



Early Childhood Division- Pre-K

Standard Operating Procedure

1. *Area of Focus – FOUNDATIONAL SKILLS WALK-THROUGH based on TN-ELDS*

The Transition Team will conduct foundational skills walk-throughs in our Pre-K classrooms. The foundational skills classroom walk-through form is designed using the TN-ELDS for foundational skills. A team will enter a classroom and conduct the walk-through, debrief, and provide feedback and support. Data will be collected and trends will be noted. Professional development will occur and follow-up classroom visits.

2. *Scope*

The Tennessee Early Childhood Education Early Learning Developmental Standards, or TN-ELDS, were first developed in 2004 to provide documentation of the continuum of developmental milestones from birth through age five based on the research about the processes, sequences, and long-term consequences of early learning and development. The standards for 4 year-olds were revised and adopted by the State Board of Education in August 2012. These revised standards provide a direct alignment with the content areas found in Tennessee's state English language arts and mathematics standards as well as the Tennessee state standards for kindergarten.

3. *Prerequisites*

- The TN ELDS and Kindergarten Standards tell what students need to know and learn.
- The instructional strategies based in developmental science tell how students will learn and grow toward the standards.
- The instructional structures (i.e., centers, whole group, etc.) tell where the learning will occur.

4. *Responsibilities*

The Transition Team will be responsible for conducting the walk-throughs. Advisors, coaches and specialists will also take part in the process. The transition team will provide professional development opportunities for teachers. The transition team will make return visits to monitor progress and development.

Transition Team Members

Heather Heard, Transition Services Advisor
Timika Sandridge, Transition Services Advisor
Kristina Jones, Transition Services Manager

5. *Procedure*

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6. *References*

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7. *Definitions*

foundational skills: a set of skills each student must master before they can become fluent readers

print concepts: Demonstrate understanding of the organization and basic features of print

phonological awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

phonics and word recognition: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

word composition: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

fluency: Read with sufficient accuracy and fluency to support comprehension.

sentence composition: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

vocabulary acquisition: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.