



Executive Summary

Nevada Pre-Kindergarten Standards, Revised 2023

Abstract

The Nevada Pre-Kindergarten Standards, Revised 2023 are the framework that provides guidance to early childhood educators regarding the developmental milestones that children should achieve by the end of their pre-kindergarten year. The pre-K standards have many uses and impact Nevada's youngest children. From supporting teachers writing Individualized Education Plans to guiding leaders responsible for planning and delivering early childhood education programs, the standards provide indicators, examples of what a child may do, and supportive practices a practitioner may implement in the learning environment. Statewide early childhood educators rely on the pre-K standards to ensure they are providing quality instruction. This Executive Summary previews the standard domains and indicators, provides details about the 2023 revision process, and addresses frequently asked questions.

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INTRODUCTION

The Nevada Pre-Kindergarten Standards, Revised 2023 are a valuable part of a comprehensive high-quality early childhood education system. They provide the framework for curriculum and instruction and emphasize developmentally appropriate content and outcomes for young children. The standards support Nevada’s Birth through 3rd Grade Approach in Action by linking and aligning the Pre-K Standards to the Kindergarten Standards and promoting school readiness.

These pre-kindergarten content standards have been carefully designed considering the research on child development and developmentally appropriate practices for 4-year-old children. These standards should be used for planning and instruction. Informal and formal assessments selected to be used in early learning settings should consider alignment to the pre-kindergarten standards. The Nevada Pre-Kindergarten Standards, Revised 2023 is an update to the existing 2010 pre-kindergarten content standards. The domains include: 1) Approaches to Learning; 2) Social Studies; 3) Health, Safety, and Physical Development; 4) Language and Early Literacy; 5) Science; 6) Technology; 7) Creative Expression; and 8) Mathematics.

The Nevada Pre-Kindergarten Standards, Revised 2023 align to the Nevada Department of Education’s Statewide Improvement Plan (STIP) Goals 1, 2, and 3 such that all children, birth through third grade, have access to quality early care and education, effective educators, and experience continued academic growth. Furthermore, the STIP Values of Equity, Access to Quality, Success, Inclusivity, Community, and Transparency are reflected in this revision.

PURPOSE OF THE PRE-KINDERGARTEN STANDARDS

Pre-kindergarten content standards are the framework that provides guidance to early childhood educators regarding the developmental milestones that children should achieve by the end of their pre-kindergarten year. The standards document can be viewed as a road map for children’s learning and development. From supporting teachers writing Individualized Education Plans to guiding leaders responsible for planning and delivering early childhood education programs, the standards provide indicators, examples of what a child may do, and supportive practices a practitioner may implement in the learning environment. Statewide early childhood educators rely on the pre-K standards to ensure they are providing quality instruction.

The standards impact early childhood education in formal or informal learning settings, including but not limited to, local education agency early childhood programs, the Nevada Ready! State Pre-K program, the Silver State Stars Quality Rating Improvement System, Head Start, Early Head Start, child care centers, community and home care providers, higher education teacher preparation programs, professional learning, and parents and families.

PRE-KINDERGARTEN STANDARD DOMAINS AND INDICATORS

The Standards are organized in eight* domains and include indicators of children’s early learning and development, examples of how children might demonstrate each indicator, and supportive practices for teachers and practitioners. The Standards incorporate two new domains: Approaches to Learning and Technology. These domains have been added to lay foundations for critical skills as young children develop their own approaches to learning, and in acknowledgement of the central role that technology plays in modern life, information-gathering, problem-solving, and communication skills. Additionally, the Language and Early Literacy domain now includes foundational concepts from the science of reading to support early literacy development.

*Social Emotional Learning (SEL) Standards are currently being developed by a statewide stakeholder workgroup facilitated by the Nevada Department of Education to align this domain from the early years through grade 12 and are therefore not included in this release. SEL is, however, a critical domain of early learning to be considered and implemented in all early childhood settings.

Table 1 (see page 4) demonstrates a list of the domains, the quantity of standards, and the corresponding indicators. Indicators are the skills, behaviors, and characteristics you would expect to see children demonstrate as they make progress on the standard. The domains are color-coded in the document, and the color for each domain is included at the right-hand edge of the page for ease of navigating. Science, Technology, Creative Expression, and Mathematics are in the same color family (green) to underscore that the skills and knowledge children gain in these domains align to support an early childhood STEAM approach.

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

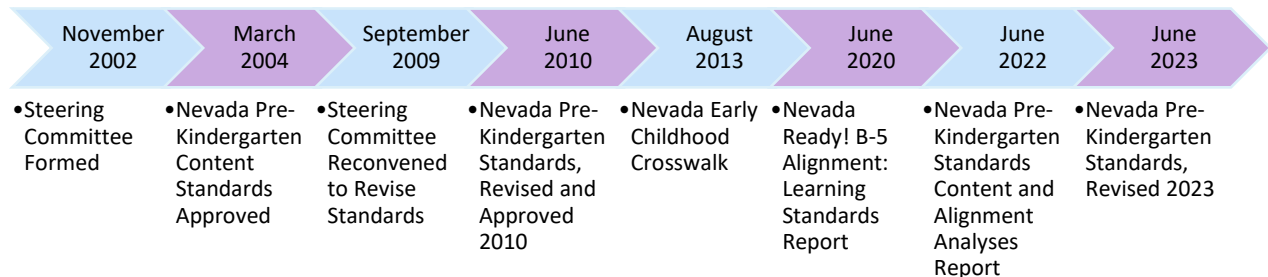


Table 1: Standard Domains and Indicators by Quantity

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 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)

2023 REVISION PROCESS

The Nevada Pre-Kindergarten Standards revision was approached in phases and executed in collaboration between the Nevada Department of Education, Office of Early Learning and Development, the Nevada Pre-Kindergarten Standards Coordinator, and SRI Education.

PHASE I

Phase I included the [Nevada Pre-Kindergarten Standards Content and Alignment Analyses Report \(2022\)](#). This report reviewed the standards in-depth and considered feedback from the [Nevada Ready! B-5 Alignment: Learning Standards Report](#) (2020), also completed by SRI Education. Overall recommendations from the analyses report were to:

- 1) Reorganize the indicators within and across domains
- 2) Streamline indicators to reduce duplication
- 3) Add indicators to address identified content and progression gaps
- 4) Revise examples to better describe behaviors that illustrate the associated indicators
- 5) Adjust or add language to address needs of children with disabilities and dual language learners.

PHASE II

Phase II included the creation of a concept map to outline the developmental domains, skills and behaviors children need to demonstrate by the end of the Pre-K year and draft indicators were written in conjunction with the existing Pre-K standards. All indicators were cross-referenced with existing Kindergarten standards and Head Start Early Learning Outcomes to ensure alignment across the age continuum. Two new domains, Approaches to Learning and Technology, were created to explicitly emphasize how children learn and interact in today's society. Nevada convened a Pre-K Technology Standards Writing Group to research standards in other states and develop the new technology standards and indicators. This new domain was developed considering all varieties of early childhood learning settings. Technology standards can be met with or without digital devices in the classroom.

Important to note, Social Emotional standards were removed as a domain because they are part of a simultaneous project facilitated by the Nevada Department of Education to create a cohesive set of PK-Grade 12 anchor standards and competencies for social emotional and academic development. This document, when published, must go hand-in-hand with the revised Pre-Kindergarten standards.

EARLY CHILDHOOD EDUCATOR INPUT AND FEEDBACK

Early childhood educators from around the state were invited to share their input and provide feedback about the development in several ways. A statewide survey was developed and disseminated and stakeholders through listservs and word of mouth. The survey was accessed more than 600 times and 87 in-depth responses were received. Survey responses were analyzed by domain and categorized to make suggested revisions or cataloged as an area of emphasis for professional development and support. Additional in-person and virtual sessions were designed specifically to review the updated changes and invite stakeholders to provide feedback. The new Technology domain was created by a diverse writing team of statewide early childhood professionals. Throughout the revision process, cross-office collaboration within NDE professionals was a critical strategy to ensure alignment to K-12 Nevada Academic Content Standards. In total, more than 120 individuals provided feedback on the draft standards and indicators for this revision.

COMPARISON OF 2023 REVISION TO 2010 REVISION

Figure 1: What is new?

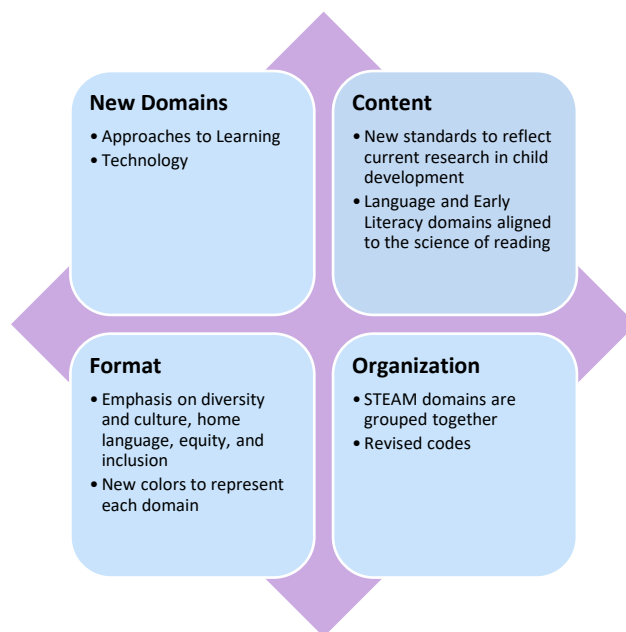
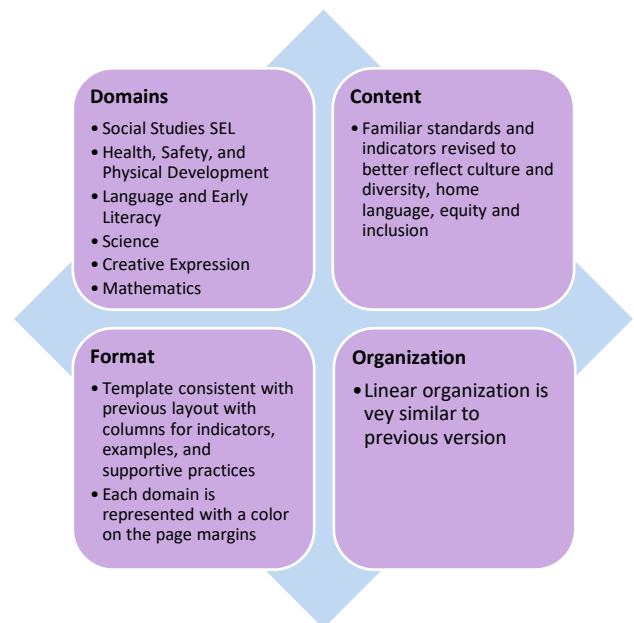


Figure 2: What is the same?



PRE-KINDERGARTEN STANDARDS ROLL-OUT

We are still in the planning and contracting process related to the formal release and dissemination of the standards. The following information provides general descriptions of these plans under development.

Details for each of these plans will be communicated with stakeholders as they are available. Stakeholders may provide feedback and input at <https://bit.ly/NevadaPKStandards2023Voice> or email nvprekstandards@washoeschools.net.



RELEASE

The Nevada Pre-Kindergarten Standards, Revised 2023 will be formally released to the Nevada State Board of Education and Nevada early childhood stakeholders on November 1, 2023.

IMPLEMENTATION

Upon consent approval from State Board of Education, the new standards will become public and available for use. A soft launch will begin in Spring 2024 with statewide introductory training provided for early childhood educators and other key stakeholders. The new standards will officially take effect beginning on August 1, 2024.

DISSEMINATION

The standards will be disseminated across the state through listservs, websites, and print copies as identified in the communication plan (under development). 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.
- Implement two-way communication strategy to solicit workforce voice and create continuous feedback loops regarding standards implementation.
- Print copies of the revised standards and make available to early childhood programs.

PRESCHOOL DEVELOPMENT GRANT BIRTH THROUGH FIVE (PDG B-5) ROLL-OUT

The PDG B-5 funding will be used to enhance the pre-Kindergarten standards roll-out, expand training support and development for new domains, design an interactive website or app with search capabilities and lesson planning support, and translate the standards to Spanish.

PROFESSIONAL DEVELOPMENT AND FAMILY ENGAGEMENT

The Nevada Pre-Kindergarten Standards Coordinator will lead the development of professional learning sessions focused on training for the revised standards. These hands-on professional development sessions will be available in-person or virtually for all early childhood stakeholders who wish to participate. A family engagement and pre-K standards learning track for parents and families will be included to further support home to school-community connections.

Professional learning will be provided to support teachers to understand and use the standards within preschool environments. Nevada Pre-K Standards staff program consultants will provide statewide training in all of the content areas. Training materials will be made available in English and Spanish. A train the trainer series, training calendars, new staff positions, and more will be announced and made available by Spring 2024.

Training will be provided specifically for early childhood program directors and administrators on the use of Pre-K Standards. In addition to the standards training, information will also be provided about The Nevada Registry, T.E.A.C.H.® Early Childhood Nevada, The Pyramid Model, and the Silver State Stars Quality Rating Improvement System during every training to provide the program directors and administrators with the information to promote professional development for their staff and to improve program quality.

Parents and families will have an opportunity to participate in a variety of activities with their child based on the Nevada Pre-K Content Standards. The family engagement sessions will be available in English and Spanish where parents can learn about the Nevada Pre-K Standards and strategies on how to support learning at home. Each class will be designed to encourage parents to see themselves as their child's first teacher. They will receive an overview of what typically developing 4-year-old children should know and be able to do before they enter kindergarten. Parent workshops will engage the parent and child in developmentally appropriate activities that support kindergarten readiness.