

Grade Band Workgroup - 7.21.2026

Agenda

- I. Introductions
- II. Purpose of Workgroup
- III. 4 Step Process - EC 26.125(a)(1)(F)
 - i. Read
 - ii. Consider
 - iii. Compare (I & II)
 - iv. Decide
- IV. Your Turn - ELEM 20.120(b)(2)
- V. Next Steps

Introductions

- Please place your name, institutional or organizational affiliation, and role in the chat.

Purpose of Workgroup

Determine what modifications, if any, are necessary to the Early Childhood and Elementary Education Educator preparation standards to change grade bands for the Early Childhood and Elementary Professional Educator Licenses.

These changes are tied to the following values of stakeholder inclusive of practicing educators, higher education faculty, and advocates:

- Child-centered focus
- Honoring teacher-child-family-community relationships
- Inclusive of developmentally appropriate pedagogies, including play-based learning and guided learning

Current grade bands:

Early Childhood – Birth through Grade 2

Elementary Education – Grade 1 through Grade 6

New grade bands:

Early Childhood – Birth through Grade 3

Elementary Education – Kindergarten through Grade 6

4 Step Process - EC 26.125(a)(1)(F)

- Two outcomes only.
- Every recommendation ties directly to the purpose grade-band change.

1. **Read** the current language considering the grade-band question.
2. **Consider** if a revision is appropriate
3. **Compare** possible modification against current standard direction, then test considering the purpose of the grade band change
4. **Decide** Keep as Written or Minor Adjustment — with a rationale.

Read - EC 26.125(a)(1)(F)

Grade – Band Question

- With the endorsement now reaching Grade 3, should the sequence a candidate must recognize extend through Grade 3 — where children move from emergent toward increasingly conventional reading and writing?

Current Language

- Recognizes the sequence of stages in language, reading and writing development from birth through Grade 2 ... and acknowledges individual differences among children progressing through those stages.

Consider - EC 26.125(a)(1)(F)

Boundary Question - Does "birth through grade 2" already read as inclusive of Grade 3, or does the fixed boundary need to move?

Minimum Change - If standard requires modification, what is the smallest change to accomplish this?

Overreach Check - What would take a change too far — into Grade 3 skills or program design?

Determine- Keep as Written, or Minor Adjustment? Draft wording before comparing.

Compare I - EC 26.125(a)(1)(F)

- Current Language
 - ‘...from birth through Grade 2...’
- One potential revision
 - "... the sequence of stages in language, reading and writing development from birth through Grade 3, including the transition from emergent to increasingly conventional literacy ...”

The grade band is extended by one grade and additional clarity on the need to incorporate concepts within a typical range of childhood literacy development is included.

Compare II - EC 26.125(a)(1)(F)

- Grade Band Tie – In what ways is the potential revision tied to the purpose of the grade-band expansion?
- Structure Preservation – How does the potential revision extend the current structure as opposed to ‘requiring’ the addition of a new standard?
- Inclusivity – How might a potential revision ensure individual differences and multilingual learners?
- Scope – How does the potential revision avoid listing Grade 3 skills or naming a curriculum, assessment, or course?

Compare II (continued) - EC 26.125(a)(1)(F)

Out-of-Scope Revision

"... from birth through Grade 3, including fluent decoding of multisyllabic words, reading of Grade-3 complex texts, and paragraph writing with text evidence, assessed by a State-approved Grade 3 reading screener administered three times yearly."

Why it is out of scope:

- Turns developmental awareness into a Grade 3 skills list
- Embeds an assessment mandate
- Would be proposed even if the grade band were not changing

Decide - EC 26.125(a)(1)(F)

□ Keep as Written:

□ Minor Adjustment –

From: Recognizes the sequence of stages in language, reading and writing development from birth through Grade 2 ... and acknowledges individual differences among children progressing through those stages.

To: Recognizes the sequence of stages in language, reading and writing development from birth through **Grade 3**, acknowledges individual differences among children progressing through those stages **and includes the transition from emergent to increasingly conventional literacy ...**

Rationale: The suggested revision extends by one grade and provides additional clarity on the need to incorporate concepts within a typical range of childhood literacy development that is not overly perspective.

Your Turn - ELEM 20.120(b)(2)

Current Language: Know the developmental sequence of mathematics skills, along with age-level or grade-level benchmarks of development.

Read - ELEM 20.120(b)(2)

Grade – Band Question

- With Kindergarten added, does "the developmental sequence ... and benchmarks" clearly require candidates to know where math learning begins – counting, cardinality, and number sense – and the benchmarks that start at Kindergarten?

Current Language

- Know the developmental sequence of mathematics skills, along with age-level or grade-level benchmarks of development.

Consider - ELEM 20.120(b)(2)

Boundary Question - Does "developmental sequence ... and benchmarks" already reach Kindergarten? (Note: Counting and Cardinality appears elsewhere, at 20.120(c)(2).)

Minimum Change - If a change is needed, is it the benchmark band, the starting point, or both?

Overreach Check - What would overreach — naming K skills, a program, or screening?

Determine - Keep as Written, or Minor Adjustment? Draft wording before comparing.

Compare I - ELEM 20.120(b)(2)

- Current Language
- "... along with age-level or grade-level benchmarks of development."
- One potential revision
- **"Know the developmental sequence of mathematics skills, beginning with counting, cardinality, and number sense, along with age- or grade-level benchmarks of development from kindergarten through Grade 6."**

The grade band is extended by one grade and additional clarity on mathematical concepts is included.

Compare II - ELEM 20.120(b)(2)

- Grade Band Tie – In what ways is the potential revision tied to the purpose of the grade-band expansion?
- Structure Preservation – How does the potential revision extend the current structure as opposed to ‘requiring’ the addition of a new standard?
- Inclusivity – How might a potential revision ensure individual differences and multilingual learners?
- Scope – In what ways does the modification avoid naming K skills, a program, or a screening mandate?

Compare II (continued) - ELEM 20.120(b)(2)

Out-of-Scope Revision

- Know the developmental sequence of mathematics skills from kindergarten through Grade 6, including rote counting to 100, subitizing to 5, and one-to-one correspondence, taught through a State-approved kindergarten math program with weekly number-sense screening.

Why it is out of scope:

- Specifies K skills and a program model
- Adds a screening mandate
- Reaches well beyond grade-band fit

Decide - ELEM 20.120(b)(2)

Frame: Begin with preservation. Change only what the grade-band expansion requires.

Test: Would we propose this change if the grade band were not changing? If yes, it is out of scope?

Goal: Clarify Grade 3 for Early Childhood and Kindergarten for Elementary — while keeping every standard's intent, rigor, and structure intact.

Should ELEM 20.120(b)(2) undergo modification?

Decide - ELEM 20.120(b)(2)

❑ Keep as Written:

❑ Minor Adjustment –

- **From:** Know the developmental sequence of mathematics skills, along with age-level or grade-level benchmarks of development.
- **To:** Know the developmental sequence of mathematics skills, beginning with counting, cardinality, and number sense, along with age- or grade-level benchmarks of development from kindergarten through Grade 6.

Rationale: The grade band is extended by one grade and additional clarity on mathematical concepts is included.

Next Steps

- Via email and in preparation for the meeting on July 28, 2026, a link to a Microsoft Form will be shared to propose suggested modifications.
- Use the framing shared today in this work for proposed modifications.
- Please submit your thoughts no later than Monday July 27, 2026, at noon.
- These will be used at the July 28, 2026, meeting for our collective consideration.