



Executive Summary

Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025

Abstract

The Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025, guide early childhood educators in supporting social-emotional skill development for young children throughout the pre-kindergarten year. These standards are not intended as a rigid measurement tool for assessment but rather serve to illuminate the nuanced social emotional growth children experience. The standards provide concrete examples of observable social emotional behaviors in children, alongside supportive practices that educators can implement within the learning environment. This comprehensive guidance ensures that statewide early childhood educators can consistently deliver high-quality instruction focused on social emotional development. This Executive Summary offers a preview of these vital social emotional standards and indicators, details the 2025 revision process, and addresses frequently asked questions related to their application.

JANNA MOYER, Education Programs Professional

ANNA SEVERENS, Education Programs Professional

TINA SPRINGMEYER, Nevada Pre-Kindergarten Standards Coordinator

RACHEL STEPINA, Grant Manager, Preschool Development Grant Birth through Five

INTRODUCTION AND PURPOSE

The Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025 are aligned with the internationally recognized Collaborative for Academic Social and Emotional Learning (CASEL) framework, which supports Nevada’s Birth through 3rd Grade (B-3) Approach in Action and promotes school readiness. They provide observable examples of social emotional skills along with supportive practices that can help educators foster skill development. These updated standards were carefully designed based on child development research and developmentally appropriate practices for 4-year-old children and are intended for use in planning and instruction.

The Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025 support the Nevada Department of Education’s Statewide Improvement Plan 2030 (STIP) Targets 1 and 3 and directly contribute to Initiative 1A: *Ensure Access to High-Quality Instruction, Resources, and Systems of Support*, and Initiative 3C: *Continuously improve the well-being of students and educators*.

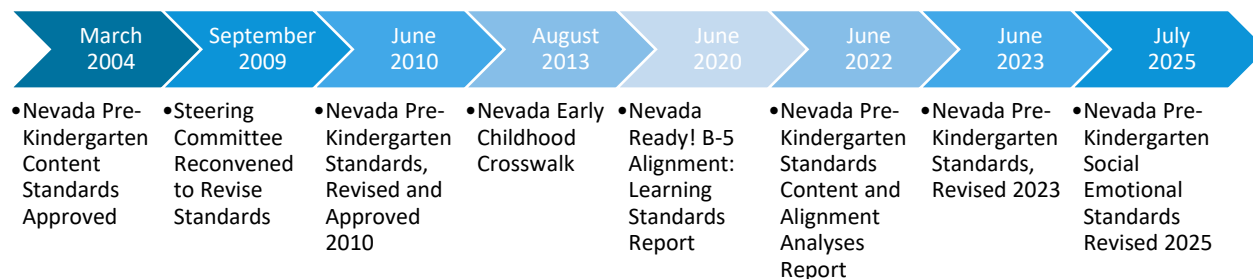
SOCIAL EMOTIONAL LEARNING COMPETENCIES & STANDARDS IN NEVADA

When the pre-kindergarten standards were revised in 2023, the social emotional domain was intentionally omitted because a statewide workgroup, led by the Nevada Department of Education, was simultaneously developing pre-k-grade 12 social emotional standards, aligned with the CASEL Framework. Pre-kindergarten educators have continued to use the social emotional standards developed in 2010 to support social and emotional skill development.

TIMELINE OF PRE-K – GRADE 12 SOCIAL EMOTIONAL STANDARDS DEVELOPMENT



TIMELINE OF THE NEVADA PRE-K STANDARDS & K-12 ALIGNMENT



PRE-KINDERGARTEN STANDARDS

Upon approval of the State Board of Education, the Pre-Kindergarten Social Emotional Standards, Revised 2025 will be added to the 2023 Pre-Kindergarten Standards, becoming the second of nine domains, placed between "Approaches to Learning" and "Social Studies."

Table 1: Standard Domains and Indicators by Quantity

| Standard Domain | Quantity of Standards | Indicators (and Quantity) |
|--|-----------------------|---|
| Approaches to Learning | 4 | Curiosity and Initiative (4); Responding to Challenges (7); Engagement in Learning (4); Play and Imagination (7) |
| Social Emotional | 5 | Develop Self-Awareness (3); Develop Self-Management (3); Develop Social Awareness (3); Develop Relationship Skills (3); Practice Responsible Decision Making (3) |
| Social Studies | 5 | Individual Development and Cultural Identity (4); Civic Ideas and Practices (7); Geography, Humans, and the Environment (7); Time, Continuity and Change (4); Economic Systems (4) |
| Health, Safety, and Physical Development | 4 | Health (8); Safety (4); Large Motor (5); Small Motor (3) |
| Language and Early Literacy | 8 | Receptive Communication (5); Expressive Communication (5); Vocabulary (7); Alphabet Knowledge (3); Print and Book Awareness (4); Comprehension (5); Writing (7); Phonological Awareness (4) |
| Science | 4 | Exploration, Observation, and Hypotheses (4); Scientific Investigation (3); Analyses and Conclusions (2); Scientific Communication (4) |
| Technology | 3 | Technology as a Tool (3); Communicating through Technology (3); Safe Use of Technology (4) |
| Creative Expression | 3 | Appreciation for Artistic Expression (5); Self-Expression through Art (11); Cross-Disciplinary Artistic Expression (4) |
| Mathematics | 4 | Number and Quantity (14); Patterns and Operations (4); Measurement (3); Geometry and Spatial Sense (6) |

STANDARDS DEVELOPMENT

The process of developing the Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025 was a collaboration between the Nevada Department of Education Office of Early Learning and Development, the Office for a Safe and Respectful Learning Environment, and the Nevada Pre-Kindergarten Standards Coordinator.

The 2010 pre-kindergarten social emotional standards were cross-referenced with the new pre-k-grade 12 social emotional learning standards. The workgroup then aligned existing indicators and examples to the new standards and assessed them for observability and developmental appropriateness. Finally, new examples and supportive practices were added to address gaps.

To maintain consistency with the other pre-k standards domains, introductory materials from the Nevada Pre-Kindergarten Standards, Revised 2023 were included in the social emotional standards document. Key social emotional terms were also added to the standards glossary.

STAKEHOLDER ENGAGEMENT

Early childhood educators from around the state were invited to share their input and provide feedback on the social emotional standards through surveys and in-person sessions. A statewide survey was developed and disseminated to stakeholders through listservs and word of mouth. The survey was completed by over 50 stakeholders. Survey responses were analyzed and categorized to make suggested revisions or cataloged as an area of emphasis for professional development and support. Work sessions were designed to review the recommendations and make changes based on stakeholder feedback.

CHANGES TO THE PRE-KINDERGARTEN SOCIAL EMOTIONAL STANDARDS

The Nevada Pre-Kindergarten Standards, Revised and Approved: 2010 grouped together Social Studies/Social Emotional into one domain. The 2023 & 2025 revisions separate these into two separate domains based on recommendations from the Nevada Pre-K Standards Content and Alignment Analyses Report completed by SRI International in 2022. In 2025, the social emotional standards were reduced in number from six to five, and the indicators were reduced from a total of 30 to 15. Conversely, the child level examples and supportive practices, were substantially increased in number. This increase in examples and supportive practices better reflects the multitude of ways social and emotional skills might look and provides a wide range of practices educators can implement to support social emotional skill development in young children.

Table 2: Changes to the Nevada Pre-Kindergarten Social Emotional Standards

| Element | 2010 Social Emotional Standards | 2025 Social Emotional Standards |
|----------------------------|---|---|
| Standards | <ol style="list-style-type: none"> 1. Self-Confidence 2. Self-Direction 3. Identification and expression of feelings 4. Interactions with other children and adults 5. Pro-social behaviors 6. Attending and focusing | <ol style="list-style-type: none"> 1. Develop self-awareness 2. Develop self-management 3. Develop social awareness 4. Develop relationship skills 5. Practice responsible decision making |
| Total Indicators | 30 | 15 |
| Total Child Level Examples | 33 | 85 |
| Total Supportive Practices | 34 | 89 |

PRE-KINDERGARTEN STANDARDS ROLL-OUT

The Nevada Pre-Kindergarten Social Emotional Standards, Revised 2025 will be formally presented to the Nevada State Board of Education on July 30, 2025. Upon consent approval from the State Board of Education, the new standards will become public and available for use.

The standards will be disseminated across the state through listservs, websites, and print copies. Critical dissemination action steps include:

- Announce completion of revised standards through statewide communications to early childhood partners.
- Post documents and content description to identified websites.
- Print copies of the revised standards and make available to early childhood programs.
- Translate the standards into Spanish and disseminate the Spanish version.