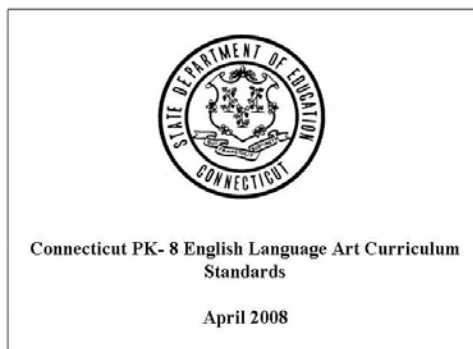
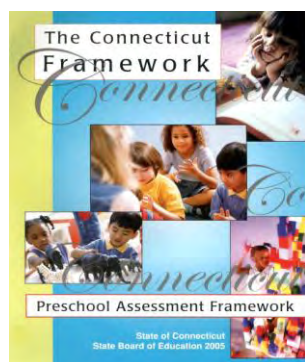
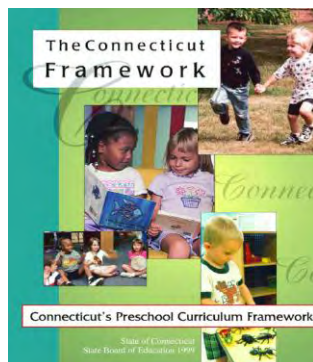


CONNECTICUT STANDARDS FOR EARLY LEARNING

The Connecticut State Department of Education has several resources outlining learning expectations for children in their preschool years as indicated below:



The Prekindergarten to Grade 8 Curriculum Standards for English Language Arts, Mathematics, Science and Social Studies offer a continuum of skills and knowledge that build across a child’s school career, beginning with prekindergarten as the foundation. Grade-level expectations (GLEs) provide year-end performance outcomes in each content area. The GLEs for “prekindergarten” refer specifically to the year prior to kindergarten. The alignment from the GLEs to specific performance indicators from the PCF and performance standards from the PAF is included within each content area document.



The Connecticut Preschool Curriculum Framework (PCF) and Preschool Assessment Framework (PAF) outline specific skills and behaviors across four domains of development (personal and social, physical, cognitive and creative expression/aesthetic). The PAF also includes a continuum of skills (benchmarks) for 2 ½ to 6 years for each performance standard. Together these frameworks provide a system for teachers to plan and implement curriculum to address specific learning standards and to observe and assess children’s progress in achieving those standards.

How to Use These Documents

The overlap of Connecticut State Department of Education documents for the prekindergarten year, as well as the alignment and correlation of these documents helps to continue a focus on all areas of development while bridging the transition between preschool and kindergarten. Because early learning and development are multidimensional and developmental domains are highly interrelated during the preschool years, teaching and learning experiences in preschool classrooms are not typically specific to content areas as they often are in elementary classrooms. However, the PK-8 Curriculum Standards provide further guidance and more specificity for planning experiences for prekindergarten students and highlight the vertical alignment with the expectations for grades K-8. Addressing the skills and knowledge included in the content area performance standards within the context of a developmentally appropriate classroom provides a strong foundation for children entering kindergarten.

A new companion document, **The Connecticut Preschool Learning Standards Crosswalk: Alignment of Connecticut Preschool Assessment Framework Performance Standards and Content-Area Grade Level Expectations** is designed to support early childhood professionals in planning learning experiences and making curriculum decisions. This document provides an overview of standards from multiple documents and may serve as guidance in integrating curriculum across domains and content-areas.

Summary

The PCF and PAF should be used together with the PK-8 Curriculum Standards to plan a seamless educational program for students. The guiding principles of the PCF set the stage for a learning environment in which the expectations in both sets of documents can be addressed in a manner appropriate for preschool children. In addition, the PCF and PAF can be used as a system for planning standards-based curriculum, assessing children's progress and addressing the needs of individual children. Planning curriculum that addresses the skills and knowledge outlined in these documents provides a strong base for the expectations to be addressed in kindergarten and the years beyond.

For additional information, please contact:

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