

Introduction

K-W-L Activity

What do you already **KNOW** about the GELDS?

What do you **WANT TO KNOW** about the GELDS?

For the end of the presentation:

What did you **LEARN**?

- I. Background
- II. GELDS Structure
- III. Activity
- IV. Questions/Comments

I.

Background

Brain Development

- **Understanding of brain development has greatly increased over the last two decades.**
- **Brain development in the early years is exponential. The first years of a child's life serve as a foundation for later development.**

Center on the Developing Child  HARVARD UNIVERSITY

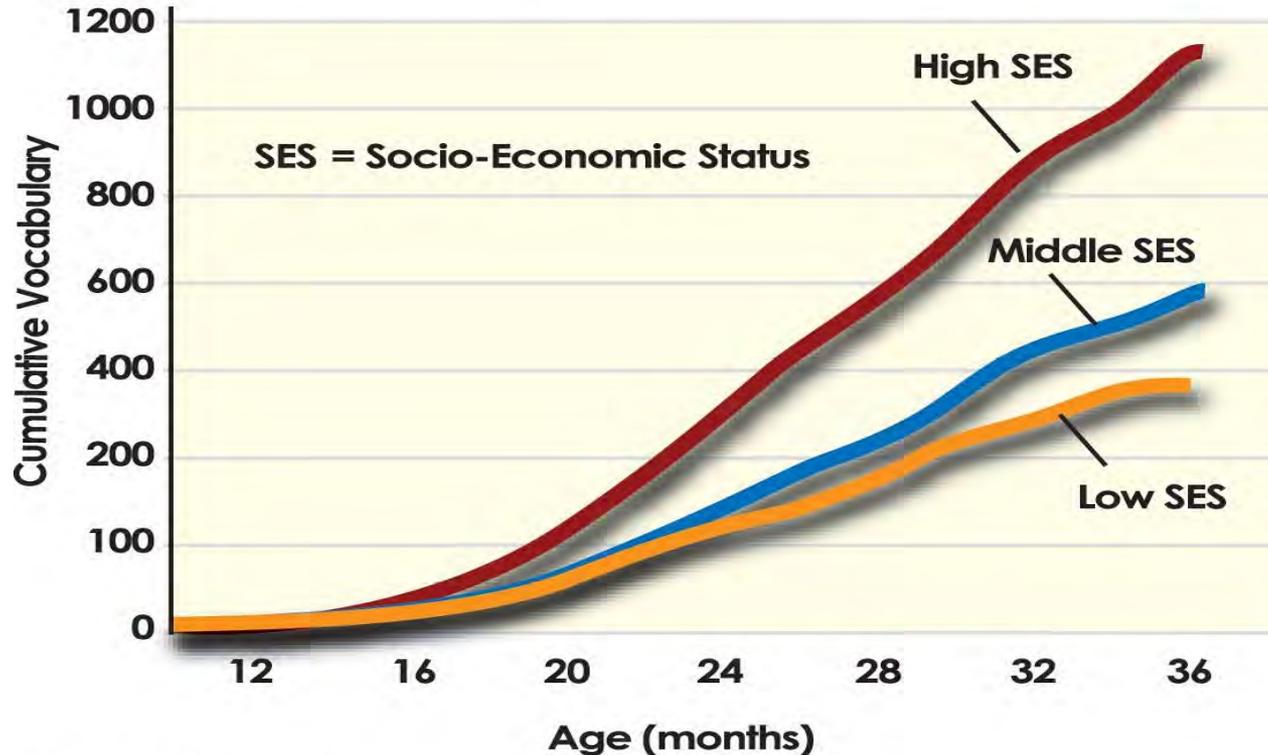
Shonkoff, J.P. (2007, August 7). *A Science-Based Framework for Early Childhood Policy*. Presentation at the Annual Meeting of the National Conference of State Legislatures, Boston, MA. Retrieved July 26, 2010, from http://www.developingchild.harvard.edu/content/downloads/8-7-07_NCSL_Shonkoff_Presentation.pdf

Brain Development

- A strong foundation increases the probability of positive outcomes. A weak foundation increases the odds of later difficulties.
- Formal assessments of language development indicate vast vocabulary discrepancies, by age three, based on family education/income.

Shonkoff, J.P. (2007, August 7). *A Science-Based Framework for Early Childhood Policy*. Presentation at the Annual Meeting of the National Conference of State Legislatures, Boston, MA. Retrieved July 26, 2010, from http://www.developingchild.harvard.edu/content/downloads/8-7-07_NCSL_Shonkoff_Presentation.pdf

Disparities in Early Vocabulary Growth



Source: Hart & Risley (1995)

Shonkoff, J.P. (2007, August 7). *A Science-Based Framework for Early Childhood Policy*. Presentation at the Annual Meeting of the National Conference of State Legislatures, Boston, MA. Retrieved Jan. 26, 2010, from http://www.developingchild.harvard.edu/content/downloads/8-7-07_NCSL_Shonkoff_Presentation.pdf

Quality

- Research shows the importance of high quality early education in brain development. Experiences provide a strong foundation for later academic experiences.
- Research continues to support a birth-3rd approach for increasing the likelihood that children are reading on grade level by 3rd grade.
- High quality includes skilled and educated teachers, small class sizes, age appropriate curricula, language rich environment, and warm and responsive interactions.

Shonkoff, J.P. (2007, August 7). *A Science-Based Framework for Early Childhood Policy*. Presentation at the Annual Meeting of the National Conference of State Legislatures, Boston, MA. Retrieved July 26, 2010, from http://www.developingchild.harvard.edu/content/downloads/8-7-07_NCSL_Shonkoff_Presentation.pdf

Gormley, W. T., Phillips, D., & Gayer, T. (2008, June 27). Preschool programs can boost school readiness. *Science*, 320, 1723-24.

Why Do We Need Early Learning Standards?

- They promote **QUALITY** learning experiences for children from birth through age 5.
- They support children's **INDIVIDUAL** rates of development, approaches to learning, and cultural context.
- They support the early identification and referral of children with special **LEARNING NEEDS**.
- They help teachers and parents understand the developmental **PROGRESS** of children.
- They provide a **UNIVERSAL LANGUAGE** for all stakeholders to use regarding the learning and development of children.

What are Early Learning Standards?

- Early learning standards are guidelines that tell us what children should KNOW and be able to DO from birth to age 5.

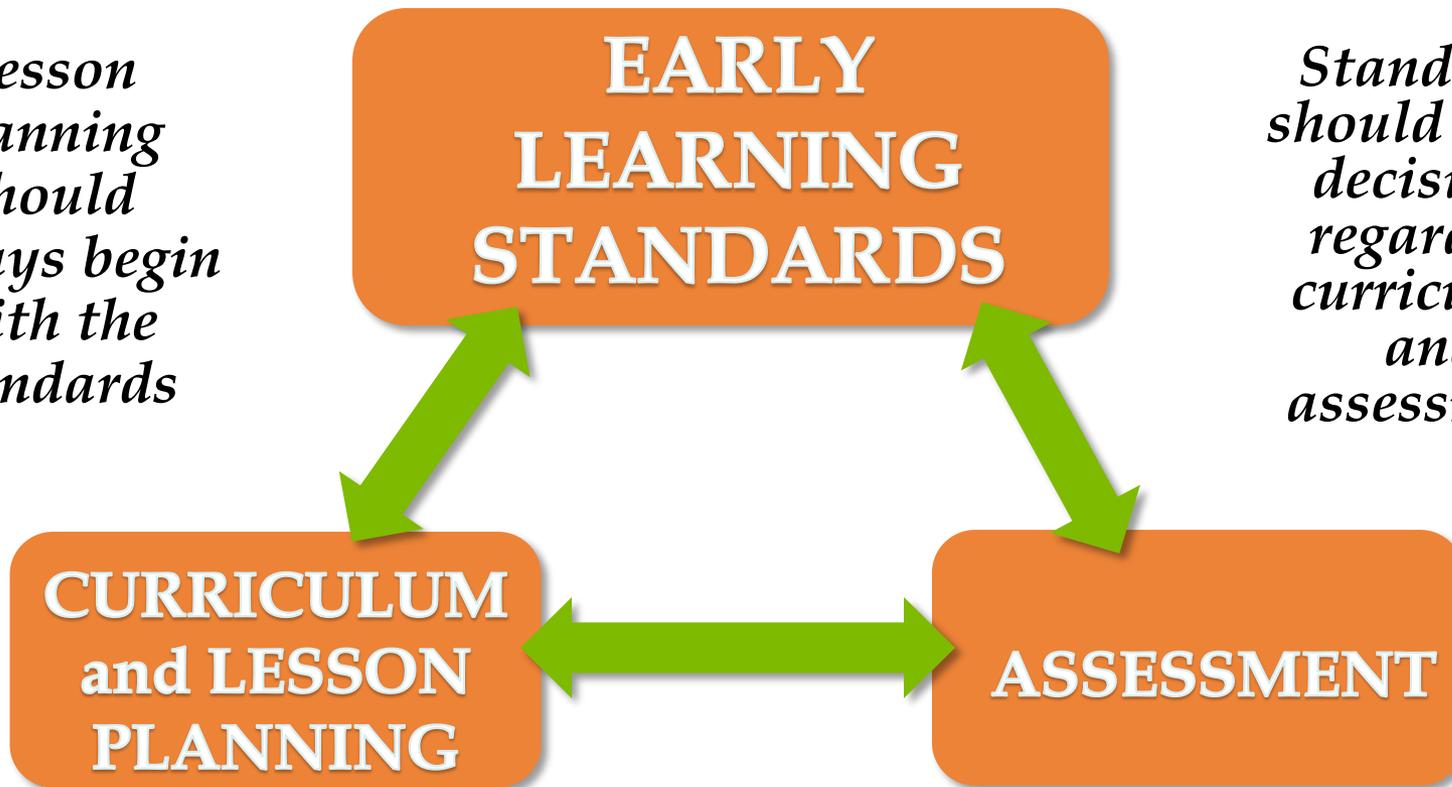
How Do Teachers Use Early Learning Standards?

- To plan instruction
- To measure a child's progress
- To guide curriculum and assessment decisions

How Do Teachers Use Early Learning Standards?

Lesson planning should always begin with the standards

Standards should guide decisions regarding curriculum and assessment



Background

- Georgia began revising the state's early learning standards in 2010.
- The revision stemmed from a need for **higher-quality** standards for children birth through 5 and a need for better alignment with the Common Core Georgia Performance Standards (**CCGPS**) for K-12.
- The standards we had were good but we wanted to make them **better**.
- Top researchers in early childhood education conducted an alignment study that examined **content, rigor, and age-appropriateness**.

Background

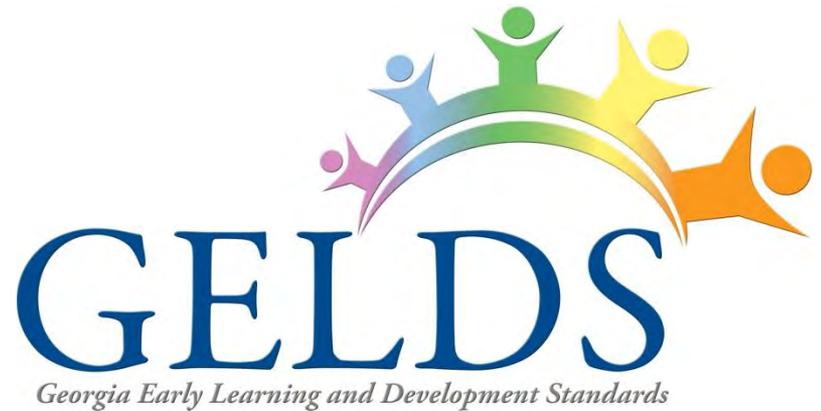
- Based on the researchers' recommendations, Georgia developed a new set of standards that will take the place of the **Georgia Early Learning Standards (GELS)** for birth through 3 and the **Pre-K Content Standards**.

- **New standards for birth through 5:**

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (GELDS)

Georgia Early Learning Standards (GELS) birth through 3

Pre-K Content Standards



Background

Georgia's Considerations:

- How to increase the quality and improve alignment?
- How to strengthen early learning programs and create durable linkages between standards, curriculum, and assessment that would help with transitioning children to the K-3rd grade years?
- How to come to consensus within our agency?
 - Developmental vs. Disciplinary Content?
 - How to honor the learning and development of young children while building a bridge to Kindergarten?

II.

GELDS Structure and Language

The GELDS have 5 domains of learning:

Physical Development and Motor Skills (PDM)

- Health and Well Being
- Use of Senses
- Motor Skills

Social and Emotional Development (SED)

- Developing a Sense of Self
- Self-Regulation
- Developing a Sense of Self with Others

Approaches to Play and Learning (APL)

- Initiative and Exploration
- Attentiveness and Persistence
- Play

Communication, Language, and Literacy (CLL)

- Receptive Language (Listening)
- Expressive Language
- Early Reading
- Early Writing

Cognitive Development (CD)

Sub-Domains:

- Math
- Social Studies
- Science
- Creative Development
- Cognitive Processes

GELDS: Language Review

STRAND

A grouping of similar standards within a Learning Domain or Sub-Domain

STANDARD

A general statement of knowledge within a Strand

INDICATORS

Specific, measurable, and observable statements under each standard that are used to assess the skills children should demonstrate

EXAMPLES

Ideas of appropriate activities to build the skills for each indicator



GELDS: Structure and Alignment

Learning Domain:
Cognitive Development: Mathematics
(Strand 2 – Measurement and Comparison)

Standard: CD-MA4 - The child will sort, seriate, classify, and create patterns.

Age-Appropriate Indicators

CD-MA4.0b
Explores objects with different characteristics.

0-12 months

CD-MA4.1b
Differentiates between two objects with different characteristics with adult guidance.

12-24 months

CD-MA4.2b
Matches objects with similar attributes or characteristics.

24-36 months

CD-MA4.3b
Sorts objects by one attribute such as color, shape or size.

36-48 months

CD-MA4.4b
Sorts and classifies objects using one or more attributes (color, shape, size) or relationships (animals on a farm or zoo).

48-60 months

MCCK.MD.3
Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Kindergarten



Common Core
Georgia
Performance
Standard

III.

“Getting to Know the GELDS Activity”

GELDS: Coding

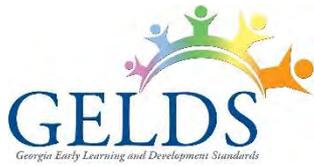
P D M 1 . 2 C

LEARNING DOMAIN

STANDARD

AGE

INDICATOR



Okay, let's share...

Physical Development and Motor Skills (PDM)

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- Health and Well Being
- Use of Senses
- Motor Skills



Social and Emotional Development (SED)

Social and
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(SED)

- Developing a Sense of Self
- Self-Regulation
- Developing a Sense of Self with Others



Approaches to Play and Learning (APL)

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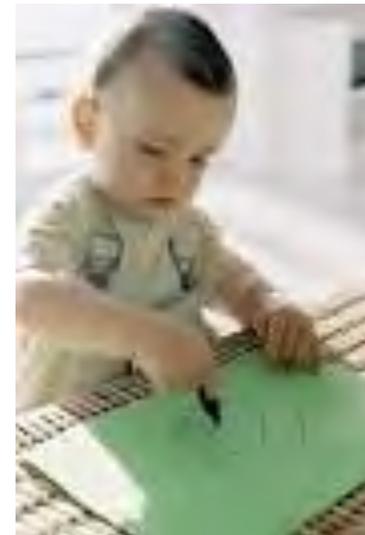
- Initiative and Exploration
- Attentiveness and Persistence
- Play



Communication, Language, and Literacy (CLL)

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- Receptive Language (Listening)
- Expressive Language
- Early Reading
- Early Writing



Cognitive Development

Cognitive Development (CD)

Sub-Domains:

- Math
- Social Studies
- Science
- Creative Development
- Cognitive Processes





The screenshot shows a web browser window displaying the GELDS website. The browser's address bar shows 'gelds.dec.al.ga.gov'. The website has a blue header with the GELDS logo and navigation links for Home, GELDS, Resources, Training, and About. Social media icons for Facebook and Twitter are also present. The main content area features a welcome message, a description of the standards, and a list of resources including 'Explore GELDS', 'Executive Summary', 'Revision Committee', 'FAQ's', and 'Comment On GELDS'. There are also images of two children and a baby.

Welcome to The Georgia Early Learning and Development Standards (GELDS)

The Georgia Early Learning and Development Standards (GELDS) are finalized and ready for implementation. The GELDS are the product of an alignment study and revision project that began in 2010. The project stemmed from the need for higher-quality standards for birth through age 5 and a better alignment with the Common Core Georgia Performance Standards (CCGPS) for K-12. The GELDS will take the place of the Georgia Early Learning Standards for birth through three and the Pre-K Content Standards.

The purpose of the GELDS is to outline what children should know and be able to do before kindergarten entry. These research-based standards should be used to guide teachers, parents, and all practitioners in the intentional integration of developmental knowledge with the skills and concepts children need to make progress in all learning areas.

This website serves as a portal for information and resources related to the GELDS.

- Explore GELDS
- Executive Summary
- Revision Committee
- FAQ's
- Comment On GELDS

K-W-L Activity

What do you already **KNOW** about the GELDS?

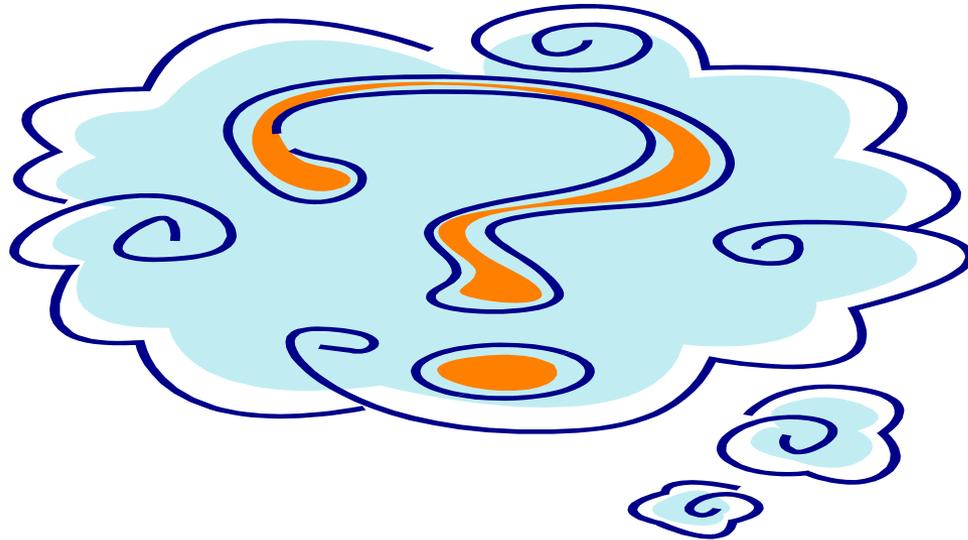
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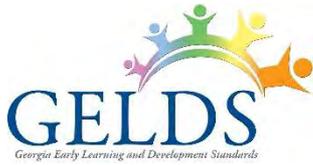
For the end of the presentation:

What did you **LEARN**?

VII.

Questions/Comments





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