

**CT Early Learning and Development Standards (ELDS): What They Can Do For K-3 and beyond**

- Build communication and common language between community early learning programs and public schools;
- Develop Individual Education Programs (IEPS), including goals and objectives for children in lower elementary grades who have developmental concerns;
- Assist in the creation of pathways from PreK to K when kindergarten and prekindergarten teachers share common understanding of child expectations and use this information to develop developmentally effective instruction;
- Inform developmentally effective instruction that will afford young children the opportunity to enter kindergarten with the fundamentals they need to be successful;
- Inform the development of Student Learning Objectives (SLO's); and
- Assist in communicating with parents about their child's development.

The CT Early Learning and Development Standards are available at:

<http://www.ctearlychildhood.org/uploads/6/3/3/7/6337139/cteldsoct2013.pdf>

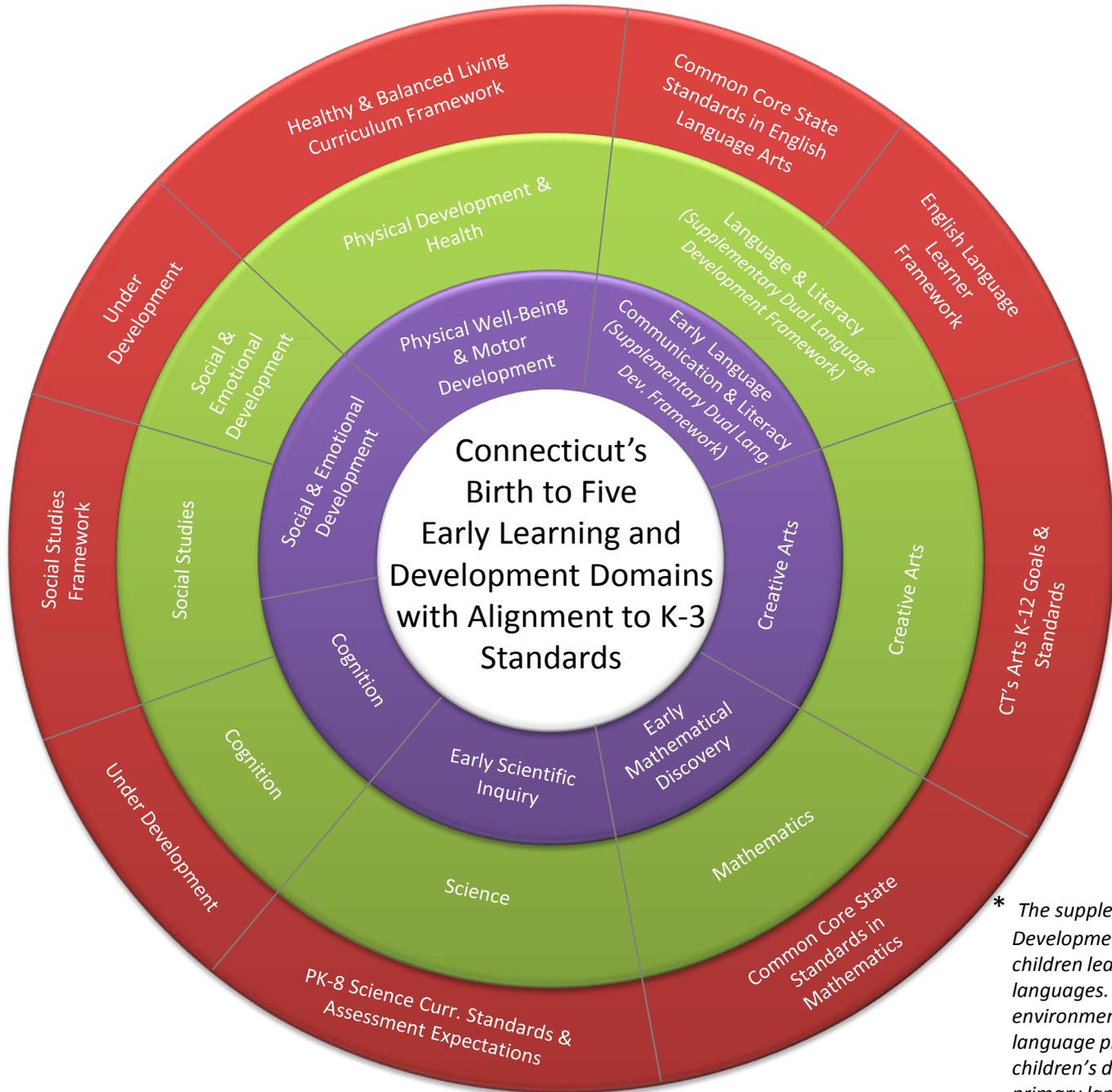
The developmental period between preschool and third grade is unique (Cople, Bredekamp, & National Association for the Education of Young Children., 2009). Children develop skills in the area of self-regulation, representational thought, and memory during this period.

A principal needs to understand the importance of learning standards (what children should know and be able to do) as the foundation for developmentally effective instruction. Early learning and development standards are the cornerstone for creating high-quality pathways for children from birth through grade 12.

The Connecticut Early Learning and Development Standards (CT ELDS) are the building blocks for a child's learning and delineate a developmental continuum of what young children from birth through the beginning of their fifth year should know and be able to do. They were developed to be highly and intentionally aligned to the Common Core State Standards. These birth through age five child standards address the domains of (domain graphic on reverse side):

Science	Social Studies	Mathematics
Creative Arts		Language & Literacy
Social and Emotional Development	Cognition	Physical Health and Development

In order to best support young children's learning it is important to know that young children are capable and competent learners. Although each child's growth and development is unique, all children learn best when their basic needs are met. Families are children's primary teachers and are critical partners whom schools and communities must engage meaningfully in their children's education. Schools must address diverse populations of children by providing meaningful inclusive experiences for young children with disabilities and by providing opportunities for children to benefit from diversity. Family context and culture provides a strong foundation for learning. Young children's primary language development should be supported, even if they are beginning to learn a second language. Young children require learning experiences that involve active exploration and that are relevant and integrated across ALL domains of development. All domains of development are important and inter-reliant, and one domain should not be stressed to the detriment of another. It is important to educate the whole child, not merely address individual domains.



\* The supplemental Dual Language Development Framework applies to children learning multiple languages. Early learning environments must respect family language preference and honor children's development in their primary language and promote continued bi-lingual development.