

Standards, Not Standardization:

The Early Learning Standards and Diverse Populations

Zoila Morell, Ph.D.

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*New York State Next Generation Learning
Standards: Supporting All Students*



Introduction

- A career in early childhood...
- From Principal to Researcher
- Early Childhood Education & Bilingualism



Introducing the Standards

<http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-early-learning-standards.pdf>



Introduction to the New York State Next Generation Early Learning Standards Written by Dr. Zoila Morell, Mercy College

The task of revising the Early Learning Standards provided an opportunity to articulate a shared understanding of what young children can achieve with our support. Across New York State, educators, community members, researchers, and policymakers all advocated for what would be best for *all* children – developmentally appropriate expectations within a context that embraces children’s multiple identities and differing abilities. Standards represent a belief that equitable outcomes among diverse populations are possible when we focus our instruction and programming on who children are and what they need. Standards are only ideals, however, without the investment and dedication of the educators and parents, family members, and other adults in children’s lives. It is their work and protective care that empowers children to reach their fullest potential and makes real the Standards’ potential to equalize academic achievement for New York’s young children.

Articulating the New York State Standards for the youngest children in prekindergarten to third grade required particular attention to the nature of learning in early childhood. The members of the Early Learning Task Force, along with the hundreds of educators, early childhood professionals, and community members who provided feedback during the period of public comment advocated strongly for a clear articulation to key questions:

- Given the range in child development, is it appropriate to set Standards for young children?
- How can Standards protect developmentally appropriate expectations and practices?
- How can we support children with special learning needs?
- Are the same Standards applicable for diverse population groups among children?
- How can we support children who do not speak English?

As these key questions emerged repeatedly, the Early Learning Task Force recognized the need to begin by distinguishing between *standards* for learning and *standardization* of instruction.

Standards for Learning, not Standardization of Instruction

The New York Early Learning Standards represent outcomes by grade level in an overall framework of a lifelong development of skills, dispositions and habits with regards to learning. Envisioning the practices of literate adults, we recognize how these practices are necessarily developed and nurtured over a lifetime, beginning in early childhood. For example, long before



What are Standards?

Standards ≠ **Curriculum** ≠ **Assessment**

- What is their purpose?
- How should they be used?
- Write your definition



Shout Out

- One word or phrase from your definition
- Phrases from the introduction:

outcomes

expectations

learning objectives

points along a continuum

skills



Applying Standards

Are Standards meant for all children?

“Standards do not solely define what the well-prepared or precocious child can achieve, but what can be achieved by all children through personalized instruction.”



What is Standardization?

Personalization \neq Standardization

- Why are we pressured to standardize instruction?
- List 3 reasons as a group



How should we plan instruction?

Knowing how we are pressured to standardize, let's remember how we should plan instead...

“Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, 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.”



Let's Review Terms – “PDACC”

- Personalized

Responsive to the individual child

- Differentiated

Materials & presentation is tailored to the individual child

- Adapted

Broad sections are tailored to the individual child

- Culturally and linguistically relevant

Deeply familiar and comprehensible

- Context-based

Current and accessible



Example:

PreK Writing Standards with EMLLs

PKW1: Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic in child-centered, authentic, play-based learning. 12

PKW2: Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information in child-centered, authentic, play-based learning.

PKW3: Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence.



What do you see?

<https://www.youtube.com/watch?v=EJyLMbaMGmg&list=P LZpj5Sv2kFDsgxluXHi1BGYP7ktl5SPMm&index=4>

What instructional planning made this possible?
Are standards being met?



What model you see?

<https://www.youtube.com/watch?v=OgchhXxtjm8&index=8&list=PLZpj5Sv2kFDsgxluXHi1BGYp7ktI5SPMm>

What possible model do you see?

Assessing standards in two languages...



What can you Design?

- In your group, discuss examples of instruction that is “PDACC”
- What elements do you find most challenging?



Final Reflection

- How do you keep standardization from creeping back in?
- Who needs to “come on board?”
- What training do you need?



Questions

