



Turnkey Guidance for Standards, Not Standardization

Goal: To understand that planning from the standards does not mean standardizing instruction, and to examine differentiated approaches to meeting standards with diverse populations of children.

Objectives:

- Review the role of standards in the instructional cycle.
- Reflect upon why standardization of instruction may occur
- Consider how standards inform differentiated instruction
- Discuss strategies for instruction with diverse populations

Materials Needed:

- [Standards, Not Standardization: The Early Learning Standards and Diverse Populations](#)
- Computer, projector for PowerPoint
- Participants will need paper and a writing utensil.

Instructions: Request participants break into small groups, each with paper and pencil. Deliver the PowerPoint presentation, using the following notes for guidance. Review the notes prior to the presentation.

Materials for Further Learning:

- [Blueprint for English Language Learner/Multilingual Learner Success](#)
- [Blueprint for Improved Results for Students with Disabilities](#)

STOP 1: Defining Standards

Slide 2: This presentation was designed by Dr. Zoila Morell, who wrote the New York State Next Generation Standards Early Learning Introduction. Dr. Zoila Morell has served in an administrative capacity in a variety of programs serving young language learners and their families for over 25 years. She received statewide recognition for her work as a School Principal where she administered programs for over 1,000 children and families, mostly from immigrant homes. Dr. Morell obtained a Doctor of Philosophy degree in Urban Education from the Graduate Center of the City University of New York. Her dissertation studied the effects of bilingual instruction on the emergent literacy skills of Spanish-speaking preschool children. Currently, she serves as an Associate Professor in the Early Childhood Graduate Program at Lehman College of the City University of New York. Her research examines bilingualism in early childhood, school readiness, early childhood education and bilingual education. She has several publications on these topics.



Slide 3: The Introduction to the Next Generation Early Learning Standards emphasizes that Standards are learning objectives and should not be misunderstood as the standardization of instruction. On the contrary! Instruction should be individualized to best facilitate a child's learning of a standard. As stated in the Introduction "the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based."

Slide 4 – Instruct each group to do each of the following, providing time between each task.

- A. Discuss difference between instruction, curriculum, and assessment.
- B. Discuss how should standards be used in instruction.
- C. Write your own definition of standards.

Slide 5- Encourage groups to share words and phrases from their standards definition. Then go over the words that are highlighted on the slide: these words are used in the Early Learning Standards Introduction in the discussion of standards.

STOP 2: Personalization

Slide 6 – Teaching *all students* is a focus of the Next Generation Learning Standards, and the standards were written for all students, including Multilingual Learners/English Language Learners, Students with Disabilities, and all students with all manner of backgrounds and experiences.

Slide 7 – Give groups time to discuss the questions on this slide. As groups to share one (or all) of their three reasons.

Slide 8 – Read through this slide and explain that the next few slides will provide discussions and examples of ways to avoid standardization.

STOP 3: PDACC in Action

Slide 9 – The acronym PDACC is used here to go over critical practice in the support of learning standards for all students. Explain that these concepts apply to the design and delivery of curriculum and instruction. Explain that the next two slides will show examples of these practices.

Slide 10: Explain that participants will watch a video example of PreK writing instruction with Multilingual Learners/English Language Learners. Prior to watching the video, walk the audience through these PK standards, from the Next Generation ELA Learning Standards, and ask the audience to observe whether or not standards are being met in that video.



Slide 11: Show the video, then open the room for discussion of the questions on the slide.

Following the room discussion, explain that this video an exemplar of a child using both English and the home language to tell a story. The teacher is validating the use of the child's home language and exemplifies the benefits garnered from leveraging the assets that a child brings to the classroom (e.g., home language) to promote emergent literacy skills and oral language development in English. In doing so, the standards are being met, despite the use of a different language.

Slide 12: Show the video and explain that the model shown is dual language bilingual education. We see how children can discuss animals in two languages with two teachers without having identical activities, and the learning standards are still addressed.

STOP 4: Group Reflection

Slide 13- Provide groups a few minutes to discuss the questions on this slide, then ask group leaders to share the group's ideas.

Slide 14 – Provide groups a few minutes to discuss the questions on this slide, then ask group leaders to share the group's ideas. Remind participants that the standards were written for all students, and that all teachers are teachers of ELLs/MLLs, Students with Disabilities, etc., and that all teachers should “come on board.”

Slide 15 – Take questions.

- Remind participants that many resources for the Next Generation Learning Standards can be found on the NYSED website: <http://www.nysed.gov/next-generation-learning-standards>
- Provide participants the links to the *Blueprint for English Language Learner/Multilingual Learner Success* as well as the *Blueprint for Improved Results for Students with Disabilities* for more guidance on PDACC instruction.