

Proposed Revisions to the New Jersey Preschool Teaching and Learning Standards (NJPTLS)

Office of Preschool Education Programs
Division of Early Childhood Services

April 8, 2026

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Agenda



Navigating the Process

- ▶ Collaboration
 - ▶ Internal
 - ▶ External
-



NJPTLS Standards

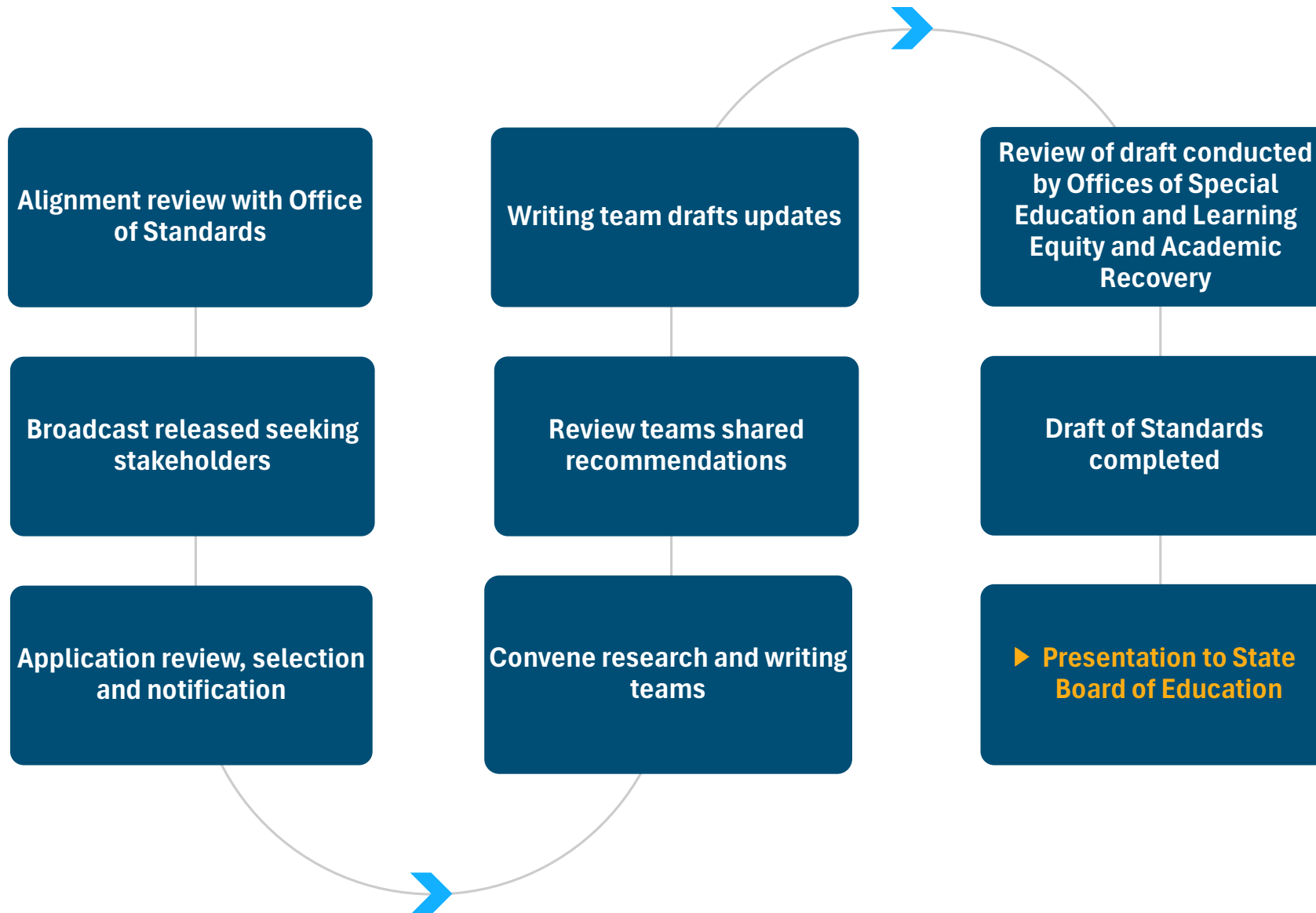
- ▶ Review committee
 - ▶ Major proposed revisions
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Questions



Process



Preschool Teaching and Learning Standards (1 of 2)

Committee composition

Type of Committee	Participants	Academic expertise	Professional expertise	District representation	Geographical representation
Research Committee	13 Stakeholders	42% Doctoral Degree (e.g., Ed.D., Ph.D., Doctorate) 83% Master's Degree (e.g., MA, M.Ed., MS, MSW)	20+ Years on average	40% Urban 50% Suburban 10% Statewide	30% North 40% South 20% Central 10% Statewide
Writing Committee	27 Stakeholders	23% Doctoral Degree (e.g., Ed.D., Ph.D., Doctorate) 86% Master's Degree (e.g., MA, M.Ed., MS, MSW)	18 Years on average	47% Urban 41% Suburban 12% Statewide	27% North 35% South 21% Central 17% Statewide



Preschool Teaching and Learning Standards (2 of 2)

Reorganization of domains and naming



Aligns the preschool standards with the developmental trajectory of K-12 education to align with the kindergarten domains and strands.



Ensures a seamless and age-appropriate continuum of learning and standard names and numerals have been updated to be consistent with the K-12 Student Learning Standards.

- ▶ For example: The 2014 content area of Technology has been renamed to Computer Science, Innovation, and Society.



Updates the preschool standards with current terminology and research.

- ▶ For example: Mathematics Standard (PK.NC.4.c) reflects research that children must not only be able to count and name a quantity but also be able to produce a set of objects when given a number.



New Jersey Preschool Teaching and Learning Standards (NJPTLS)-Content Area Updates

2026 Proposal



Domains



▶ Approaches to Learning

Emphasizes critical thinking and fostering real world skills.



▶ Social and Emotional Development

Broader integration across domains, individualized support, focus on optimistic thinking and resiliency, and stronger family and community engagement.



▶ Social Studies, Family and Life Skills

Strengthen inquiry and self-regulation, embed daily culturally responsive practices, position families as partners, and emphasize inclusive design.



▶ English Language Arts

Clear, research-based guidance on how preschoolers build early reading and writing skills, including structured skill progressions and explicit alphabet instruction.



▶ Mathematics

Incorporates quickly recognize small numbers without counting. Children are expected to solve simple addition and subtraction problems, not just show with objects. Data literacy skills are included where children look at information and tell what it shows.



▶ Science

Integration of the three dimensions and integration into all learning experiences. The three dimensions are: Science and engineering practices: Disciplinary core ideas; and Crosscutting concepts. Inquiry Skills is now woven through all standards and not an isolated skill.



▶ Visual and Performing Arts

Promotes cultural awareness and inclusivity in early learning across all domains. Integrates audience skills and emotional response.



▶ Health, Safety and Physical Education

Focus on mental health, relationships, wellness, and media/tech influences.



▶ World Languages and Cultures

Culture is placed at the center of early learning by fostering intercultural awareness, building cultural self-understanding, supporting communication across languages and creating inclusive environments where all children feel valued and empowered.



▶ Computer Science, Innovation and Society

Intentional use of technology to enhance hands-on learning while promoting digital citizenship, accessibility, and equitable skill development. Students learn basic technology operations, safely use digital tools, and engage in creative problem-solving through age-appropriate activities that never replace real-world experiences.



Sample change in Language and Approach: NJ ELA Preschool Crosswalk

- ▶ **Reading foundational skills:** Print concepts
 - ▶ **Skill:** Begin to demonstrate understanding of basic features of print



Current 2014- RF.PK.1A

Follow words from left to right, top to bottom, page by page.



Updated 2026-L.RF.PK.1

Children begin to recognize and understand basic concepts of print, such as direction of text, the difference between letters and words, and how print carries meaning.



New Jersey Preschool Teaching and Learning Standards (NJPTLS)-Appendix



Appendix topics

Learning Environment

Create spaces where children feel a strong sense of belonging, purpose and agency by:

- ▶ Using culturally representative materials and practices that reflect their identities and lived experiences.

Documentation and Assessment Process

The Assessment narrative emphasizes:

- ▶ Collecting and interpreting data through an equity lens.
- ▶ Ensuring that assessment practices are fair, unbiased, and reflective of each child's unique cultural and linguistic background.



Process, review and adoption timelines of the NJPTLS

Standards Review Process	Timeframe
Drafting and Internal Review by NJDOE	▶ Summer/Fall 2025/Winter 2026
Review by the State Board of Education	▶ Winter 2025/Spring 2026
Public Presentations to the State Board of Education	▶ Spring 2026
Public Comment and Testimony	▶ Spring 2026
Anticipated adoption by the State Board of Education	▶ Summer 2026

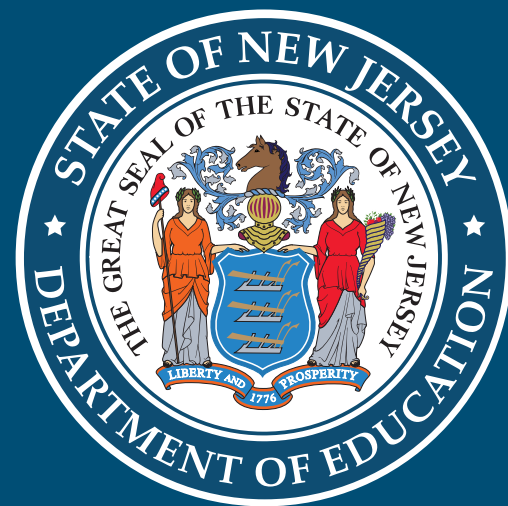


Thank you.

Questions?



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