexibility and require the lowest-performing schools to invest their dollars in proven strategies. Additionally, our highest-performing schools will have the opportunity for additional flexibility and, over time, monetary rewards.

## **8. Transition to Common Core**

The Common Core standards are a set of nationally-developed standards that are aligned with 21st century skills that students need in order to be college and career ready. The PED is developing a transition plan to the Common Core. This plan will be built in collaboration with district and charter school administrators, school leaders, teachers, parents, and community stakeholders. The transition plan will be the basis for the PED to pursue both state and private support to implement the plan so that we can prepare all students to be college and career ready.

## **9. Transition to Common Core Assessments**

Full implementation of the Common Core standards (CCS) means that teachers will be teaching towards a mastery of the standards, using materials aligned with the CCS, and that students will be assessed using tests fully aligned to the CCS. This transition includes providing teachers with professional development, and building school, district, and charter school capacity for computer-based assessments. Full implementation also includes implementing new state assessments based on the CCS. By partnering with other states in the Partnership for Assessment of Readiness for College and Career (PARCC) consortium, New Mexico will be able to support the development of high-quality assessments that will best meet the needs of our students and teachers.

## Strategic Lever 3: Ready for Success Initiative

To prepare students to succeed throughout their academic careers, the PED is committed to placing a command-focus on literacy. This focus will include vertical alignment and integration of the core content, curbing the all too common practice of social promotion, and prioritizing research-based strategies for reading interventions. This will ultimately lead to college success and career readiness.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase the percentage of students who score Proficient and Advanced on the NMSBA.	X	NMSBA Scores –STARS	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Implement parent and community reading initiatives.	X	TBD	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)
3. Increase graduation rates.	X	Graduation rate	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
4. Implement a 3 <sup>rd</sup> grade “no social promotion” initiative.	X	Higher number of proficient readers and less students retained on an annual basis	Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability), Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success), Leighann Lenti (Director of Policy)
5. Reduce the percentage of students retained in third grade due to literacy level.	X	Significant reduction of students retained in third grade due to literacy level	Anna Lisa Banegas-Peña, Ed.D. (Director of Student Success)

## Ready for Success Initiative

### 1. Increase the Percentage of Students in Proficient and Advanced on the NMSBA

The PED will work with school districts to identify proven strategies for improving student academic growth and assist with providing professional development for local implementation.

### 2. Implement Parent and Community Reading Initiatives

After analyzing current community-based reading initiative programs, the PED will work with school district and charter school staff, parents and, communities to identify proven practices for replication in other districts and communities to increase literacy levels across the state.

### 3. Increase Graduation Rates

The PED will work with school districts and charter schools on interventions and proven strategies that can be implemented to increase the readiness of students to successfully graduate, and be prepared to enter college or career. An unacceptably-high proportion of New Mexico high school graduates are not adequately prepared to competitively enter the work force or seamlessly transition into college or university coursework. The purpose of high-stakes graduation expectations is to provide concrete objectives for students that, upon completion, signals that students have mastered New Mexico standards and are prepared to enter the next stage of their careers. A major component of high expectations is a high stakes exit exam that explicitly assesses students for mastery on standards designed to prepare students with 21<sup>st</sup> century skills. A complimentary goal to the implementation of a high-stakes exit exam is the development of Alternative Demonstrations of Competency (ADC). The ADC must be a rigorous alternative indicator of student skills and knowledge.

### 4. Implement a 3<sup>rd</sup> Grade “No Social Promotion” Initiative

As reading proficiency is one of the key indicators for high school graduation, the PED will implement policies to end the all too common practice of social promotion. Through screening and early intervention, New Mexico will better identify struggling readers and provide support needed so that all children are proficient by third grade. The parents of struggling readers will be notified early in the year in order to provide the opportunity to become engaged in supporting their child.



## **5. Reduce the Percentage of Students Retained in Third Grade Due to Literacy Level**

Adequately assess students' instructional reading level. Ensure standards-based instruction for all students, especially those grades leading to third grade. Develop vertical alignment of early childhood literacy with kindergarten to ensure students are reading on level as they exit the grade. Implement, with fidelity, the state's Response to Intervention framework with differentiated instructional models and integrating cultural competence components.

## Strategic Lever 4: Rewarding Effective Educators and Leaders

To ensure all students have access to great teachers and school leaders, Governor Martinez remains committed to developing an evaluation system that prioritizes student academic gains. Additionally, the Governor is committed to recruit, retain, reward, and incentivize effective teaching and leadership in our schools and districts.

Goal	Public Performance Measure	Data Validation	Accountability
1. Create a comprehensive teacher and school leadership performance-based evaluation system with 50% of the evaluation capturing student achievement, 25% observation, and 25% multiple measures.	X	Student achievement will constitute 50% of the teacher evaluation, 25% observation, 25% multiple measures	Matt Montañó (Director of Educator Quality), Leighann Lenti (Director of Policy), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)
2. Create an educational leadership pipeline.	X	Increase annually number of highly effective teachers and school leaders	Matt Montañó (Director of Educator Quality)
3. Work with Higher Education to address teacher preparation program effectiveness.	X	Licensure data systems	Matt Montañó (Director of Educator Quality), Mike Archibeque (Chief Information Officer), Pete Goldschmidt, Ph.D. (Director of Assessment and Accountability)

### Rewarding Effective Educators and Leaders

#### 1. Create a Comprehensive Teacher and School Leadership Performance-Based Evaluation System

The PED is seeking to reform the current teacher and school leader evaluation systems to include standardized and objective criteria that establish a multi-tiered evaluation based upon effectiveness. This system seeks to recruit, retain, reward, and advance teacher and school leader licenses based on level of student achievement and a common PED-approved set of multiple measures. The teacher and school evaluation system will consist of reliable, precise models that allow for valid attribution of effectiveness-based student performance.

## **2. Create an Educational Leadership Pipeline**

The PED will develop a leadership pipeline for school leaders that will provide professional development that meet New Mexico Administrative Code (NMAC) requirements for bi-annual training. The Department will establish a structure that utilizes research-based strategies to define roles of instructional leadership that includes teacher observations and ongoing professional development initiatives that are data driven.

## **3. Work with Higher Education to Address Teacher Preparation Program Effectiveness**

The PED will facilitate data sharing between licensure data bases and STARS to establish a process for evaluating teacher effectiveness as defined in the value-added model and the teacher preparation programs. Accreditation of pre-service programs will be determined based on objective data, as well as required state accreditation visits.

## Strategic Lever 5: Effective Options for Parents

Governor Martinez remains committed to offering parents multiple educational opportunities for their children, including effective charter schools that are held accountable to high standards through implementation of SB446. In addition, robust online learning opportunities will be created to reach out to all areas of New Mexico.

Goal	Public Performance Measure	Data Validation	Accountability
1. Increase number of effective charter schools.	X	Budget review process, school grades, rule implementation	Patty Matthews (Director of Options for Parents)
2. Create robust, statewide virtual school (s).	X	Virtual school course offering, number of students enrolled completing virtual schools	Patty Matthews (Director of Options for Parents)
3. Provide high-quality technical assistance to charter authorizers.	X	Needs assessment completed, training provided	Patty Matthews (Director of Options for Parents)

### Effective Options for Parents

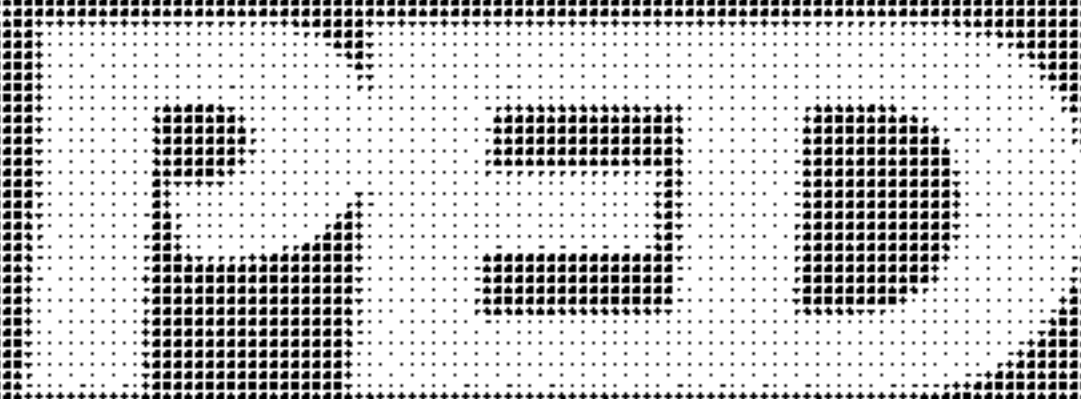
#### 1. Increase Number of Effective Charters Schools

The PED will amend existing processes for new and renewed applications to ensure only quality charter schools are approved or renewed using national best practices. This includes the development of rubrics, templates, guidance, and technical assistance for ensuring that charter schools and authorizers understand their respective obligations and roles. New rules will be adopted and the PED guidance around SB446 will be provided to define and clarify authorizing practices. School grading will be used to inform acceptable standards for charter school sustainability. The effectiveness of the appeal process will be examined as it applies to charter applications and renewal. In addition, professional development opportunities for charter school governing bodies will be created to ensure accountability and compliance.

#### 2. Create Robust, Statewide Virtual School (s)

The PED will conduct a statewide assessment of the utilization of IDEAL-NM and other virtual education programs at districts and charter schools. Using the data collected, the Options for Parents Division will determine how to improve overall utilization of existing resources in areas that will create expanded effective options for parents.





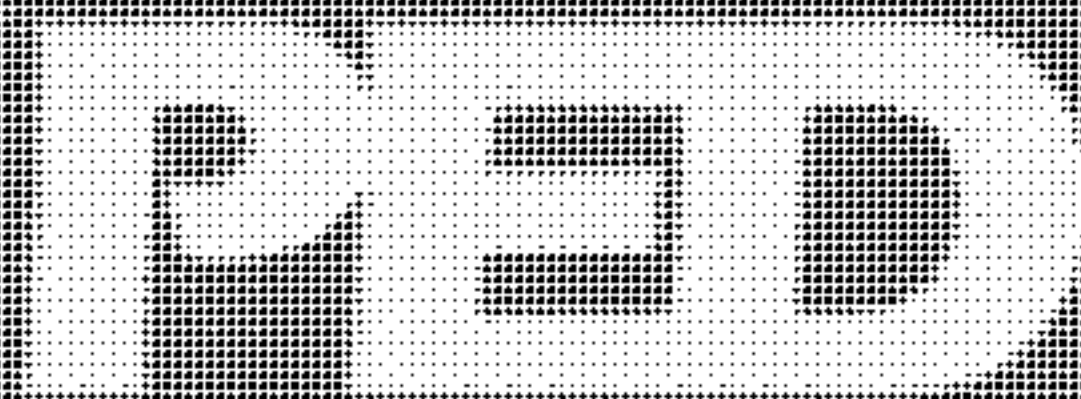
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Hanna Skandera  
Secretary of Education

### **3. Provide High-Quality Technical Assistance to Charter Authorizers**

The PED will conduct a statewide assessment of local authorizers to determine areas of need and how to improve the use of existing resources to assist with best practices, which includes the implementation of SB446. The PED will provide at least one training to local district authorizers to inform them of the implementation of SB446.



New Mexico Public Education Department

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Hanna Skandera  
Secretary of Education

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