

WELCOME AND INTRODUCTIONS

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GOAL FOR TODAY AND AGENDA OVERVIEW

Goal:

Increase understanding about the relationships and distinctions between standards, curriculum, instruction and assessment

Agenda:

Introduce the resource and provide a brief history of the development

Engage in discussions about standards implementation

Work through a process for planning discussions about



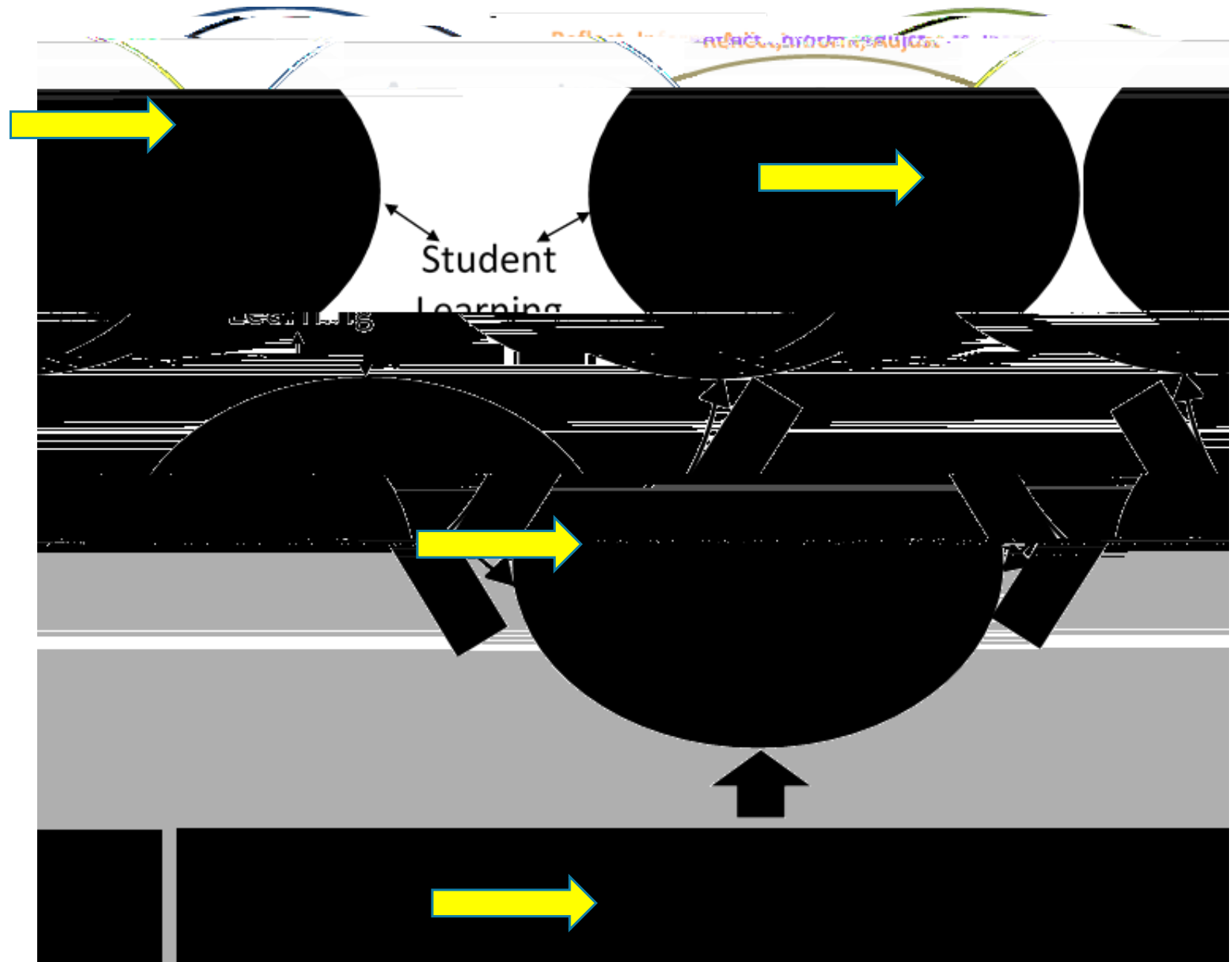
BACKGROUND: WHY A RESOURCE STANDARDS AND THE INSTRUCTIO

Standards Review Process

‡ELA Subgroup Raised concerns about appropriateness, compatibility, alignment, expectations, instruction, assessment, whole child, DAP

A structure for discussing the relationships and distinctions among learning standards, curriculum, instruction, and assessment within the context of prekindergarten–3rd grade

- ¾ Cyclical nature
- ¾ Process of reflect, inform, adjust
- ¾ Individualized, differentiated, culturally and linguistically relevant, contextbased
- ¾ Aligned and coherent





STUDENTS AT THE CENTER

Teams put students in the center of the

STANDARDS

Student learning goals defined by subjects, grades, and in some cases, by grade bands; the “Where are we going” or destination

TM Articulate a learning progression along a continuum

TM Provide a framework for local planning and development

TM PK standards address ALL domains: **Approaches to Learning**, **Physical Development and Health**, **Social and Emotional Development**, **Communication Language and Literacy**, **Cognition and Knowledge of the World**

TM NOT designed as a lockstep progression of lessons or curricula since children’s pace of development is not uniform

CURRICULUM

Content, concepts, and skills that provide a roadmap for what is taught; the “what”

TM Flexible design to meet unique needs of students

TM Cultural and linguistic contexts

TM Follow developmental sequence within content areas

TM Emphasize **robust**, **interactive**, and **integrated** learning experiences

TM Address ALL domains of learning and development since they are intrinsically linked and mutually supportive

INSTRUCTION

Approaches and strategies used to teach content so students can learn; the “how”

TM Act of teaching to meet students where they are; outlined by curricula and guided by what is understood about individual students

TM Utilizes learning environments, interacting with students/connection, creating a classroom culture, fostering student engagement, embedding social/emotional supports

TM Hands-on practice and purposeful **PLAY*** are vital instructional strategies for students to understand abstract concepts, hone skills, and for teachers to observe student learning and social interaction

TM Grounded in

ASSESSMENT

Multiple, varied processes used to understand more about student learning and development and to guide and inform teaching, the “where are we now” and “where should we go next”

TABLE ACTIVITY

Step 1

‡Read through the 5 scenarios individually

Step 2

‡Discuss the scenarios as a table group using guiding questions (Which element does this relate to most? Is this based on a state or local decision/assumption? How would you address the challenge?)

Step 3

‡Report out on 1 scenario that the group found most interesting
‡What state-level supports would be helpful? (e.g., guidance, examples, definitions, networking)

WRAP UP AND THANK YOU!

WAIT! Before you go, please complete the SHORT evaluation form on your table.



THANK YOU!