

WEST VIRGINIA
SECRETARY OF STATE

JOE MANCHIN III

ADMINISTRATIVE LAW DIVISION

Form #5

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2004 FEB 13 P 12:51

OFFICE WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2 and W.Va. Code §§16-3-4, 18-2-5, 18-2E-1, 18-5-18c, et seq., 18-5-17, and 18-5-44.

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES _____ NO X

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 440

TITLE OF RULE BEING AMENDED: Early Learning Standards Framework - Content Standards and Learning Criteria for West Virginia Pre-kindergarten (WV Pre-k) (2520.15)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS June 1, 2004.



Steven L. Paine
Deputy State Superintendent of Schools

SCANNED

EXECUTIVE SUMMARY

POLICY 2520.15

EARLY LEARNING STANDARDS FRAMEWORK

Content Standards and Learning Criteria for West Virginia Pre-kindergarten

Background:

WVBE Policy 2520.15, the West Virginia Early Learning Standards Framework (WV ELSF), was developed by a collaborative group of educators and administrators from public school, Head Start, child care, private preschool, and child care resource and referral agencies. The West Virginia Early Learning Standards framework provides standards and learning criteria for the following developmental domains: language and literacy, social and emotional development, physical health, the arts, mathematics and science. These standards provide the expectations for high quality pre-kindergarten settings, regardless of where children spend their day.

Purpose:

The purpose of this Board item is to attain approval of Policy 2520.15, a new policy containing the content standards and learning criteria for West Virginia Pre-kindergarten programs.

Summary of Comments:

WVBE Policy 2520.15 was placed on comment from December 12, 2003 until January 11, 2004. Six comments were received. Only one comment requested a change to the policy. The change was made. The remainder of the comments was in regard to implementation of the policy, thus indicating the need to professional development related to the policy.

Summary of Revisions:

Under the standard for mathematics, Standard 2: Patterns and Relationships, the learning criteria for "chart and graph", as well as, "read books about patterns and relationships" were changed from being offer daily to being offered frequently.

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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

OFFICE WEST VIRGINIA
SECRETARY OF STATE

SERIES 440

Early Learning Standards Framework

**Content Standards and Learning Criteria for West Virginia Pre-Kindergarten (WV Pre-k)
(2520.15)**

§126-440-1. General.

1.1. Scope. Policy 2520.15 defines the content standards and learning criteria for WV Pre-k as required by W.Va. 126CSR28, West Virginia Board of Education Policy 2525 West Virginia's Universal Access to Pre-kindergarten System, and W.Va. 126CSR42, Policy 2510., and related to W. Va. 126CSR16, Regulations for the Education of Exceptional Students. Assuring the Quality of Education: Regulations for Education Programs Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students.

1.2. Authority. W.Va. Constitution, Article XII, §2, W. Va. Code §§16-3-4, 18-2-5, 18-2E-1, 18-5-18c, et seq., 18-5-17, and 18-5-44.

1.3. Filing Date. February 13, 2004

1.4. Effective Date. ~~March 15~~^{June 1}, 2004

1.5. Repeal of Former Rule. None. This is a new legislative rule.

§126-440-2. Purpose.

2.1. This policy defines the content standards and learning criteria for WV Pre-k programs as required by West Virginia Department of Education Policies 2510 and 2525, and related to Policy 2419.

126-440-3. Incorporation by Reference.

3.1. A copy of the Early Learning Standards Framework is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

Early Learning Standards Framework

Children, regardless of where they spend their preschool years, benefit from an enriched environment that supports maximum development and optimizes learning opportunities. In March 2002, the West Virginia legislature passed Senate Bill 247 that became West Virginia Code §18-5-44, a mandate for high quality early education programs for all four-year-old children and three year old children with identified special needs. These early education programs are now known as West Virginia Pre-kindergarten (WV Pre-k). To support the provision of enriched environments for young children, a collaborative group of West Virginia early education professionals developed the Early Learning Standards Framework, a document that is developmentally appropriate and based on what preschool children should know and learn. The standards are designed to serve as early learning guidelines for all children ages three through five regardless of the setting.

The Early Learning Standards Framework is intended to guide practitioners in offering high quality early education environments that are responsive to individual children and maximize learning and skill development. Using this standards framework, educators can plan high quality learning experiences designed to promote school readiness skills for all children, including children with disabilities. The framework is not designed as an assessment tool, nor should it be used as a way to delay the entry of eligible children into kindergarten.

The Early Learning Standards Framework is considered an integral part of an inter-related comprehensive curriculum and assessment system as defined by WVDE Policy 2525.

Guiding Principles.

The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards in all education programs (W.Va. Code §18-9A-22). The following principles were used in the development Early Learning Standards Framework and are to be considered in its usage.

1. Representation and symbolic thinking is an essential element in providing high quality early education programs. The ability to pretend and use symbols is at the foundation for symbolic and abstract thought leading to the development of academic skills such as math, science, and literacy. Children use representation and symbolic thinking across all domains to develop understanding of concepts and generalizations from concrete to abstract. The experiences that lead to a child's ability to think abstractly are embedded in the curriculum through opportunities for active exploration, pretend play, and symbolic communication.

2. Children are active learners. Children learn through active involvement (exploring, playing, manipulating, and problem-solving). Adults have an essential role in purposefully

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guiding each child's development across all domains. Learning occurs best when content is combined with a responsive, interactive teaching style.

3. Development and learning are interrelated. Early learning and areas of development interact and influence each other. The dynamic interaction of all domains of development must be considered. No domain of development should be addressed in isolation. All domains are interrelated and experiences related to the Early Learning Standards Framework should be integrated and offered daily or frequently as noted.

4. Each child is an individual learner. Children go through similar stages of development but at individual rates. All children within an age group should not be expected to arrive at early Learning Criteria at the same time or with the same degree of proficiency.

5. Children with special needs and those who do not speak English develop best in inclusive early education settings. Individualized modifications and adaptations will be designed to provide each child with the opportunities to reach his or her full potential.

6. Family involvement is critical. The family is the child's first and most important teacher and integral to the success of the child as he/she progresses through school.

7. Development and learning are embedded in culture. Early education settings and programs must be purposefully planned to expand the child's awareness and understanding of cultures and people different from his/herself.

8. Experiencing the world is a young child's work, thus the classroom environment is a key factor in the provision of high quality learning experiences for young children. Classrooms should be designed and equipped in a manner that supports discovery, small group and individual learning, exploration, problem solving, and development.

Definitions

1. Domains: Child development can be organized in broad categories of learning called domains. All domains are interrelated and experiences related to the Early Learning Standards Framework should be integrated and offered daily. The framework is organized in the following domains: Social and Emotional, The Arts, Physical Health and Development, Language and Literacy, Mathematics, Science.

2. Experiences: Activities purposefully provided to foster each child's acquisition of skills and knowledge necessary to reach the Learning Criteria are called experiences. The framework provides examples of experiences that are reflective of effective practices. A state approved list of published curricula will provide comprehensive strategies for supporting the learning criteria.

3. Learning criteria: The skills and knowledge children should develop and acquire within the context of the standard are called learning criteria. The framework has identified learning criteria within each domain and standard. The Learning Criteria were written to support each child's individual rate of development. Progress toward meeting the Learning Criteria will be measured along a developmental continuum within the state adopted early education assessment system.

4. Performance indicator: The performance indicator is a benchmark of development. Children demonstrate their competence in a variety of ways. The framework lists examples of performance indicators for each Learning Criteria that may demonstrate every child's movement along the developmental continuum.

5. Standard: The standard is the category within the domain. The Framework utilizes standards to sub-categorize each domain to delineate the criterion for development.

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SOCIAL AND EMOTIONAL

Supporting the social and emotional development of children during the formative years of early childhood is essential to their well-being and success in school and life. Children grow and learn within the context of positive social relationships. Social and emotional competency in early childhood is predictive of later success in other domains such as language and literacy.

Social and emotional development involves

- positive self-concept;
- appropriate social interaction and relationships;
- knowledge of family and community; and
- positive approaches to learning.

| SOCIAL AND EMOTIONAL DEVELOPMENT | |
|--|--|
| Standard 1: Self Concept | |
| Learning Criteria: Each child will progress in developing self-expression and awareness of self in terms of specific abilities, characteristics, and preferences. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Makes positive statements about self</p> <p>Expresses pride in accomplishments</p> <p>Adjusts to new situations</p> <p>Demonstrates appropriate trust in adults</p> <p>Recognizes and expresses feelings in socially appropriate ways</p> <p>Demonstrates independence</p> <p>Acts out roles by imitating typical actions associated with the roles</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • interact with adults who encourage and support their efforts, accomplishments ideas and interests • interact with adults who use positive verbal and non-verbal language • engage in activities that introduce new concepts in the context of familiar ones • interact with adults who are dependable and consistent in their expectations • engage in supportive conversations about their feelings • make choices • engage in activities that are self – directed and support discovery • use props, puppets and costumes in dramatic role and pretend play |

SOCIAL AND EMOTIONAL DEVELOPMENT**Standard 2: Social Relationships****Learning Criteria:** Each child will progress in developing and demonstrating pro-social behaviors.**GUIDANCE****Performance Indicators**

Demonstrates affection in socially appropriate ways

Expresses empathy or caring for others

Demonstrates respect for others and their property

Plays cooperatively

Sustains interactions with peers

Maintains an ongoing friendship with at least one other child

Uses words and actions to assert self in socially acceptable ways

Uses and accepts negotiation, compromise, and discussion to resolve conflicts

Accepts guidance and directions from a variety of familiar adults

Recognizes and respects appropriate authority

Follows basic routines and rules for play and group participation

Experiences

Provide daily opportunities for children to:

- observe teachers and other adults who are respectful and empathetic in their interactions
- engage in purposeful and spontaneous activities that support the development of empathy, sensitivity and respect
- experience a learning environment where everyone is included, valued, and accepted
- express their thoughts, emotions, preferences and ideas
- solve problems and resolve conflicts independently or with appropriate guidance from familiar adults
- learn in an environment that is organized to promote age appropriate interaction
- experience guidance that is non-punitive, consistently provided and designed to promote positive behaviors

| SOCIAL AND EMOTIONAL DEVELOPMENT | |
|---|--|
| Standard 3: Knowledge of Family and Community | |
| Learning Criteria: Each child will progress in understanding their role and identity in the family and community. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Understands and describes the interactive roles and relationships among family members</p> <p>Identifies and describes the roles and relationships of community members</p> <p>Understands similarities and respects differences among people, such as genders, race, special needs, cultures, language, and family structures</p> <p>Identifies themselves as a member of groups within a community</p> <p>Identifies and describes locations and places in their environment</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • engage in conversations and activities related to their families and other families in the community • interact with adults who model respectful and accepting attitudes and behaviors • use materials such as books, toys, equipment, computer programs, and illustrations that provide them with images of all people engaged in everyday activities <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • be exposed to a variety of experiences portraying community members and their roles, including books, props, and people • participate in facilitated discussions related to diversity and acceptance • use dramatic play and visual arts that are representative of familiar life situations |

| SOCIAL AND EMOTIONAL DEVELOPMENT | |
|---|--|
| Standard 4: Approach to Learning | |
| Learning Criteria: Each child will develop an intrinsic motivation for learning. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Participates in classroom activities</p> <p>Makes independent choices</p> <p>Initiates and extends activities</p> <p>Approaches tasks and activities with flexibility, imagination, and inventiveness</p> <p>Persists in and completes tasks, activities, projects, and experiences</p> <p>Maintains increasing concentration over a reasonable amount of time despite distractions, and interruptions</p> <p>Recognizes and solves problems through active exploration, including trial and error and interactions with peers and adults</p> <p>Acknowledges accomplishments positively</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • participate in child initiated learning activities • interact with adults who provide support and encouragement for spontaneous exploration and independent problem solving • use varying materials and supplies that are interesting and relative • experience a range of choices reflective of their interests • observe teachers who model a variety of strategies for problem solving • experience open-ended challenges and the encouragement to consider multiple solutions to problems • engage in activities that are individualized and reflective of a continuum of learning |

THE ARTS

Imagination and creativity are the foundation for new ideas. Flexible and creative thinking build skills that are needed for problem solving, conflict resolution, leadership, and life long learning. Acknowledging the bodies of research in brain development, learning styles, and multiple intelligences, children benefit from daily opportunities for individual artistic expression of their ideas. Adults should respect, manage, and support the long term creation of extended projects by providing the opportunity for these projects to be continued. Eliciting the creative spirit of each child enhances the development of the whole child. As children experience opportunities to express themselves through artistic representation, development is enhanced in every domain of learning.

Through music and movement, children hear, discriminate, and respond to the various sounds of language, a skill required for phonological awareness.

Through the visual arts, children begin graphic representation, a precursor to writing. Through dramatic play, stories are created and characters come to life.

The Arts involves

- music and movement;
- visual art; and
- dramatic play.

THE ARTS**Standard 1: Music and Movement**

Learning Criteria: Each child will participate in a variety of music and movement activities.

GUIDANCE**Performance Indicators**

Participates in music related activities

Responds to and identifies particular musical elements such as rhythm and style

Demonstrates an understanding of movement as it relates to music

Sings with a group and on their own

Uses a variety of instruments including non-traditional and natural objects

Creates music through a variety of techniques

Experiences

Provide daily opportunities for children to:

- sing, dance, play instruments, and listen to music
- hear various types of music
- access musical material
- respond to music through spontaneous movement

Provide frequent opportunities for children to:

- experience cultural diversity through music and movement
- interact with instruments including child created instruments
- express feelings, thoughts and ideas through musical media

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| THE ARTS | |
| Standard 2: Visual Art | |
| Learning Criteria: Each child will explore and become increasingly proficient in using a variety of art media and materials to create artwork and express ideas. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Creates multi-dimensional artwork</p> <p>Explores color and texture using different mediums</p> <p>Expresses emotion and communicates ideas through creative artwork</p> <p>Shows increasing detail in artwork</p> <p>Creates artwork that reflects an idea, theme, or story</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • experiment with a variety of media such as, clay, natural materials, wood, paper, crayons, chalk, paints, glue, paste, tape, staples, nails, and scissors • express individuality through the use of art materials • relate artistic expression to real life and imagination • see child-created artwork displayed • talk about their art work • use their imaginations to create stories about the art work they create or observe • enjoy the process as well the product of their work <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • observe art examples across time and cultures |

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| THE ARTS | |
| Standard 3: Dramatic Play | |
| Learning Criteria: Each child will progress in using imagination and creativity to assume different roles in dramatic play. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Engages in spontaneous dramatic play throughout the day in a variety of centers</p> <p>Tells and re-enacts stories</p> <p>Role- plays and improvises to communicate ideas</p> <p>Expresses ideas, feelings and emotions through dramatic play</p> | <p>Experiences</p> <p>Provide children with daily opportunities to:</p> <ul style="list-style-type: none"> • spontaneously choose dramatic play options or themes • interact with costume pieces, props, puppets, books, and pictures for dramatic play • re-enact stories • use imagination to create stories • engage in dramatic play through manipulation of figures such as small toy people and animals |

PHYSICAL HEALTH AND DEVELOPMENT

Physical health and development is foundational to fostering competence in all domains, including self-concept, reading, writing, scientific exploration and math. Children are active and physical beings who learn through interaction with their environments. As children grow and develop, they become more skillful and expressive in their movement and manipulation. Children should receive support and guidance as they engage in activities that refine their physical abilities. Early in life children can begin to develop knowledge and habits of healthy living.

Children develop at differing rates with a wide variety of abilities. As with all other domains, the physical environment must be adapted to meet the needs of every child.

Physical health and development involves

- fine motor;
- gross motor; and
- health practices.

| PHYSICAL HEALTH AND DEVELOPMENT | |
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| Standard 1: Fine Motor | |
| Learning Criteria: Each child will progress in performing fine motor tasks with strength and control. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Manipulates small objects with precision</p> <p>Uses opposing hand movements.</p> <p>Uses utensils and writing tools</p> <p>Begins to demonstrate self help skills such as buttoning and zipping</p> <p>Manipulates cutting and fastening tools</p> <p>Increases in accuracy of eye-hand coordination</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • interact with small manipulatives • manipulate and use tools such as pencils, markers, crayons, chalk, garden implements, and hammers • construct with a variety of materials • practice self help skills with adequate time allowed • work with materials that encourage snapping, lacing, buttoning, and zipping • participate in finger-plays and songs using hand movements |

| PHYSICAL HEALTH AND DEVELOPMENT | |
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| Standard 2: Gross Motor | |
| Learning Criteria: Each child will progress in performing gross motor tasks with proficiency, balance and control. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Demonstrates increased control in walking, running, hopping, and jumping</p> <p>Moves with emergent balance on lines, balance beams, curbs, riding equipment and play structures</p> <p>Ascends and descends stairs working toward the use of alternating feet</p> <p>Throws, catches objects, and bounces balls</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • move to music or rhymes • practice running, walking, and other mobility activities • play actively outdoors (weather permitting) <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • climb stairs and on structures • play with balls • use riding equipment |

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| PHYSICAL HEALTH AND DEVELOPMENT | |
| Standard 3: Health Practices | |
| Learning Criteria: Each child will progress in recognizing and adopting good health practices. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Identifies and makes healthy food choices</p> <p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness</p> <p>Exhibits increased physical growth, strength, stamina, endurance and flexibility</p> <p>Expresses health needs</p> <p>Incorporates good health habits into the routine of their day by following common hygiene practices: washing hands, brushing teeth, covering mouth and nose when coughing or sneezing, using and disposing of tissues and napkins appropriately</p> <p>Uses the toilet independently</p> <p>Demonstrates an understanding of the need for different apparel in different climate and weather conditions</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • participate in active games, movement opportunities and outdoor time • observe adults making healthy lifestyle choices • practice good health habits such as hand-washing, dental care, nose-blowing, sanitizing surfaces, and personal hygiene • access toileting facilities on demand or or when toilet-need cues are present <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • make appropriate nutritional choices • discuss weather and appropriate apparel • discuss common hygiene practices through songs, stories, rhymes, and games |

| PHYSICAL HEALTH AND DEVELOPMENT | |
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| Standard 4: Safety Practices | |
| Learning Criteria: Each child will progress in identifying, avoiding and responding to common dangers in their environment. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Participates in safety games, songs, and stories</p> <p>Recognizes symbols indicating danger like Mr. Yuk</p> <p>Follows safety procedures during drills</p> <p>Describes and follows classroom and neighborhood safety rules and practices</p> <p>Responds appropriately to common signals for danger</p> | <p>Provides frequent opportunities for children to:</p> <ul style="list-style-type: none"> • sing songs, hear stories and rhymes, and play games that promote safety • hear about and meet community workers (firefighters, police, nurses, social workers) • engage in learning experiences related to safety issues • generate and follow classroom and community safety rules • participate in safety drills |

LANGUAGE AND LITERACY

Early language and literacy development are foundational for communicating, reading, and learning across the domains. Words and the way they are linked together express and relate ideas that provide the lens or filter through which a child perceives, understands, and analyzes their world. Reading, writing and oral language are inter-related and inter-dependent sets of complex skills, attitudes and behaviors. Children's early language and literacy skills emerge within the context of their experience and culture. Language and literacy development are inclusive of all forms of communication for expressing thoughts, feelings, and knowledge.

Language and literacy development involves

- listening and speaking;
- reading; and
- writing.

| LANGUAGE AND LITERACY | |
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| Standard 1: Listening and Speaking | |
| Learning Criteria: Each child will progress in using expressive and receptive language for a variety of purposes. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Communicates needs and wants through a variety of verbal and symbolic forms</p> <p>Uses increasingly complex and varied vocabulary/sentences in speaking</p> <p>Comprehends and expands on oral language</p> <p>Non-English-speaking child progresses in speaking and understanding English</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • interact with peers and adults through spoken and/or signed conversations • discuss cognitively challenging content • hear rich and grammatically correct language from adults • hear quality literature read that introduces the children to a varied vocabulary • recite and create poetry, finger-plays, and songs • relate personal experiences • progressively move from simple to more complex use of language • use listening centers and props such as tape recorders, telephones and microphones • participate in activities where verbal response is not always required • listen without expectations of language responses <p>Children who are non-English speaking will also have daily opportunities to:</p> <ul style="list-style-type: none"> • engage in play with English-speaking peers • share some of their language and culture with English-speaking peers |

| LANGUAGE AND LITERACY | |
|--|--|
| Standard 2: Reading | |
| Learning Criteria: Each child will progress in understanding and using conventions of reading. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Holds books upright</p> <p>Identifies the front and back of a book</p> <p>Points to the beginning and end of a story</p> <p>Turns the pages of a book correctly</p> <p>Realizes that print proceeds from left to right</p> <p>Understands the purpose and function of print</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • read and be read to • explore the properties of books • interact with adults who model the appropriate conventions of reading • engage in conversations about words and print • use a variety of printed materials appropriately |

| LANGUAGE AND LITERACY | |
|---|---|
| Standard 2: Reading | |
| Learning Criteria: Each child will progress in understanding and using concepts of print. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Uses objects in a symbolic way</p> <p>Knows that letters of the alphabet are a special category of visual graphics that can be individually named</p> <p>Recognizes and names letters such as those in his/her name, names of some family and friends and those seen in environmental print</p> <p>Recognizes words as units of print that are separated by spaces</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • see their names in print • use environmental print • have access to alphabet books, alphabet blocks, magnetic letters, and other print related manipulatives • talk about letters that have personal meaning • see and use their names in daily routines and play • point to letters and words • participate in story time <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • dictate and "re-read" stories |

| LANGUAGE AND LITERACY | |
|---|---|
| Standard 2: Reading | |
| Learning Criteria: Each child will progress in hearing and discriminating the sounds of language (phonological awareness). | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Listens to and identifies sounds that are in the environment</p> <p>Claps in response to separate syllables in spoken words</p> <p>Recognizes rhyming sounds in spoken words</p> <p>Recognizes when several words begin with the same sound – alliteration</p> <p>Decides which of several words begin with a specific sound</p> | <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • identify classroom sounds • practice syllable clapping with their names and words that have personal meaning • hear and recite nursery rhymes, poems, jingles, and chants • sing • make up nonsense words and silly names • talk about words and names that begin with the same sound • talk about sounds that have personal meaning to them |

| LANGUAGE AND LITERACY | |
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| Standard 2: Reading | |
| Learning Criteria: Each child will progress in the development of word recognition. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Recognizes that letters can be grouped together to form words</p> <p>Understand that words have meaning</p> <p>Knows that spoken words can be written and read</p> <p>Read words such as their names, names of some family and friends, and familiar environmental print</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • participate in a print-rich environment • recognize and use their printed names in meaningful ways • see words of familiar songs, rhymes, and finger plays • use print functionally <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • recognize words in the classroom and community environment • create original environmental and functional print • dictate and reread stories |

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| LANGUAGE AND LITERACY | |
| Standard 2: Reading | |
| Learning Criteria: Each child will develop an appreciation of literature. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Listens attentively to literature</p> <p>Dramatizes, illustrates, and retells stories</p> <p>Participates in reading-related activities</p> <p>Looks through books independently</p> <p>Asks to have books read to them</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • hear stories, poems, or nonfiction • participate in conversations and activities before, during, and after reading • select books from a well-stocked library • interact with adults who model an enjoyment of reading and literature <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • use props and materials for story dramatization • make art representations of stories and see individual art displayed • follow simple pictorial recipes |

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| LANGUAGE AND LITERACY | |
| Standard 2: Reading | |
| Learning Criteria: Each child will progress in developing story comprehension skills. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Identifies characters in a story</p> <p>Understands there is a sequence of events in a story</p> <p>Engages in questioning, reflecting, and relating a story to personal experiences</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • discuss characters in stories read to them • make predictions about stories • role-play characters • listen to stories for meaning <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • retell stories using a beginning, middle, and end • create/dictate their own stories • explore a particular interest through printed materials • relate parts of stories to events that occur in their own lives |

LANGUAGE AND LITERACY**Standard 3: Writing**

Learning Criteria: Each child will progress in understanding that writing is a way of communicating for a variety of purposes.

GUIDANCE**Performance Indicators**

Uses scribble writing, random letter strings, and invented/developmental spelling in meaningful context

Demonstrates an understanding that writing relays a message that can be read

Experiences

Provide daily opportunities for children to:

- have play-related writing materials in learning centers
- participate in a print-rich environment that includes a display of their writing efforts at eye level
- respond to environmental print messages
- use print functionally and meaningfully such as in notes, letters, and telephone numbers

Provide frequent opportunities for children to:

- re-read their dictated text
- see their dictated text written by an adult

| | |
|---|---|
| LANGUAGE AND LITERACY | |
| Standard 3: Writing | |
| Learning Criteria: Each child will progress in using conventions of writing. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Uses a variety of tools for writing</p> <p>Recognizes the conventional writing patterns used in English</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • hold and use writing materials appropriately • practice left to right progression through a variety of activities <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • respond to cues for left to right, top to bottom progression • participate in shared writing experiences |

200302

MATHEMATICS

Mathematics is the ability to think logically, to solve problems and to perceive relationships. Order and logic are found by noticing patterns, making predictions and solving problems. In early childhood, children construct and become aware of mathematical concepts operating in their everyday lives. Mathematical concepts are constructed through concrete experiences that lead to the ability to think abstractly. An understanding of the concept of numbers is fundamental to mathematics.

Mathematics involves:

- numbers and operations;
- patterns and relationships;
- geometry and spatial sense; and
- measurement.

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|---|---|
| MATHEMATICS | |
| Standard 1: Numbers and Operations | |
| Learning Criteria: Each child will progress in understanding quantity and numbers. | |
| GUIDANCE | |
| Performance Indicators Counts in sequence to ten and beyond Uses comparative words such as more, less, fewer, equal to Uses one-to-one correspondence in counting objects and matching groups of objects Matches quantity with number symbols Identifies parts in relationship to the whole including fractional components | Experiences Provide daily opportunities for children to: <ul style="list-style-type: none"> • count, sort, compare and match objects • view books that promote counting and numbers • sing, rhyme and do finger-plays related to numbers Provide frequent opportunities for children to: <ul style="list-style-type: none"> • participate in food experiences that include counting and measuring • engage in activities that connect numerals with corresponding objects |

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| MATHEMATICS | |
| Standard 2: Patterns and Relationships | |
| Learning Criteria: Each child will progress in understanding the concepts of patterns and relationships. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Sorts objects according to common characteristics</p> <p>Arranges objects in a series on the basis of one or more attributes such as color, size or shape</p> <p>Recognizes, duplicates and creates simple patterns</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • sort and match a variety of objects with similar characteristics • participate in rhythm activities • recognize patterns in the environment. <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • chart and graph • read books about patterns and relationships |

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| MATHEMATICS | |
| Standard 3: Geometry and Spatial Sense | |
| Learning Criteria: Each child will progress in understanding concepts of geometry and spatial relationships. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Understands directionality, order, and positions of themselves and objects in their environment</p> <p>Understands words such as up, down, over, under, top, bottom, inside, outside, in front, and behind</p> <p>Recognizes, describes, compares and names common shapes</p> <p>Determines whether or not two shapes are the same size and shape</p> <p>Begins to understand time intervals and uses language associated with time</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • relate activities to times of the day and order of daily events <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • participate in games and activities using directionality • place themselves and objects in relationship to various spaces: moving under, over, in, out, up, and down • interact with a variety of naturally occurring and constructed shapes • |

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| MATHEMATICS | |
| Standard 4: Measurement | |
| Learning Criteria: Each child will progress in understanding the basic concepts of measurement. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Uses standard and non-standard measures for length and area of objects</p> <p>Estimates the size of objects in comparison to a common unit of measurement</p> <p>Uses the vocabulary of measurement such as: more/less, short/tall, long/short, big/little, and light/heavy</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • experiment with a variety of standard and non-standard measuring tools • participate in cooking and measuring activities • compare objects based on measurement standards • graph and chart using developmentally appropriate methods that can be produced and interpreted by the children |

200302

SCIENCE

Science is an organized body of knowledge about the physical and natural world and entails exploration, observation, and experimentation. Early knowledge of concepts such as scientific inquiry and knowledge of the physical, life, and earth sciences is utilized in all areas of development and form a basis for life-long learning. As children identify components of the natural world, observe changes, and describe simple patterns, they develop the skills to organize, predict and problem solve. Children learn that investigations can be a method of learning about their environment, a way to answer questions, and that new discoveries can lead to new understandings about the world around them.

Science involves:

- inquiry; and
- scientific knowledge.

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| SCIENCE | |
| Standard 1: Science as Inquiry | |
| Learning Criteria: Each child will progress in gaining a foundational knowledge of scientific inquiry. | |
| GUIDANCE | |
| <p>Performance Indicators</p> <p>Explores cause and effect</p> <p>Observes and discusses similarities and differences among objects and materials</p> <p>Problem solves through observation and active exploration of the environment</p> <p>Participates in simple investigations</p> <p>Describes and discusses predictions, explanations and generalizations</p> <p>Uses senses and a variety of tools to gather information, investigate materials, and observe processes and relationships</p> <p>Collects, describes and records information through a variety of means</p> | <p>Experiences</p> <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • collect, sort, organize and group natural objects • explore various environments local to the community as well as introducing new ideas about other environments <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • make simple predictions • use a variety of tools to experiment with cause and effect • chart, graph, and illustrate in developmentally appropriate methods that can be produced and interpreted by the children |

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| SCIENCE | |
| Standard 2: Scientific Knowledge | |
| Learning Criteria: Each child will progress in gaining an understanding of the world in which they live. | |
| GUIDANCE | |
| Performance Indicators | Experiences |
| <p>Observes and describes the immediate and familiar world</p> <p>Recognizes that materials can exist in several physical states</p> <p>Demonstrates expanding knowledge of and respect for the environment</p> | <p>Provide daily opportunities for children to:</p> <ul style="list-style-type: none"> • experiment • discover <p>Provide frequent opportunities for children to:</p> <ul style="list-style-type: none"> • read books about scientific concepts • participate in cooking activities • examine living and non living items • use various senses for exploration • experiment with scientific tools |

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2520.15 Early Learning Standards Framework Content Standards and Learning Criteria for West Virginia Pre-kindergarten (WV Pre-k)
FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____


INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE

| EFFECT OF PROPOSAL | ANNUAL | | FISCAL YEAR | | |
|---|-------------|----------|-------------|------|------------|
| | INCREASE | DECREASE | CURRENT | NEXT | THEREAFTER |
| 1. ESTIMATED TOTAL COST | \$see below | \$ | \$ | \$ | \$ |
| PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER | \$ | \$ | \$ | \$ | \$ |
| 2. ESTIMATED TOTAL REVENUES | \$ | \$ | \$ | \$ | \$ |

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

Any costs incurred would be related to training for teachers and administrators at the county level. Training would be provided by the Partners Implementing an Early Care and Education System (PIECES) Technical Assistance Steering Team. Costs to the county would be related to supporting teachers and administrators to attend the training. The training could be a part of the regularly scheduled pre-service or in-service days. Costs at the state level will be shared by the West Virginia Department of Education, West Virginia Department of Health and Human Resources, and the Head Start collaboration project.

DATE 10/31/2003 AGENCY West Virginia Dept. of Education AUTHORIZED REPRESENTATIVE 

**POLICY 2520.15 West Virginia Early Learning Standards Framework
Content Standards and Learning Criteria for WV Pre-kindergarten**

COMMENT LOG

Comment Period Ends January 11, 2004

Action
N: No Response
NA: Not Accepted
A: Accepted

Type
- Negative
+ Positive
o Neutral

| Date | Individual/Organization | Comments | Action/ Type | |
|---------|---|---|-----------------|---|
| 1/13/04 | Mary Ann Osborne Jefferson Elementary Center Parkersburg, WV 26101 | All in all I feel the committee did a great job!!! As many feel it is a time thing and letting everyone [know] it is not designed to be an assessment tool. The policy hit on items I have learned over the years. I know personally the daily opportunities are not all possible in a two and a half hour program. I felt pressure just reading some of the experiences that they were too specific and often too many listed. I almost wish Experiences read Examples . In a couple of places listing experiences, I think OR would be a better word than AND. Thank you for reading this and if I can get more specific - let me know. | N | o |
| 1/11/04 | Martha F. Davis | Once again, I applaud the people who produced the Early Learning Standards Framework; I believe that it will go a long way towards ensuring that preschool in WV is of the highest quality. | N | o |

| Date | Individual/Organization | Comments | Action/ Type | |
|---------|---------------------------------------|--|-----------------|---|
| 1/11/04 | Martha Russell preklus@hotmail.com | <p>I have skimmed through the Pre-k standards (not enough time to fully read) and come up with a few questions. How can these performance indicators be met without direct teaching? Who is going to supply Pre-k (public school that is not Title I funded) Teachers with the materials to meet these standards? How can we assess student's mastery of the performance indicators without a written (or something similar to) assessment tool? Are the public schools going to provide Pre-k teachers with Physical education and Music teachers everyday? How are the Pre-k teachers going to find time to do all of these activities listed in one day?</p> <p>Also, I feel that some of these performance indicators (ex.: know that letters make up words and there are spaces between words, approach to learning being child initiated, knowing that print progresses from left to right, identifying parts in relationship to the whole including fractional components, beginning to understand time intervals and using language associated with time, and length and area of an object, etc) are more for Kindergarten students than pre-k students.</p> | N | 0 |

-/0

| Date | Individual/Organization | Comments | Action/ Type | |
|---------|---|---|--------------------------------------|--------------------------------------|
| 1/09/04 | Nancy Richmond nancyrich56@hotmail.com | <p>Definitions: Is there a separate list of comprehensive strategies?</p> <p>Social and Emotional- Standard 3 (Knowledge of Family and Community): I don't understand the experience—engage in conversations and activities related to their families and other families in the community. Does the strategy suggest sharing a previous night's event?</p> <p>Social Emotional - Standard 4 (Approach to Learning): Where do teacher-directed activities fit in this list of experiences? How are performance indicators measured?</p> <p>The Arts - Standard 1 (Music and Movement): I am concerned with "daily." Do lesson plans have to reflect/document daily experiences? Clarify "access to music materials."</p> <p>The Arts - Standard 3 (Dramatic Play): Re-enacting stories and using the imagine will be difficult to accomplish on a daily basis.</p> <p>Physical Health and Development - Standard 3 (Health Practices): Will we need to install sinks low enough for dental care: Or will children pretend/practice? Is there a cleanliness issue with brushing teeth?</p> <p>Language and Literacy - Narrative: Should singing be added to listening and speaking?</p> <p>Language and Literacy - Standard 2 (Reading): Should we add "taking care of books"? Does clapping to syllables, recognizing rhyme, alliteration, and specific sound get ahead of phonological awareness?</p> | N N N N N N N N | 0 0 0 - 0 0 0 0 |

| Date | Individual/Organization | Comments | Action/Type | |
|---------|---|--|-------------|---|
| 1/09/04 | Ann Nutt Director of Early Care and Education Quality Initiatives WVDHHR 350 Capitol St. Room B-18 Charleston, WV 25301 | I would like to express my support of the ELSF, Content Standards and Learning Criteria for WV Pre-k. The ELSF provides support to development for preschool children in all domains. It is essential that all domains be considered inter-related for young children. Just one suggestion: Mathematics: Standard 2: Patterns and Relationships Under Experiences I would suggest making "chart and graph" and possibly "read books about patterns and relationships" as frequent vs daily. The chart and graph experience is listed as a "frequent" vs daily in Science Standard 1; this would make the expectation consistent. | N | 0 |
| 1/7/04 | June Tuckett Pre K Teacher President WV Pro Ed | Definitions. What is the "state adopted early education assessment system"? | A | 0 |
| 1/9/04 | Martha F. Davis Nicholas Co. BOE | §126-440-1. General. & §126-44-2. Purpose. Will all entities who will be involved in the collaboration efforts for Universal Prek (i.e. Head Start, Starting Points, etc.) be held to the same content standards and learning criteria? It has been my impression that this is so, but as there is no reference to this I am unsure. Early Learning Standards Framework #5 What assurance do we have that there will be monies for needed personnel, supplies, etc. to provide the necessary modifications and adaptations? | N | 0 |

| Date | Individual/Organization | Comments | Action/ Type | |
|--------|-------------------------|---|-----------------|---|
| 1/9/04 | (continued) | <p>#2 Having just received the state-approved list and having the opportunity to review one company's offering. I feel that calling these a "curriculum" is nothing less than a joke. A \$20 subscription to Mailbox magazine is as much a curriculum! High scope, which is superb, is an impossibility to my county, due to its high cost. I do think that the learning criteria definition is excellent.</p> <p>Social and Emotional - Standard 1 (Self-Concept). Great!</p> <p>General. Omitting PP.38-40. I am very impressed with these standards! They are all so very developmentally appropriate and broad enough to let teachers utilize their own creativity in meeting them.</p> <p>My main concern is in matching a curriculum with them, especially when looking over the licensure requirements, as well as speaking with people at the state level who deal with licensure. I hope that the Teaching Strategies, Inc. curriculum is better than the CRI. I truly believe that High Scope most aligns itself with this document, but its cost is prohibitive!</p> <p>I truly hope that the assessment system which is to be adopted will align itself to this document.</p> <p>Kudos to the committee who developed this Early Learning Standards Framework! A job exceptionally well done!</p> | N | - |
| | | | N | + |
| | | | N | + |

Cathy Jones

From: ppp144h [mao@citynet.net]
Sent: Tuesday, January 13, 2004 7:35 PM
To: ctrjones@access.k12.wv.us
Subject: Policy 2520.15

Dear Dr. Jones,

It dawned on me today, that I missed the deadline for comment. I really have been under the weather! Anyway-all in all I felt the committee did a great job!!! As many feel it is a time thing and letting everyone it is not designed to be an assessment tool. The policy hit on items I have learned over the years. I know personally the daily opportunities are not all possible in a two and a half hour program. I felt pressure just reading some of the experiences that they were to specific and often to many listed. I almost wish **Experiences** read **Examples**. In a couple of places listing experiences, I think OR would be a better word than AND.

Thank you for reading this and if I can get more specific---let me know.

Respectfully,
Mary Ann Osborne
MAO@Citynet.net
Jefferson Elementary Center
Parkersburg, WV 26101
304-420-9554

Cathy Jones

From: Marty Davis [gse02129@mail.wvnet.edu]
Sent: Sunday, January 11, 2004 9:10 PM
To: ctrjones@access.k12.wv.us
Subject: Comments revised

Dear Dr. Jones,

This past Friday I FAXED my comments on the Early Standards Learning Framework. At that time I made some negative comments on one of the selections on the WV Comprehensive Curriculum Approval List, the Children's Resources International curriculum. This weekend I had more time to go over this choice and reflect on it in relation to the Framework.

I now believe that this is a decent possible curriculum and ask that you strike those comments which I made. I realize that these were not direct comments on the ESLF, but I would like them removed. I think that when I first looked at this I was looking only as a certified teacher with experience. Upon reflection, I realize that not all entities who will be providing preschool services have certified teachers and some of the content which seemed so obvious to me may not be to someone without a degree and experience. I still believe that High Scope is the best choice but its cost makes it prohibitive for my county.

Once again I applaud the people who produced the Early Learning Standards Framework; I believe that it will go a long way towards ensuring that preschool in WV is of the highest quality.

Martha F. Davis

--

This message has been scanned for viruses and dangerous content by WVNET, and is believed to be clean.

Cathy Jones

From: Nancy Richmond [nancyrich56@hotmail.com]
Sent: Friday, January 09, 2004 1:53 PM
To: ctrjones@access.k12.wv.us

Early Learning Standards Framework Policy 2520.15

Nancy Richmond
Wetzel County Center for Children and Families
New Martinsville, WV 26155

Definitions: Is there a separate list of comprehensive strategies?

Social and Emotional - Standard 3 (Knowledge of Family and Community): I don't understand the experience --engage in conversations and activities related to their families and other families in the community. Does the strategy suggest sharing a previous night's events, etc?

Social and Emotional - Standard 4 (Approach to Learning): Where do teacher-directed activities fit in this list of experiences? How are performance indicators measured?

The Arts - Standard 1 (Music and Movement): I am concerned with "daily." Do lesson plans have to reflect/document daily experiences? Clarify "access music materials."

The Arts - Standard 3 (Dramatic Play): Re-enacting stories and using the imagination will be difficult to accomplish on a daily basis.

Physical Health and Development - Standard 3 (Health Practices): Will we need to install sinks low enough for dental care? Or, will children pretend/practice? Is there a cleanliness issue with brushing teeth?

Language and Literacy - Narrative: Should singing be added to listening and speaking?

Language and Literacy - Standard 2 (Reading): Should we add "taking care of books"? Does clapping to syllables, recognizing rhyme, alliteration, and discriminating for specific sound get ahead of phonological awareness?

Thank you.

Nancy:)

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Cathy Jones

From: Ann Nutt [annnutt@wvdhhr.org]
Sent: Friday, January 09, 2004 8:54 AM
To: ctrjones@access.k12.wv.us
Subject: ELSF Comment

Cathy-

I would like to express my support of the ELSF, Content Standards and Learning Criteria for WV Pre-k. The ELSF provides support to development for preschool children in all domains. It is essential that all domains be considered inter-related for young children.

Just one suggestion is:

Mathematics
Standard 2: Patterns and Relationships

Under Experiences

I would suggest making "chart and graph" and possibly "read books about patterns and relationships" as "frequent" vs. daily. The chart and graph experience is listed as a "frequent" vs daily in Science Standard 1; this would make the expectation consistent.

Thanks
ann

Ann Nutt
Director Early Care and Education Quality Initiatives
WV DHHR
350 Capitol St., Room B-18
Charleston, WV 25301
Phone: (304) 558-0863
Fax: (304) 558-8800
Email: annnutt@wvdhhr.org

Cathy Jones

From: Martha Russell [prek1us@hotmail.com]
Sent: Sunday, January 11, 2004 4:19 PM
To: ctrjones@access.k12.wv.us
Subject: Pre-K Standards

Dear Ms. Jones,

I have skimmed through the Pre-K standards (not enough time to fully read) and come up with a few questions. How can these performance indicators be met without direct teaching? Who is going to supply Pre-K (public school that are not Title 1 funded) Teachers with the materials to meet these standards? How can we assess student's mastery of the performance indicators without a written (or something similiar to) assessment tool? Are the public schools going to provide Pre-K teachers with Physical Education and Music teachers everyday? How are Pre-K teachers going to find time to do all of these activities listed in one day?

Also, I feel that some of these performance indicators (ex.: knowing that letters make up words and there are spaces between words, approach to learning being child initiated, knowing that print progresses from left to right, identifying parts in relationship to the whole including fractional components, beginning to understand time intervals and using language associated with time, and length and area of an object, etc.) are more for Kindergarten students than Pre-K students.

Thank you for your time,

M. Russell

preklus@hotmail.com

Learn how to choose, serve, and enjoy wine at Wine @ MSN.
<http://wine.msn.com/>

Breckinridge, Davis & Sproles, P.L.L.C.

509 Church Street
Summersville, WV 26651

304-872-2271

Fax: 304-872-6179

Fax: 304-872-5713

FAX COVER SHEET

FAX NUMBER TRANSMITTED TO: 304. 558. 6268

NUMBER OF PAGES TRANSMITTED: 4

To: Cathy R. Jones, Ed.D.
Of: WV Dept. of Education, Early Childhood/Even Start Co-ord.

From: Martha Davis

Client/Matter: Comments on Early Learning Standards Framework

Date: 1/9/2004

COMMENTS:

Original will/will not follow by U.S. Mail.

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200302

POLICY 2520.15

SERIES 440

EARLY LEARNING STANDARDS FRAMEWORK

CONTENT STANDARDS AND LEARNING CRITERIA FOR WEST VIRGINIA PRE-KINDERGARTEN (WV Pre-K)

COMMENT RESPONSE FORM

Comment Period Ends: January 11, 2004

Please use this form when commenting on proposed Policy 2520.15. You may attach additional sheets if necessary.

Individual/Organization: Martha F. Davis, Nicholas Co. Bd. of Ed.

Title: Prek Teacher, Summersville El. School

Street Address: 108 McKees Ck. Rd.

City/State/Zip Code: Summersville WV 26651

§126-440-1. General.

§126-440-2. Purpose.

} Will all entities who will be involved in ^{the collaboration efforts for} Universal PreK (i.e. Head Start, Starting Points, etc.) be held to the same Content Standards and Learning Criteria. It has been my impression that this is so, but as there is no reference to this I am unsure.

§126-440-3. Incorporation by Reference.

200302

Early Learning Standards Framework

Guiding Principles. #5 - What assurance do we have that there will be monies for needed personnel, supplies, etc. to provide the necessary modifications and adaptations?

Definitions. #2. Having just received the state-approved list and having the opportunity to review one company's offering, I feel that calling these a "curriculum" is nothing less than a joke. A \$20 subscription to Mailbox magazine is as much a curriculum! High Scope, which is superb, is an impossibility to my county, due to its high cost.

~~Social and Emotional - Narrative.~~

I do think that the Learning criteria definition is excellent!

Social and Emotional - Standard 1 (Self-Concept).

Great!

Social and Emotional - Standard 2 (Social Relationships).

Social and Emotional - Standard 3 (Knowledge of Family and Community).

Social and Emotional - Standard 4 (Approach to Learning).

200302
Capitol Building 6, Room 318
1900 Kanawha Boulevard East
Charleston, West Virginia 25305-0330
Fax Number: (304) 558-6268
Email: ctrjones@access.k12.wv.us

Smitting pp. 38-40. I am very impressed with these standards! They are all so very developmentally appropriate and broad enough to let teachers utilize their own creativity in meeting them.

My main concern is in matching a curriculum with them, especially when looking over the licensure requirements, as well as speaking with people @ the state level who deal w/ licensure. I hope that the Teaching Strategies, Inc. Curriculum is better than the CRI. I truly believe that High Scope most aligns itself w/ this document, but its cost is prohibitive!

I truly hope that the assessment system which is to be adopted will align itself to this document.

Kudos to the committee who developed this Early Learning Standards Framework! A job exceptionally well done!