

Indiana Early Learning Foundations Guidance

THANK YOU FOR ALL YOU DO



EARLY LEARNING FOUNDATIONS



- English / Language Arts
- Mathematics
- Social-Emotional Skills
- Approaches to Play and Learning
- Science
- Social Studies
- Creative Arts
- Physical Health and Growth

WHAT ARE THE FOUNDATIONS?

Not a curriculum

Not a lesson plan

Not an assessment
instrument

Are what we want children
to know and be able to do

WHAT IS THE **FOUNDATIONS GUIDANCE**?

**A resource for early
educators and
professionals**

**A suggestion for
practice from birth to
age five**

**Supports a child's
development**

**Not a curriculum or
lesson plan**

FOUNDATIONS VS. GUIDANCE

Foundations

**Concepts,
skills, and/or
actions
children do.**

Guidance

**What *educators*
can do to
support
development.**

KEY SECTIONS OF THE GUIDANCE

Rationale

**Looking Ahead to
Kindergarten**

**Family
Engagement**

**Special
Populations**

**Appendices
A & B**

Resource Page

Guidance in Action

 [@EducateIN](https://twitter.com/EducateIN)

GROUP ACTIVITY



NAME THAT FOUNDATION























THE IMAGINATION TREE



WHERE CAN I FIND THE FOUNDATIONS?

Navigate to:

- Student Learning and Pathways
 - Indiana's Academic Standards
 - Indiana Early Learning Foundations



WHERE CAN I FIND THE FOUNDATIONS GUIDANCE?



Foundations Guidance



FOUNDATIONS COMMUNICATION TOOL

Foundations Teacher/Family Communication Tool

Foundations Teacher/Family Communication Tool




Content Area: [English/Language Arts](#)

| | |
|-----------------------|--|
| Student Name: | |
| Parent/Guardian Name: | |
| Contact Information: | |
| Teacher Name: | |
| Teacher Email: | |
| Teacher Phone: | |

| English/Language Arts Topics | | | Classroom/Home Activities and Resources | | IEP Goal |
|-------------------------------------|------------------------|--------------------------------------------------------------|-----------------------------------------|--|----------|
| <i>ELA 1: Communication Process</i> | | | | | |
| <input type="checkbox"/> | ELA1.1 | Demonstrate receptive communication | | | |
| <input type="checkbox"/> | ELA1.2 | Demonstrate expressive communication | | | |
| <input type="checkbox"/> | ELA1.3 | Demonstrate ability to engage in conversations | | | |
| <i>ELA 2: Early Reading</i> | | | | | |
| <input type="checkbox"/> | ELA2.1 | Demonstrate awareness of alphabet | | | |
| <input type="checkbox"/> | ELA2.2 | Demonstrate phonological awareness | | | |
| <input type="checkbox"/> | ELA2.3 | Demonstrate awareness and understanding of concepts of print | | | |
| <input type="checkbox"/> | ELA2.4 | Demonstrate comprehension | | | |
| <i>ELA 3: Early Writing</i> | | | | | |
| <input type="checkbox"/> | ELA3.1 | Demonstrate mechanics of writing | | | |
| <input type="checkbox"/> | ELA3.2 | Demonstrate ability to communicate a story | | | |

EARLY LEARNING FAMILY GUIDES

Early Learning Family Guides



Early Learning Social-Emotional Family Guide

The Indiana Department of Education is dedicated to informing and educating families about your child's education since you are your child's first and most important teacher. This guide provides an overview of the importance of Social-Emotional Learning as well as providing suggestions of what you can do at home to support your child's development.

The Importance of Social-Emotional Learning for Young Children

Indiana's Early Learning Foundations include concepts for children's development and address skills and abilities that children are to achieve from birth to age five. These foundations are also aligned to Indiana's K-12 Academic Standards.

Developing social-emotional skills in young children is absolutely critical. Success in the core social-emotional skills of self-regulation and positive social behaviors, along with nurturing and satisfying relationships, leads children to a positive sense of self.

Foundational Skills Include:


| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Sense of Self -> Self-awareness and confidence -> Identification and expression of emotions Self-regulation (or self-control) | Conflict Resolution Building and Maintaining Relationships |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|

Additional Resources

- [Indiana's PK-2 Social-Emotional Learning Competencies](#) - IDOE released Social-Emotional Learning Competencies for PK- Grade 12 in January of 2019. While these are intended for educators, families may find them helpful to understand the skills at higher grades.
- [Center on the Social and Emotional Foundations for Early Learning](#) - This site has articles and resources for families in addition to parent training modules.
- [Social-Emotional Book List](#) - Ideas for books about a variety of topics can be found here.

For more tips and resources, see the [Early Learning Online Resources Page!](#)

Turn over for strategies to use at home >>

 @EducateIN
#INSPIREdearly

Working Together for Student Success



Action Plan

Name(s):

Date:

Objectives: What goals will we focus on regarding using Early Learning Foundations in our classrooms?

- 1.
- 2.
- 3.

Plan: What steps will we take to achieve these goals?

- 1.
- 2.
- 3.

Support: What resources (materials or support) will we need to achieve these goals?

- 1.
- 2.
- 3.

Connect with IDOE!

View past #INspirEDearly newsletters here.

*To subscribe to future issues click on the orange
"Follow Sarah Parks-Reese" button near the bottom.*

Sarah Parks-Reese | sparksreese1@doe.in.gov

Felecia Jordan | fjordan1@doe.in.gov



THANK YOU!