

New Jersey Preschool Teaching and Learning Standards Comment and Response Form

The following is the accessible version of the comments received on the proposed revisions to the New Jersey Preschool Teaching and Learning Standards (NJPTLS).

Changes to the NJPTLS and descriptive text are indicated as follows:

- Deletion of text from the 2014 standards presented at the April 8, 2026, State Board meetings is shown within single brackets.
 - Example: [Demonstrate knowledge of keyboarding skills.]
- Insertion of new text to the 2014 standards presented at the April 8, 2026, State Board meeting is shown in bold text.
 - Example: **Communicate ideas, experiences, and thinking through a variety of developmentally appropriate methods.**
- Deletion of text from the 2014 standards presented for the first time at adoption is shown within double brackets.
 - Example: [[Use specific digital devices to create products.]]
- Deletion of inserted new text presented at the April 8, 2026, State Board meeting that is now being removed at adoption is shown bolded within double brackets.
 - Example: [[**thus**]]
- Insertion of new text presented for the first time at adoption is shown in bold and highlighted text.
 - Example: ***engage in collaborative problem-solving***.

**State Board of Education
Comment/Response Form**

This comment and response form contains comments received since the April 8, 2026, meeting of the State Board of Education, when the revisions to the New Jersey Preschool Teaching and Learning Standards were discussed.

Topic: New Jersey Preschool Teaching and Learning Standards

Meeting Date: September 9, 2026 **Level:** Adoption

Division: Early Childhood Services **Completed by:** Office of Preschool Education Programs

Summary of Comments and Agency Responses:

The following is a summary of the comments received from members of the public and the Department of Education's (Department) responses. Each commenter is identified at the end of the comment by a number that corresponds to the following list:

1. Victoria Locane, Preschool Intervention and Referral Specialist, Lawrence Township Public Schools
2. Megan King, Preschool Teacher, Passaic School District
3. Hillary West, Liscenced Clinical Social Worker and Community and Parent Involvement Specialist (CPIS), Bordentown Regional School District
4. Jennifer Romanoff, Vice President of Education and Training, Lightbridge
5. Cindy Shields, Senior Policy Analyst for Early Childhood, Advocates for Children of New Jersey
6. Madison Cramer, A+ Academy, Dunellen
7. Kortney Ward, A+ Academy, Dunellen
8. Amanda Oliveria, A+ Academy, Dunellen
9. Amber Rzewnicki, Teacher, A+ Academy, Dunellen
10. Lydia Eaves
11. Nisha Zoeller
12. Lucille Lorette Porter Ph.D.
13. Gabrielle M. Casieri, President, New Jersey Association of School Librarians
14. Dierdre Glenn Paul
15. Saloni Mathur, Jersey Montessori Association Corporation

16. Elsa Jacobsen, Director of State Government Relations, Early Care and Education Consortium
17. Nicole Semenza, Senior Government Relations-East, Kindercare Learning Companies
18. Paige Besthoff, Professional Learning Resource Designer, Teach Me For Tomorrow
19. Meghan Tavormina, Director of Policy and Advocacy, New Jersey Association for the Education of Young Children
20. Dr. Dianna M Sopala

1. **Comment:** The commenter stated that the revised New Jersey Preschool Teaching and Learning Standards (NJPTLS) align well with other key early childhood resources, including New Jersey's licensing requirements for child care centers and the Grow NJ Kids quality standards. The commenter highlighted positive alignment in areas such as performance-based assessment and screening, family engagement, social-emotional learning, non-punitive behavior supports, inclusion, and individualized supports. The commenter expressed appreciation for the consistency among the NJPTLS and the Grow NJ Kids quality standards because it supports quality early childhood education practices across different program settings. **(5)**
Response: The Department appreciates the support.
2. **Comment:** The commenter stated that the NJPTLS excel in their approach to family engagement by recognizing families as the experts about their children. The commenter stated that, rather than viewing parents as passive recipients of information, the NJPTLS promote collaborative partnerships grounded in mutual trust and respect. **(7)**
Response: The Department appreciates the support.
3. **Comment:** The commenters supported the proposed NJPTLS because they effectively support students' academic, social, emotional, linguistic, and cognitive development through play-based learning. The commenters also supported the NJPTLS' flexibility in meeting diverse developmental and learning needs. **(8 and 9)**
Response: The Department appreciates the support.
4. **Comment:** The commenter encouraged continued coordination among curriculum developers, institutions of higher education, professional learning organizations, coaching systems, Grow NJ Kids, and other early childhood initiatives to promote consistency and coherence across New Jersey's early childhood system. The commenter stated that maintaining a shared vision grounded in developmentally appropriate practice would strengthen implementation of the NJPTLS across the State's mixed-delivery preschool system. **(19)**
Response: The Department appreciates the support.
5. **Comment:** The commenter stated that one of the strengths of the revised NJPTLS is the continued recognition that young students learn through active engagement with people, materials, ideas, and their environments. As implementation guidance is developed, the commenter encouraged the Department to continue to reinforce developmentally appropriate practice as the lens through which educators make instructional decisions. **(19)**

Response: The Department appreciates the support of the NJPTLS and will continue to reinforce developmentally appropriate practices throughout the NJPTLS and guidance.

6. **Comment:** The commenter supported the proposed NJPTLS overall, particularly that the NJPTLS provide flexibility for educators to address diverse developmental needs. (4)

Response: The Department appreciates the support.

7. **Comment:** The commenter recommended that the official NJPTLS include a table of contents, similar to the unofficial version of the NJPTLS and the 2023 New Jersey Student Learning Standards (NJSLS) in English Language Arts and Mathematics. The commenter stated that a table of contents would improve organization, navigation, and ease of use for readers. (20)

Response: The Department agrees and will include a table of contents in the final NJPTLS document.

8. **Comment:** The commenter expressed concern about the practical demands of implementing the extensive NJPTLS because heavy assessment and documentation requirements could reduce time for meaningful teacher-child interactions. (4)

Response: The Department maintains that the NJPTLS will not create assessment and documentation burdens. Ongoing assessment is required to inform instruction and support program quality. Assessment practices are intended to occur within authentic classroom activities and not to replace meaningful teacher-child interactions.

9. **Comment:** The commenter recommended piloting the NJPTLS in select preschool programs to evaluate feasibility and effectiveness before Statewide implementation. (4)

Response: Pursuant to N.J.A.C. 6A:13A-5.1(a) and the resolution being considered by the State Board of Education, all school districts receiving Preschool Education Aid (PEA) will be required to implement the revised NJPTLS beginning in September 2027.

10. **Comment:** The commenter stated that New Jersey's early childhood programs operate in a variety of settings, including school districts, charter schools, private child care centers, and Head Start programs, and that each setting has different governing requirements. The commenter recommended clarifying that the NJPTLS serve as guidance rather than requirements and adding language to encourage practitioners to consider other applicable regulations and agency requirements based on their program setting. The commenter stated that making the requested changes would promote greater clarity, consistency, and alignment across the mixed-delivery early childhood system. (5)

Response: All school district, private provider, and Head Start agency programs funded by PEA are required to align their preschool curriculum with the NJPTLS, pursuant to N.J.A.C. 6A:13A-5.1(a). While private providers and Head Start agencies may be subject to additional requirements from other governing entities, all PEA-funded programs must implement the NJPTLS.

11. **Comment:** The commenter stated that the NJPTLS need to better support neurodiverse students by including guidance on sensory needs, communication differences, and Universal Design for Learning (UDL). (6)

Response: The Department maintains that the proposed NJPTLS sufficiently support neurodiverse learners. The NJPTLS incorporate inclusive practices through the Preschool Learning Outcomes and the Preschool Teaching Practices, which support multiple means of engagement, communication, and participation. The NJPTLS recognize that students

demonstrate learning in different ways and include instructional approaches that support diverse developmental, sensory, communication, and learning needs. For example, within the NJPTLS—Approaches to Learning Preschool Teaching Practices, PK.CTE.2 and PK.CTE.3 provide ideas on how students show their learning and experiences in a variety of ways. Therefore, changes to the NJPTLS are not warranted.

- 12. Comment:** The commenter recommended explicitly including school library media specialists (SLMSs) and school libraries within the NJPTLS. The commenter also stated that SLMSs serve as valuable literacy partners for students, educators, families, and communities. **(13)**

Response: The Department declines to include the recommendation to specifically reference SLMSs and school libraries in the NJPTLS. The NJPTLS are intended to be equitable and applicable across the full range of preschool settings, including school district programs, Head Start programs, and private providers settings. Head Start programs and private provider settings do not have designated librarians within their programs or educational settings. References to libraries in the NJPTLS are intended to encompass a range of literacy environments, including classroom libraries and readily accessible print materials.
- 13. Comment:** The commenters requested changes throughout the NJPTLS to emphasize that assessment practices need to remain observational, play-based, and embedded within daily routines and learning experiences. **(16 and 17)**

Response: The Department maintains that there is not a need to emphasize that assessment practices remain an observational, play-based approach within daily routines and learning experiences. The Department addresses these practices in the Documentation and Assessment section within the appendix.
- 14. Comment:** The commenter recommended that the Department use “children” rather than “students” throughout the NJPTLS. The commenter stated that “children” is more consistent with developmentally appropriate early childhood practice, better reflects New Jersey’s mixed-delivery preschool system, and reinforces the relationship-based and play-centered nature of early learning. **(17)**

Response: “Student” refers to preschool-aged learners engaged in a structured educational environment in which intentional teaching, curriculum, assessment, and learning goals are central. Therefore, using “student” reinforces that preschool programs are part of the educational continuum and underscores the expectation that all young learners are capable of growth, achievement, and meaningful participation in learning experiences.
- 15. Comment:** The commenter recommended clarifying that the Preschool Teaching Practices included throughout the NJPTLS are illustrative examples rather than prescribed methods of instruction. **(19)**

Response: The Department maintains that clarification regarding NJPTLS’s Preschool Teaching Practices and instructional strategies is unnecessary. The Preschool Teaching Practices sufficiently communicate the NJPTLS’s intent and expectations and provide appropriate guidance for implementation.
- 16. Comment:** The commenter asked if a horizontal line is missing from a table on page 28 and noted that outcome statements or NJPTLS descriptions appear to be missing or blank on pages 55, 69, 71, 73, 78, 81, 137-139, 157, and 188. The commenter recommended reviewing these sections to ensure all tables, NJPTLS, and learning outcomes are

complete and accurate. (20)

Response: The Department maintains that content is not missing from the identified pages. The referenced sections are intentionally structured and formatted as part of the NJPTLS document’s design and organization and do not have a missing horizontal line or missing information on the pages listed by the commenter. Therefore, no substantive content changes are necessary.

17. **Comment:** The commenter recommended revising the Preschool Teaching Practice at PK.IE.2 to explicitly include drawings and illustrations as forms of communication. The commenter suggested modifying the Preschool Teaching Practice to recognize illustrations alongside gestures, conversations, questions, and reflections as valid ways for students to express ideas and participate in discourse. (20)

Response: The Department agrees that adding references to “drawings” and “illustrations” will strengthen PK.IE.2 by acknowledging the various ways preschool students express their ideas, thinking, and understanding. The proposed change to the Preschool Teaching Practice is as follows:

Create a climate of discourse that values all forms of communication—including gestures, *drawings, illustrations,* conversations, questions, and reflections—for students to put their ideas into action.

18. **Comment:** The commenter stated that several proposed NJPTLS, including PK.IE.3 and PK.PSCT.5, could establish expectations that exceed what is developmentally appropriate for many preschool students. The commenter stated that executive function, reflection, critical thinking, persistence, goal-directed behavior, handwriting readiness, and technology concepts develop gradually. The commenter recommended revising the NJPTLS to emphasize adult support, scaffolding, and guided development rather than independent mastery. (17)

Response: The Department maintains that PK.IE.3 and PK.PSCT.5 do not establish expectations that exceed what is developmentally appropriate for preschool students. The Preschool Learning Outcomes do not require students to independently master executive functioning, goal-directed behavior, reflection, or evaluation skills. Rather, they recognize that young students develop these competencies gradually through authentic experiences, exploration, play, and interactions with adults and peers.

19. **Comment:** The commenter requested that the NJPTLS in Social and Emotional Development be revised to focus on helping students recognize and manage their emotions, while emphasizing relationship-building and a sense of belonging in the classroom. (6)

Response: The Department declines to propose further changes. The proposed revisions to the NJPTLS in Social and Emotional Development explicitly address emotional regulation, relationship building, and students’ sense of belonging within the classroom community.

20. **Comment:** The commenter stated that PK.PI.2, which requires students to demonstrate socially acceptable behavior toward adults and peers, uses language that could be subjective and culturally dependent and, therefore, unintentionally supports dominant cultural norms. The commenter recommended replacing PK.PI.2 with language that emphasizes respectful and cooperative interactions across diverse social and cultural contexts. (16)

Response: The Department maintains that “socially acceptable behavior” in PK.PI.2 is not subjective or inconsistent with culturally responsive practice. PK.PI.2 supports students’ development of positive, respectful interactions in diverse learning communities and aligns

with the culturally responsive principles reflected throughout the new NJPTLS. In this context, PK.PI.2 appropriately conveys expectations for behaviors that support positive social interactions across settings. Therefore, the Department declines to revise PK.PI.2.

21. **Comment:** The commenter stated that the Preschool Teaching Practices that accompany PK.IEF.1, PK.PI.4, and PK.PI.6 emphasize direct instruction in social-emotional competencies. The commenter also recommended changes to the practices to reflect that preschool social-emotional learning is most effectively developed through relationships, guided interactions, modeling, responsive scaffolding, and play-based experiences. (16)
Response: The Department maintains that the multiple references to “direct instruction” in the proposed Preschool Teaching Practices at PK.IEF.1, PK.PI.4, and PK.PI.6 do not place primary emphasis on direct instruction of social-emotional competencies. The references to “direct instruction” complement, rather than replace, other developmentally appropriate approaches, including guided interactions, modeling, responsive scaffolding, and play-based learning, by encouraging intentional support of social-emotional learning. The approaches are reflected throughout the proposed NJPTLS and accompanying practices and, when considered as a whole, provide a balanced framework for supporting students' social-emotional development. Therefore, the Department declines to revise the Preschool Teaching Practices at PK.IEF.1, PK.PI.4, and PK.PI.6.
22. **Comment:** The commenter supported the increased emphasis on emotional intelligence and executive function within the revised NJPTLS. However, the commenter stated that social-emotional competencies are most effectively developed through responsive relationships, guided interactions, modeling, and play-based experiences rather than through direct instruction. The commenter recommended that the Department revise PK.IEF.1, PK.PI.4, and PK.PI.6 to better reflect evidence-based early childhood practices and relationship-based approaches to social-emotional learning. (17)
Response: The Department maintains that the proposed NJPTLS do not place primary emphasis on direct instruction of social-emotional competencies. The Department recognizes that young students develop social-emotional skills through responsive relationships, guided interactions, modeling, and play-based learning. The developmentally appropriate approaches are reflected throughout the proposed NJPTLS, including PK.SED.2 and PK.SED.3. References to “direct instruction” in the Preschool Teaching Practices that accompany PK.IEF.1, PK.PI.4, and PK.PI.6 are intended to complement the Preschool Learning Outcomes by ensuring intentional support for students' social-emotional development. Therefore, changes to PK.IEF.1, PK.PI.4, and PK.PI.6 are not warranted.
23. **Comment:** The commenter stated that the use of “appropriate audience skills” in PK.CMD.8, PK.MA.8, and PK.DA.8 is not clearly defined and could create expectations of prolonged passive listening that are inconsistent with preschool students' developmental needs. The commenter recommended that the Department revise PK.CMD.8, PK.MA.8, and PK.DA.8 to clarify “appropriate audience skills” to reflect developmentally appropriate engagement. (16)
Response: The Department maintains that “appropriate audience skills” in proposed PK.CMD.8, PK.MA.8, and PK.DA.8 does not require further definition. Within the context of preschool visual and performing arts instruction, “appropriate audience skills” refers to developmentally appropriate behaviors such as observing, listening, taking turns, responding to performances, and demonstrating respect for peers and performers. PK.CMD.8, PK.MA.8, and PK.DA.8 are intended to support active engagement in

artistic experiences and the references to “appropriate audience skills” do not imply prolonged passive sitting or listening. Therefore, changes are not warranted.

24. **Comment:** The commenter stated that the first Preschool Teaching Practice accompanying PK.VA.5 may unintentionally encourage representational artistic outcomes by directing students toward conventional images. The commenter recommended revising the Preschool Teaching Practice to encourage teachers to honor students' individual artistic intentions and styles of representation. (16)
Response: The Department maintains that the first Preschool Teaching Practice in proposed PK.VA.5 does not steer students toward conventional artistic outcomes. The example, “What part would you like to start with first?” is intended to support students' thinking and persistence while maintaining their ownership of the creative process. The prompt allows students to express their ideas through their unique forms of representation. Therefore, changes are not warranted.
25. **Comment:** The commenter identified a discrepancy in the NJPTLS-Health, Safety, and Physical Education on page 38 and clarified that the correct Preschool Learning Outcomes should replace the current ones. The commenter stated that the Preschool Learning Outcomes currently listed under “Motor Skills (MS)” are actually Safety Practices (SP) and should be replaced with the appropriate Motor Skills versions as follows: PK.MS.1, Students demonstrate increased coordination and motor planning during gross motor tasks; PK.MS.2, Describe students showing increased strength and dexterity through appropriate tool use during fine motor tasks; and PK.MS.3, Students develop spatial and body awareness through movement games and activities. (1)
Response: The Department maintains that there is no cut-and-paste error in the official document, which is the document presented to the State Board for adoption. The error appeared in the unofficial document; therefore, changes to the official document are not warranted.
26. **Comment:** The commenter stated that the Preschool Teaching Practices accompanying PK.MS.2 place significant emphasis on handwriting readiness through expectations related to forming shapes and lines for writing letters and numbers and developing a proper pencil grasp. The commenter expressed concern that the practices prioritize handwriting skills over broader fine motor development. The commenter recommended revising the Preschool Teaching Practices at PK.MS.2 to emphasize fine motor skill development through manipulation, construction, drawing, sculpting, exploration, and play-based learning experiences before mastery of writing conventions. (16)
Response: The Department maintains that the Preschool Teaching Practices accompanying PK.MS.2 do not need to be revised because they already include language that supports fine motor development through manipulation, construction, drawing, sculpting, exploration, and play-based learning experiences before students demonstrate mastery of writing conventions.
27. **Comment:** The commenter supported the NJPTLS—English Language Arts because they provide a strong balance between reading comprehension and decoding skills and are developmentally appropriate and meaningful. (14)
Response: The Department appreciates the support.
28. **Comment:** The commenter recommended revising the NJPTLS—English Language Arts to provide clearer definitions of “multiethnic” and “culturally relevant” children’s books to support consistent interpretation and implementation. The commenter stated that this could

help promote reading for enjoyment rather than primarily for assessment. The commenter also stated that authentic cross-cultural interactions are important complements to learning about diversity through books. The commenter questioned whether the NJPTLS addresses the use of culturally diverse dolls, toys, and classroom materials. (14)

Response: The Department appreciates the commenter’s support for culturally diverse literature. However, the Department maintains that the NJPTLS—English Language Arts do not need to be revised to add more explicit language. The proposed NJPTLS—English Language Arts are intentionally outcome-based and include Preschool Teaching Practices that encourage educators to select materials that reflect the diverse backgrounds, experiences, and identities of students and families. Additionally, the proposed Preschool Teaching Practices in PK.RL.CR.1 place increased emphasis on culturally and linguistically responsive instruction and incorporating more culturally affirming students’ literature to support the integration of comprehension development and culturally responsive teaching practices. Therefore, changes to the NJPTLS—English Language Arts are not warranted.

29. **Comment:** The commenter stated that the introduction to the NJPTLS—Science refers to the engineering design process, but a corresponding standard is not included. The commenter also stated that preschool students should be explicitly guided through the engineering design process to solve real-world problems, as this approach builds key 21st-century skills, such as communication, collaboration, creativity, and critical thinking, as well as executive functioning skills linked to long-term academic success. The commenter further stated that several states already include engineering design within their preschool learning standards and urged New Jersey to align the NJPTLS—Science with the other states’ preschool learning standards for science by adding a dedicated engineering design standard. (2)

Response: The Department maintains that the NJPTLS—Science include engineering design. To be able to analyze and interpret data (use observations) of what makes something move the way it does, and how some movements can be controlled, as found in PK.PS.2.1, students have to use a four-step design process for preschoolers (Blank, J., and Lynch, S., 2018). During instruction, students need to: 1) identify: define the problem or need; 2) plan: brainstorm and choose a solution; 3) create: build and test a model or prototype; and 4) improve: revise based on feedback. Therefore, changes to the NJPTLS—Science are not warranted.

30. **Comment:** The commenter stated that the proposed NJPTLS—Science emphasizes specific concepts rather than the foundational thinking skills students need for scientific inquiry. The commenter also stated that the NJPTLS—Science assumes prior understanding of the scientific method, even though preschoolers require explicit instruction and practice in asking questions, forming hypotheses, testing ideas, and analyzing results before engaging in more complex investigations. The commenter further stated that analysis is an essential skill, is applied too narrowly in the one reference in the NJPTLS—Science, and, instead, should be encouraged across all areas of science. The commenter recommended adding an overarching scientific-method standard to ensure that the foundational skills are taught directly rather than treated as prerequisites. (2)

Response: The Department declines the recommendation to add the scientific method as a core NJPTLS. The Department’s vision for the NJPTLS related to science and engineering calls for all students to have the opportunity to participate in meaningful, interesting, and compelling science and engineering learning experiences that involve describing and explaining phenomena and solving problems in the same manner as scientists and engineers.

Students play the role of scientists by asking questions, designing solutions, and engaging in evidence-based discussions. Therefore, changes to the NJPTLS—Science are not warranted.

31. **Comment:** The commenter expressed concern that some of the NJPTLS, especially in the NJPTLS—Science, are overly specific, limit effective implementation, and potentially constrain teacher autonomy and responsiveness to students’s learning. The commenter recommended revising NJPTLS—Science to be more adaptable. (4)
Response: The Department maintains that the specificity of the NJPTLS—Science does not need to be reduced and declines to propose changes. The NJPTLS—Science are intentionally designed to establish a strong foundation for future science learning and support alignment with kindergarten through grade three science learning progressions.
32. **Comment:** The commenter stated that the proposed reference to “abilities” in the first Preschool Teaching Practice at PK.IC.1 is vague and recommended aligning the language more explicitly to developmental domains. (12)
Response: The Department declines to make additional revisions in PK.IC.1. The proposed and revised Preschool Teaching Practices in PK.IC.1 serve as instructional supports rather than developmental standards. The first two practices, as proposed for revision, appropriately support inclusivity while providing educators with flexibility in implementation. Therefore, changes are not warranted.
33. **Comment:** The commenter stated that PK.IC.1 requires students to share personal information and expressed concern that participation could lead students to compare home lives, disclose sensitive information, or feel excluded or judged. The commenter recommended greater emphasis on supporting expressive and narrative language through structured, imaginative, and teacher-guided activities rather than prompting students to share personal or family details. The commenter stated that the requested change would protect students from potential emotional harm while maintaining the goal of language development. (12)
Response: The Department maintains that PK.IC.1 does not require students to share personal or family information. Rather, the NJPTLS supports the development of expressive language, self-awareness, and identity through a variety of developmentally appropriate learning experiences. Educators have the flexibility to implement PK.IC.1 in ways that are responsive to students’ needs and comfort levels, including through play, conversation, storytelling, and other instructional strategies. Therefore, changes are not warranted.
34. **Comment:** The commenter objected to the use of “adoptive” in the fourth Preschool Teaching Practice at PK.IC.1 because it can be a sensitive term. The commenter recommended using inclusive language and materials that reflect a wide range of family structures and lived experiences. The commenter stated that the suggested change would ensure representation without requiring students to disclose personal information and would maintain the intent of representation while removing sensitive phrasing. (12)
Response: The Department maintains that PK.IC.1 does not require students to compare family circumstances and instead supports child-led opportunities for self-expression. The fourth Preschool Teaching Practice encourages the use of literature featuring diverse family types. PK.IC.1 and the accompanying Preschool Teaching Practices accurately reflect this intent; therefore, changes are not warranted.
35. **Comment:** The commenter stated that the sixth Preschool Teaching Practice in PK.IC.1 is well written and recommended the addition of language to emphasize a classroom

environment that promotes curiosity, exploration, positive peer interactions, and developmentally appropriate play-based learning. The commenter stated that this approach would align NJPTLS with the Preschool Classroom Teaching Guidelines. **(12)**
Response: The Department appreciates the support. The Department declines to include the recommended addition. The Preschool Teaching Practices in PK.IC.1 promote curiosity, exploration, positive peer interactions, and developmentally appropriate play-based learning. The Preschool Classroom Teaching Guidelines are a companion document developed to support the implementation of the NJPTLS. Therefore, changes to this Preschool Teaching Practice are not warranted.

36. **Comment:** The commenter recommended revising the first Preschool Teaching Practice accompanying PK.IC.4 related to learning about community roles and occupations. The commenter recommended replacing references to in-person community visitors with teacher-selected resources such as books, multimedia, virtual visits, and classroom activities. The commenter stated that the requested change would promote safety, protect privacy, reduce teacher burden, and ensure equitable access to learning experiences. **(12)**
Response: The Department maintains that the Preschool Teaching Practice do not need to limit learning experiences about community roles to teacher-selected resources. Books, multimedia resources, virtual experiences, classroom activities, family partnerships, and interactions with community members can all provide meaningful learning opportunities for preschool students. The Preschool Teaching Practices are optional instructional examples intended to provide educators with flexibility. Therefore, changes are not warranted.
37. **Comment:** The commenter recommended revising the fifth Preschool Teaching Practice accompanying PK.CP.3 regarding conflict resolution among peers. The commenter stated that the suggested use of a “Peace Table” may be impractical in preschool settings because of time constraints, class size, and staffing. The commenter recommended teacher mediation, redirection, and simple problem-solving strategies as alternatives. **(12)**
Response: The Department declines the commenter’s request to remove or revise the reference to the Peace Table, which is a suggested instructional practice and not a required component of preschool programming. The Department recognizes that educators may use a variety of developmentally appropriate strategies to support conflict resolution, social problem-solving, and peer interactions, including teacher mediation when appropriate. The NJPTLS are intentionally designed to provide educators with flexibility to select practices that best meet the needs of students and their classroom settings.
38. **Comment:** The commenter recommended revising PK.CP.3 to emphasize teacher-guided opportunities for cooperation, turn-taking, and problem-solving through play-based activities rather than collaborative group work, as this approach is developmentally appropriate for preschool students. **(12)**
Response: The Department maintains that the Preschool Teaching Practices that accompany PK.CP.3 are suggested instructional strategies rather than required activities. Additionally, the NJPTLS are designed specifically for preschool settings and reflect developmentally appropriate practices for young students.
39. **Comment:** The commenter recommended revising the second Preschool Teaching Practice at PK.CP.4 to promote a more structured, teacher-directed approach to identity development. The commenter recommended emphasizing the use of teacher-selected materials, guided prompts, and controlled discussions to support identity, culture, and fairness, and minimizing open-ended, child-led sharing that could lead to discomfort or

unintended disclosure. (12)

Response: The Department declines to include the recommendation that child-led opportunities need to be implemented. The second Preschool Teaching Practice at PK.CP.4 in the NJPTLS—Social Studies, Family, and Life Skills is intended to balance teacher guidance with opportunities for students' self-expression and exploration in developmentally appropriate ways. The NJPTLS do not require students to disclose personal information; therefore, changes to PK.CP.4 are not warranted.

40. **Comment:** The commenter expressed support for the proposed NJPTLS—Computer Science, Innovation, and Society because they include safeguards related to screen time, instructional purpose, and developmentally appropriate technology use. (19)

Response: The Department appreciates the support.

41. **Comment:** The commenters stated that the screen time recommendations included in the introduction of the NJPTLS—Computer Science, Innovation and Society permitted excessive screen use for preschool students. Specifically, the commenters expressed concern that allowing up to one hour of screen time does not align with developmentally appropriate practice for young students. The commenters recommended limiting active screen time to no more than 15 minutes during independent learning centers and no more than 20 minutes during teacher-directed group activities. (5, 11, 18, and 20)

Response: The Department agrees that screen time expectations need to reflect developmentally appropriate practices for preschool students. The Department proposes to revise the introduction section of the NJPTLS—Computer Science, Innovation and Society as follows:

Preschool classrooms must limit [[screen time to less than one hour per day in full-day programs and 30 minutes or less in half-day programs and screen]] *digital technology use to short, intentional periods, generally totaling no more than 15 minutes of digital technology per day. Digital technology should be integrated into learning experiences and not used continuously or as a substitute for active, hands-on, social, and play-based learning opportunities. Screen* time must not be used as a reward for meeting curricular goals. Educators must carefully select technology to maintain these limits while promoting meaningful learning experiences.

42. **COMMENT:** The commenters requested a careful review of the proposed NJPTLS—Computer Science, Innovation, and Society to ensure the expectations related to technology remain developmentally appropriate. (4, 16, 17 and 18)

Response: Following further review of the NJPTLS—Computer Science, Innovation, and Society and consideration of concerns regarding age appropriateness, the Department has determined that changes are warranted to better align the Interaction of Technology and Humans (ITH) and Nature of Technology (NT) domains with early childhood development, as well as to support age-appropriate technology experiences and ensure consistency with the overall intent of the NJPTLS.

The Department proposes to delete proposed PK.ITH.1, PK.ITH.2, PK.ITH.4, and PK.NT.2. The Department also proposes to revise the following Preschool Learning Outcomes: proposed PK.ITH.3 to include the use of non-digital tools; proposed PK.NT.3 to include the use of non-digital technology tools; and proposed P.K.NT4 to explore cause-and-effect relationships using non-digital tools and machines. The deleted and revised outcomes are as follows:

[[PK.ITH.1 Use electronic devices to type a string of letters.]]

[[PK.ITH.2 Use electronic devices to type one's own name.]]

[[PK.ITH.4 Use electronic devices to create or co-create stories or digital books with pictures, letters or words.]]

PK.ITH.3*1* Use electronic devices or non-digital tools (e.g., cameras, drawing tools, documentation panels) to document capture students' own work, creations, or play.

[[PK.NT.2 With support, begin to use electronic devices cooperatively with peers.]]

PK.NT.3*2* Use non-digital technological tools in learning centers to support extend play, exploration, and problem-solving.

PK.NT.4*3* Explore cause and effect functions through the relationships by use of basic non-digital tools and machines.

43. **Comment:** The commenter stated that PK.CS3 requires preschool students to use a mouse and keyboard to write a story, which the commenter contended is developmentally inappropriate for preschool students. The commenter also stated that guidance from the Computer Science Teachers Association emphasizes unplugged learning experiences for preschool students. The commenter further stated that the NJPTLS need to focus on foundational computational thinking, spatial reasoning, and problem-solving skills rather than device operation. (18)

Response: The Department agrees and proposes to delete proposed PK.CS3 as follows:

[[PK.CS3 Use technology tools (e.g., touchscreen, mouse, keyboard) to explore, create, and solve simple problems, identifying basic hardware and software components.]]

44. **Comment:** The commenter stated that PK.ITH.2 in the NJPTLS—Computer Science, Innovation, and Society expects preschool students to type their names and that expectation is more appropriate for students in kindergarten through grade two than for preschool students. The commenter recommended revising PK.ITH.2 to emphasize hands-on experiences that support fine motor development and early literacy skills rather than keyboarding skills. (18)

Response: The Department agrees and proposes to delete proposed PK.ITH.2 as follows:

[[PK.ITH.2 Use electronic devices to type one's own name.]]

45. **Comment:** The commenter requested that the Department update the NJPTLS—Computer Science, Innovation, and Society to reflect today's tools and include skills like digital storytelling, ethical tech use, and collaboration. (6)

Response: The Department maintains the proposed NJPTLS—Computer Science, Innovation, and Society already address the concepts in developmentally appropriate ways for preschool students. The NJPTLS—Computer Science, Innovation, and Society

include opportunities for students to engage in digital storytelling through creating and co-creating stories and digital books, promote ethical and responsible technology use through digital citizenship and safe technology practices, and encourage collaboration through shared technology experiences and cooperative problem-solving. The Department maintains that the concepts are appropriately integrated throughout the NJPTLS Preschool Learning Outcomes and Preschool Teaching Practices, while maintaining a balance between technology use and hands-on, play-based learning that is aligned with the developmental needs of preschool students.

46. **Comment:** The commenter requested that the NJPTLS be revised to provide greater flexibility to accommodate varying levels of technology access across schools. The commenter recommended changes to the NJPTLS to emphasize that computer science and technology-related learning can occur through multiple approaches, including activities that do not require specific devices or digital tools, to support equitable implementation across diverse educational settings. (10)

Response: The Department maintains that additional changes to the NJPTLS are not necessary. The NJPTLS, as proposed, are designed to provide broad learning expectations rather than prescribe specific tools, devices, or instructional resources. The NJPTLS, as proposed, also allow for implementation through a variety of developmentally appropriate experiences, including both technology-based and non-technology-based approaches, thereby enabling school districts, Head Start agencies, and private providers to meet the NJPTLS within their local context and available resources.

47. **Comment:** The commenter recommended that the NJPTLS—Computer Science, Innovation, and Society place greater emphasis on helping students think critically about the impact of technology on people, communities, and daily life. The commenter suggested that, in addition to learning how to use technology tools, students should have opportunities to explore both the benefits and challenges of technology and to develop an appreciation for balanced, screen-free experiences. (14)

Response: The Department maintains the NJPTLS—Computer Science, Innovation, and Society are designed to be developmentally appropriate and focus on foundational skills related to exploration, creativity, problem-solving, and responsible technology use. Evaluating the broader impacts of technology on society and discussing balanced technology use are concepts more appropriately addressed in later grades. Therefore, changes to the NJPTLS—Computer Science, Innovation, and Society are not warranted.

48. **Comment:** The commenter recommended revising the NJPTLS to place greater emphasis on helping students examine both the benefits and potential drawbacks of technology. (14)

Response: The Department maintains the NJPTLS—Computer Science, Innovation, and Society promote a balanced and developmentally appropriate approach to technology by emphasizing active learning, social interaction, and hands-on experiences. At the preschool level, the focus is on building foundational knowledge and skills through age-appropriate learning opportunities. The NJPTLS, as proposed, support a healthy balance between technology use and real-world learning. Therefore, changes are not warranted.

49. **Comment:** The commenter recommended that technology be viewed as a tool that supports healthy development, meaningful learning, positive relationships, and student participation, rather than as a separate content area within the NJPTLS. The commenter stated that technology includes digital, assistive, adaptive, communication, and interactive tools and should be used through the lens of developmentally appropriate practice to support learning.

The commenter also recommended that implementation guidance clarify how the NJPTLS—Computer Science, Innovation, and Society align with existing licensing requirements related to screen time, instructional purpose, and frequency of technology use. (19)

Response: The Department maintains that technology is appropriately represented as a distinct content area, rather than solely as a tool. The NJPTLS—Computer Science, Innovation, and Society provides developmentally appropriate learning experiences that build foundational knowledge and skills in technology, innovation, and digital literacy for preschool students. The standards establish learning expectations, while licensing requirements are addressed through separate regulations. Therefore, no changes are warranted.

50. **Comment:** The commenter recommended that technology be removed from the NJPTLS and viewed as a tool that supports healthy development, meaningful learning, and positive relationships rather than as a separate content area. The commenter stated that technology includes digital, assistive, adaptive, communication, and interactive tools that can support students' participation and learning when used intentionally. (19)

Response: The Department maintains that technology must not be viewed solely as a tool rather than as a distinct content area. The NJPTLS—Computer Science, Innovation, and Society provides foundational learning experiences related to technology, innovation, and digital literacy while remaining developmentally appropriate for preschool students.

51. **Comment:** The commenter stated that the Department should reconsider including the use of technology in the NJPTLS. The commenter stated that growing research shows that early and prolonged exposure to screens such as tablets, phones, and computers can be harmful to young students' development. The commenter also stated that decades of research support the importance of hands-on play, physical activity, and social interaction in early childhood. The commenter further stated that screen use is unnecessary in preschool classrooms and that the Department needs to take a leadership role in eliminating screens from preschool education altogether. The commenter also stated that preschool-aged students benefit more from direct human interaction and active learning experiences than from technology use. (20)

Response: The Department maintains the NJPTLS—Computer Science, Innovation, and Society supports developmentally appropriate technology use and are aligned with the NJSLS. The NJPTLS provides broad learning expectations rather than prescribing specific tools, devices, or instructional resources. As written, the NJPTLS allows for implementation through a variety of developmentally appropriate experiences, including both technology-based and non-technology-based approaches. The Department has proposed revisions to the NJPTLS—Computer Science, Innovation, and Society, including reducing screen time (see the response to Comment 41). However, the Department will not eliminate the use of technology to align with, and prepare students for, the NJSLS.

52. **Comment:** The commenter stated that the NJPTLS—Computer Science, Innovation, and Society do not sufficiently emphasize student-to-student relationships and interpersonal interactions. The commenter recommended that references to technology be revised and stated that there should be an emphasis on human friendships as opposed to machine-human friendships. (20)

Response: The Department maintains that the NJPTLS—Computer Science, Innovation, and Society do not diminish the importance of student-to-student relationships and social interaction. Positive relationships, collaboration, communication, and social development are emphasized throughout the NJPTLS, particularly within the Social and Emotional Development domain. The NJPTLS—Computer Science, Innovation, and Society

provide developmentally appropriate learning experiences related to technology while complementing, not replacing, opportunities for interpersonal interaction and relationship building. Therefore, changes are not warranted.

- 53. Comment:** The commenter expressed concern regarding the implementation of PK.NT.3 and questioned whether school districts will have equitable access to devices, coding tools, robotics materials, and professional development necessary to support implementation. The commenter stated that disparities in resources and training across school districts may create inequitable learning opportunities for students and educators. **(18)**

Response: The Department maintains that PK.NT.3 provides appropriate expectations that can be implemented across diverse preschool settings. The NJPTLS support equitable learning opportunities for all students while allowing flexibility in how programs implement curriculum.

- 54. Comment:** The commenter recommended adding, to the NJPTLS, a dedicated science, technology, engineering, arts, and mathematics (STEAM) standard. The commenter cited research that suggests STEAM provides an effective framework for developing preschool students' problem-solving skills. **(20)**

Response: The Department maintains that STEAM concepts and skills are integrated throughout the proposed NJPTLS to reflect the interdisciplinary nature of early childhood learning and to support students in developing STEAM-related knowledge and skills through meaningful, developmentally appropriate experiences across multiple domains. Therefore, a separate domain is not warranted.

- 55. Comment:** The commenter expressed support for the revised NJPTLS and noted that many of the outcomes align well with the Montessori education philosophy. The commenter stated that classrooms in Montessori Academies typically do not use electronic devices with young students, and students develop foundational skills such as problem-solving, logical reasoning, sequencing, and critical thinking through hands-on learning experiences that prepare them for future digital literacy. The commenter also stated that classrooms in Montessori Academies do not have a traditional dramatic play center, but students engage in imaginative play, role-playing, storytelling, collaboration, and real-life experiences through practical life activities and other classroom experiences. The commenter encouraged the Department to recognize multiple approaches to supporting play and learning. The commenter also expressed a desire to collaborate with the Department to ensure the NJPTLS remain developmentally appropriate and inclusive of diverse educational models. **(15)**

Response: The Department appreciates the support for the revised NJPTLS and recognition that multiple educational approaches can support students' learning and development. The NJPTLS are intentionally designed to be flexible and inclusive of diverse educational models while maintaining developmentally appropriate expectations for all preschool programs.

- 56. Comment:** The commenters recommended that the Department provide implementation guidance, professional development, training, and support resources to assist preschool providers with the successful implementation of the revised NJPTLS. **(16 and 17)**

Response: Following the adoption of the NJPTLS, the Department will provide professional development and implementation support to assist educators in understanding and applying the revised NJPTLS.

57. **Comment:** The commenter recommended that the Department provide implementation resources to support the successful adoption of the revised NJPTLS. The commenter stated that the implementation resources could include examples of developmentally appropriate practice, professional learning opportunities, reflective implementation tools, examples from diverse program settings, coaching supports, and ongoing opportunities for professional dialogue. (19)
Response: Following the adoption of the NJPTLS, the Department will provide professional development and implementation support to assist educators in understanding and applying the revised NJPTLS.
58. **Comment:** The commenter recommended that the Department recognize the unique needs of mixed-delivery preschool settings while maintaining consistent expectations for student outcomes. (17)
Response: The NJPTLS establish consistent learning and developmental expectations for all preschool students, regardless of program setting. The NJPTLS appropriately support implementation across diverse settings while maintaining uniform expectations for student outcomes.
59. **Comment:** The commenter stated that much of the introductory content from the existing NJPTLS appears to be removed in the proposed NJPTLS. The commenter also stated that the section had been especially valuable to community and parent involvement specialists (CPIs) and school social workers who use it frequently when facilitating staff professional learning communities (PLCs) on family communication, engagement, and partnerships because the section provides clear grounding and shared language for that work. The commenter further stated that the introductory section of the proposed NJPTLS references the importance of family partnerships but does not explicitly define what an authentic partnership looks like or provide concrete examples, which the commenter stated is essential for helping staff build meaningful, effective relationships with families and for reinforcing the significance of this work. (3)
Response: The Department agrees that authentic family partnerships are an important component of high-quality early childhood education. This content falls outside the scope and purpose of the NJPTLS, which are established expectations for students' learning and development rather than providing comprehensive guidance on family engagement practices.

Agency-Initiated Changes

1. The Department proposes to revise all domains in the NJPTLS by removing the heading “Standard” to align with the overall NJPTLS format. Each domain will be identified only by its domain name and abbreviation. An example of this change is as follows:
[[Standard]] [4.1][[:]] **Numbers and Counting (NC)*** [Children] **Students** begin to demonstrate an understanding of numbers and counting.
2. The Department proposes to revise proposed PK.CTE.1 because the Preschool Learning Outcome reflects expressive communication skills from a language development perspective rather than, as intended, creative thinking and expression within the Approaches to Learning domain. Expressing interest through conversation, questions, gestures, pictures, and facial expressions demonstrates important communicative behaviors that are more appropriately addressed within the NJPTLS-English Language Arts, which is where expressive and receptive language development are emphasized.

The proposed change will shift the focus to the generation and communication of original ideas, personal experiences, and imaginative thinking, and align PK.CTE.1 with the intent of Creative Thinking and Expression as an Approaches to Learning competency. The change is as follows:

[[Express interest through conversational talk, asking questions, gestures, pictures, and facial expressions.]] *Engage in creative expression by communicating personal experiences, ideas, and imaginative thinking through multiple forms of expression.*

3. The Department proposes to revise PK.EIR.2 to more explicitly emphasize resilience and perseverance and to focus on students' ability to recover from failure, learn from setbacks, and persist through difficult challenges. The change is as follows:

PK.EIR.2 Students will rebound from *failure at difficult* task-based challenges.

4. The Department proposes to revise PK.CMD.4 to broaden the Preschool Learning Outcome beyond formal performances and to include participation in creative movement and dance experiences that occur throughout daily instruction and learning activities.

PK.CMD.4 Define and maintain personal space, concentration, and focus during creative movement/dance [[performances]] *activities*.

5. The Department proposes to revise the first Preschool Teaching Practices at PK.L.RF.1 to fix a typographical error and to include print referencing to emphasize that print conveys meaning while providing educators with a research-based strategy for teaching print concepts. The changes are as follows:

- [Draw children's] **Systematically teach print concepts by intentionally drawing students' attention to the functions and features of print [during] *during* daily routines, read-aloud*s,* [discussions,] and small group activities[, and incidentally throughout the day (e.g., point out that the person whose name is on the helper chart starts with an]. *Also, model print referencing strategies during the read-alouds to draw children's attention to features of print and meaning. For example, while reading, point to the words and say, "These are fox's words—he's talking", "These words are red because he's angry."***

6. The Department proposes to revise A, B, and E at proposed PK.L.KL.1 because the use "encourage" does not appropriately reflect the intent of the Preschool Learning Outcome, which needs to be explicit and measurable. The proposed revisions will replace "encourage" with "use" to more clearly define expected instructional practices and student outcomes. The changes are as follows:

PK.L.KL.1 Begin to understand the conventions of standard English grammar when speaking during interactions and activities.

- A. **[[Encourage students to use]] *Use* common nouns and verbs during conversations, play and group activities.**

- B. **[[Encourage the use of]] *Use* plural words orally such as “dogs,” “cats,” “blocks,” and “buses” in everyday conversations, storytelling, and shared writing experiences to build understanding of word structure and meaning.**
- E. **With support, [[encourage]] students [[to]] begin speaking in complete sentences during conversations, storytelling, and classroom activities.**

7. The Department proposes to delete E at proposed PK.L.WF.3 because the Department has determined that this expectation is not developmentally appropriate and exceeds the intended scope of preschool learning outcomes. The Department also proposes to change F at proposed PK.L.WF.3 to E. The proposed deletion of E is as follows:

[[E. With support, students will engage in hands-on activities using a variety of materials to visually connect spoken words to their written form, while demonstrating an emerging understanding of sentence structure.]]

8. The Department proposes to revise the first Preschool Teaching Practice that accompanies PK.L.VL.2. The Department proposes adding “facial expressions” as a vocabulary support strategy because they provide visual cues that help students understand the meaning of unfamiliar words and strengthen comprehension during language-rich experiences. The change is as follows:

- **Encourage students to ask questions about unfamiliar words and explore their meanings. Embed ongoing strategies to introduce new vocabulary (tier two and tier three words) using student-friendly language, and clarify word meanings during read-aloud activities, small group activities, play, conversations, and writing. Strategies may include using props, pictures, gestures, *facial expressions* and oral expressions to emphasize meaning; pairing unfamiliar words with familiar ones; providing examples and non-examples to build connections; or pointing to illustrations that offer clues to word meanings.**

9. The Department proposes to delete PK.NC.3, which asks students to know that written numbers are symbols for number quantities. The concept is sufficiently addressed within proposed PK.NC.4, which focuses on understanding the relationship between numbers and quantities and using the last number counted to determine “how many.” The Department also proposes to adjust the numbering of all subsequent NJPTLS within the Numbers and Counting (NC) domain to reflect the deletion of PK.NC.3. The proposed deletion of PK.NC.3 is as follows:

[[PK.NC.3 Know that written numbers are symbols for number quantities [and, with support, begin to write numbers from 0 to 10].]]

10. The Department proposes to revise proposed PK.NC.4.c, which will become PK.NC.3.c. The Department proposes to clarify that students not only count a group of objects, but also use counting to create a collection with a specified quantity. Producing a set demonstrates a deeper understanding of counting by requiring students to accurately

count out and assemble a group of five objects, applying counting for a specific purpose. The proposed change is as follows:

PK*.NC.[[4]]*3*.c Count objects to 5 *to produce a set*. Recognize that counting is relevant to situations in which a certain number must be placed.

11. The Department proposes to revise proposed PK.NC.5.a, which will become PK.NC.4.a, to replace “3 or 4 objects” with “5 objects” to better align the NJPTLS with expectations for early number sense development. Current research indicates that recognizing quantities of up to five objects without counting is developmentally appropriate for most four-year-old children. The Department also proposes to revise the associated Preschool Teaching Practice. The changes are as follows:

PK.NC.[[5]]*4*.a Instantly recognize, without counting, small quantities of up to [[3 or 4]] *5* objects (perceptually subitize).

- **Provide opportunities to look at objects ([[4]] *5* or fewer) in daily routines and ask how many there are without counting.**

12. The Department proposes revising this standard to strengthen students' subitizing skills by increasing the quantity from 5 to 7 objects and emphasizing the ability to quickly name the total by recognizing smaller parts that make up the whole. The revised language more clearly reflects conceptual subitizing, which involves identifying the total number of objects by recognizing and combining smaller quantities rather than counting each object individually. This change supports the development of early number sense, part-whole relationships, and foundational addition skills. The Department also proposes to revise the Preschool Teaching Practice to reflect the proposed change to the Preschool Learning Outcome and also to reflect what the teacher can do (present), not what a student will do (look at). The changes are as follows:

PK.NC.[[5]]*4*.b Verbally labels [[all arrangements]] *groups of* up to [[5, when shown only briefly]] *7 objects and quickly names the total by recognizing smaller parts that make up the whole* (conceptually subitize to [[5]] *7*).

- **Quickly [[look at]] *present* objects arranged in different ways ([[5]] *7* or fewer) and ask how many there are without counting.**

13. The Department proposes to delete PK.NO.1 because the Department has determined that the concept is too abstract for preschool students and is more appropriately demonstrated through hands-on experiences. The intent of PK.NO.1 is sufficiently addressed through the two subsequent Preschool Learning Outcomes, which provide concrete opportunities for students to develop an understanding of how quantities increase when objects are added and decrease when objects are removed. The deletion is as follows:

[[PK.NO.1 Students understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in a group.]]

14. The Department proposes to revise the Preschool Learning Outcome at PK.NO.1a to clarify the NJPTLS for educators by more explicitly describing the mathematical actions and concepts students are expected to demonstrate when representing addition with concrete objects. The proposed revisions will improve clarity while maintaining the original instructional intent. The Department also proposes to renumber the outcome as PK.NO.1. The changes are as follows:

PK.NO.1[[a]] [Represent addition and subtraction by manipulating up to 5 objects: (a) putting] [[**Putting**]] ***Students represent addition by manipulating and combining groups of up to 5 objects, including putting* together and adding [[to 5]] [(e.g., “3 blue pegs, 2 yellow pegs, 5 pegs altogether.”); and] *to groups (e.g., “3 blue pegs and 2 yellow pegs make 5 pegs altogether”)*.**

15. The Department proposes to delete the Preschool Learning Outcome at PK.NO.1b, which was proposed as “Taking apart and taking from.” Instead, the Department proposes to replace it with new PK.NO.2 to more explicitly describe subtraction concepts and actions students are expected to demonstrate using concrete objects. The proposed outcome will improve clarity and consistency while maintaining the original instructional intent. As part of new PK.NO.2, the Department also proposes to retain the Preschool Teaching Practice that currently accompanies PK.NO.1b, as well as four new practices to clarify how the NJPTLS can be implemented in the classroom while supporting developmentally appropriate, hands-on learning experiences. The changes are as follows:

[[**PK.NO.1b** [taking] **Taking** apart and taking from [(“I have four carrot sticks. I’m eating one. Now I have 3.”)].]]

***PK.NO.2 Students represent subtraction by manipulating groups of up to 5 objects, including taking apart and taking from groups (e.g., “I have 4 carrot sticks. I eat 1. Now I have 3.”).**

- **Provide hands-on opportunities for children to remove objects from groups of up to 5 and observe how the quantity changes.**
- **Model subtraction using concrete materials such as counters, blocks, toy animals, or snack items while describing actions with words like take away, remove, less, and left.**
- **Encourage children to act out subtraction stories and explain what happened to the quantity after objects were removed.**
- **Use story mats and concrete objects to represent subtraction situations, allowing children to physically take apart or remove items from a scene and identify how many objects remain.***

16. The Department proposes to separate the current Measurement and Data Literacy (MD) domain into two separate domains: Measurement (M) and Data Literacy (DL). The

proposed separation will align the domain structure and naming conventions more closely with the NJSLs—Mathematics. The changes are as follows:

- **Measurement [[and Data Literacy]] (M[[D]])**
- ***Data Literacy (DL)***

17. The Department proposes to reassign PK.MD.1, which focuses primarily on classifying, representing, and analyzing data, to the new Data Literacy (DL) domain as PK.DL.1 with changes described below in Agency-initiated Change 19. As a result, the remaining Preschool Learning Outcomes in the standalone Measurement (M) domain will be renumbered. The Department also proposes to delete the Preschool Teaching Practice associated with PK.MD.1.
18. The Department proposes adding the following Preschool Teaching Practices to accompany revised PK.M.4. The new practices will provide educators with more concrete examples of instructional strategies that support students' understanding of area and spatial relationships. The additional examples also will clarify how the NJPTLS can be implemented through developmentally appropriate, hands-on learning experiences. The new Preschool Teaching Practices are as follows:

- ***Encourage students to use descriptive language such as bigger, smaller, covers more, covers less, larger area, and smaller area when comparing spaces.**
- **Invite students to cover shapes and surfaces with manipulatives such as tiles, pattern blocks, sticky notes, or paper squares to explore area informally.**
- **Model thinking aloud when comparing spaces (e.g., "This mat takes up more room than that mat.").**
- **Provide pattern block puzzles, tangrams, and shape-building activities that help students notice how shapes fill a two-dimensional area.**
- **Use outdoor environments to compare spaces such as garden plots, playground sections, or sidewalk chalk drawings.***

19. As previously mentioned, the Department proposes to relocate PK.MD.1. as new PK.DL.1 with changes. The Department also proposes to revise the Preschool Learning Outcome to align and transition to the NJSLs-Mathematics. The Department also proposes five new Preschool Teaching Practices to accompany new PK.DL.1. The changes are as follows:

- [[PK.MD.1]] ***PK.DL.1*** Students sort and classify items in their everyday environment by one attribute into two or more groups [[and, with assistance, make graphs by classifying and representing data in those categories. Uses the data compiled to compare category frequencies (e.g., most, and least popular case types)]].
- ***Provide opportunities for children to sort familiar objects by a single attribute such as color, size, shape, texture, or type.**
 - **Model how to observe and describe attributes before sorting items into groups.**

- Use real-world materials (e.g., toys, leaves, blocks, buttons, classroom supplies) for hands-on classification activities.
- Encourage children to explain why an item belongs in a particular group using words such as same, different, belongs, and group.
- Ask open-ended questions that promote reasoning, such as “How are these alike?” and “What makes these different?”*

20. The Department proposes to revise PK.LS.3.1 due to a typographical error. Words were omitted inadvertently from the Preschool Learning Outcome. The change is as follows:

PK.LS.3.1: Give examples from the classroom, neighborhood, or environment to describe how the place where plants and animals live provide living things with the basic **things that they need to live and grow.**

21. The Department proposes to revise the Preschool Learning Outcomes and the Preschool Teaching Practices for PK.CS.1 and delete PK.CS.2, PK.CS.4, and PK.EC.2 in NJPTLS—Computer Science, Innovation, and Society. The changes proposed at PK.CS.1 move beyond identifying technology device parts and, instead, emphasize the purposeful use of age-appropriate technology tools for exploration, creativity, communication, and simple problem solving. The change reflects developmentally appropriate practices by focusing on how students use technology to support learning while continuing to build awareness of basic technology devices and their function. The outcomes and practices at PK.CS.2, PK.CS.4, and PK.EC.2 focus on specific technology tools and skills rather than developmentally appropriate preschool learning outcomes. Therefore, they are better addressed through local curriculum decisions and integrated learning experiences that support play-based, hands-on exploration. The changes to the Computer Systems (CS) and Ethics and Culture (EC) domains are as follows:

PK.CS*1 **[[Identifies and names parts of a computing device (e.g., screen, mouse, keyboard) during guided exploration.]] **Use age-appropriate technology tools to explore, create, communicate ideas, and solve simple problems while developing awareness of basic technology devices and their functions.****

- [[Model and verbalize gestures and actions while using technology.
- Introduce new devices during large-group activities, model proper care and use, and provide visual supports to reinforce correct handling before placing technology in learning centers.
- Provide experiences where students observe and hear correct terminology and proper handling of various technological tools.]]
- ****Introduce technology tools naturally within play, exploration, and project-based learning experiences rather than through isolated technology lessons.***
- ***Model the safe and appropriate use of technology tools and devices while using simple, consistent vocabulary to describe their functions.***

- Encourage students to use technology as a tool for creativity, investigation, communication, and problem-solving rather than passive entertainment.
- Facilitate collaborative technology experiences that promote conversation, turn-taking, cooperation, and shared problem-solving among peers.
- Integrate technology into classroom learning centers to extend exploration in literacy, mathematics, science, art, and dramatic play.
- Support students in documenting their work, observations, creations, and discoveries using digital tools such as cameras, tablets, or audio recorders.
- Provide opportunities for students to explore cause-and-effect relationships through both digital and non-digital technologies.
- Ensure technology experiences are short, purposeful, interactive, and balanced with hands-on learning, outdoor play, and social interactions.*

[[PK.CS2: Understands and uses physical technology terms such as computer, laptop, tablet, digital camera, monitor, keyboard, printer, and mouse.]]

- [[Provide experiences where students apply proper terminology and handling of technological tools and offer repeated opportunities throughout the day to reinforce these skills and terms.]]

[[PK.CS4: Uses age-appropriate software or applications (apps) to complete a simple task (e.g., drawing, matching, or sorting).]]

- [[Utilize software to meet the needs of students.
- Provide opportunities for students to work in small groups using software that supports content/skill goals/objectives.
- Provide opportunities for students to use applications that reinforce skills, concepts and/or content through interactive platforms including teacher-made programs.]]

[[PK.EC.2: With support, develop decision making skills to engage with the digital world in ways that promote an understanding of what is appropriate and what is deemed harmful when using technology.]]

- [[Research and select developmentally appropriate tools, apps, and games that enhance learning, avoid ads or unsafe links, and use student-friendly browsers with strong safety filters.
- Introduce and reinforce terms such as safe digital citizenship, and permission during technology activities through play, role-play, or puppets.
- Model safe use by sitting with students during technology activities, verbalize thinking, and ask guiding questions (e.g., “Is this helping us learn? How do we know it’s safe?”).
- Collaborate with students to create clear rules for device use, including internet browsers and applications (e.g., an adult must be present for online use; notify an adult about prompts; ask before selecting a new game).

- **Provide structured choices between safe and unsafe options, asking students to identify and explain safe choices; use picture cards or other visuals to reinforce understanding.**
- **Share strategies with families to supervise technology use at home and reinforce vocabulary and rules, such as “ask an adult first.”]]**