

STANDARDS AND THE INSTRUCTIONAL CYCLE: A RESOURCE FOR P-3

Next Generation Standards:
Supporting All Students
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NORTHEAST COMPREHENSIVE CENTER

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 P-3



BACKGROUND: WHY A RESOURCE ABOUT STANDARDS AND THE INSTRUCTIONAL CYCLE?

Standards Review Process

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

P2 Early Learning Standards Task Force

- Met three times to focus on issues raised; provided guidance for introductory materials, conducted review; provided recommendations on wording, next steps

BOR Blue Ribbon Committee

- Check back soon!

GETTING ON THE SAME PAGE: STANDARDS, CURRICULUM, INSTRUCTION, ASSESSMENT



I don't know!
See you there!

STARTING PLACE: TERMINOLOGY

Key Elements

STANDARDS

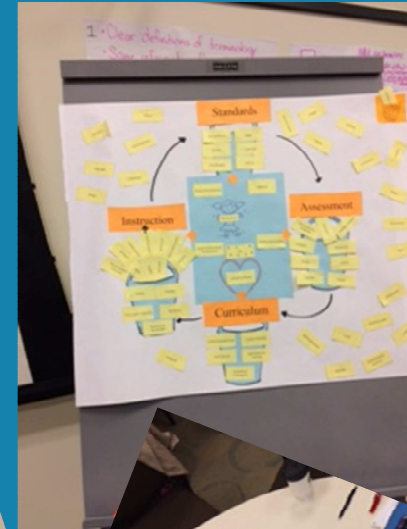
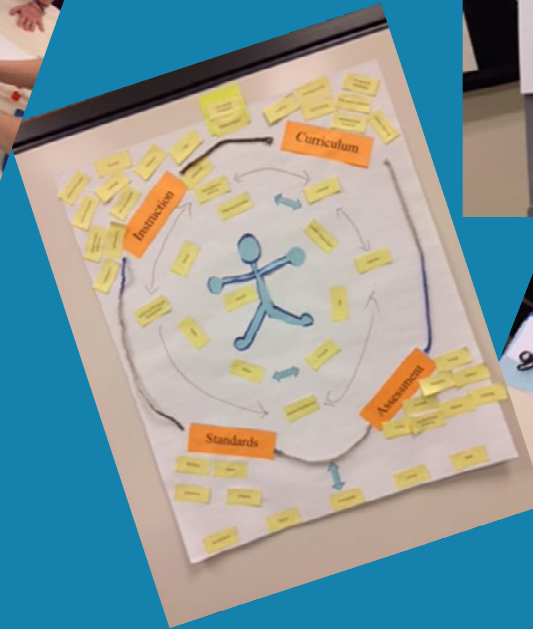
CURRICULUM

INSTRUCTION

ASSESSMENT

Select Terminology or Concepts Related to Key Elements				
Analyze	Group	Observe	Direct/explicit instruction	Activity
Intervention	Teach	Adjust	Content Plan	Connection
Play	Evidence-based	Outcomes	Individualize	Responsive
Scaffold	Reflect	Testing	Model	Integrate
Feedback	Child-centered	Learning center	Differentiate	Interact
Coach	Goals	Re-teach	Design	Screen

HOW IT WAS DEVELOPED



STUDENTS AT THE CENTER

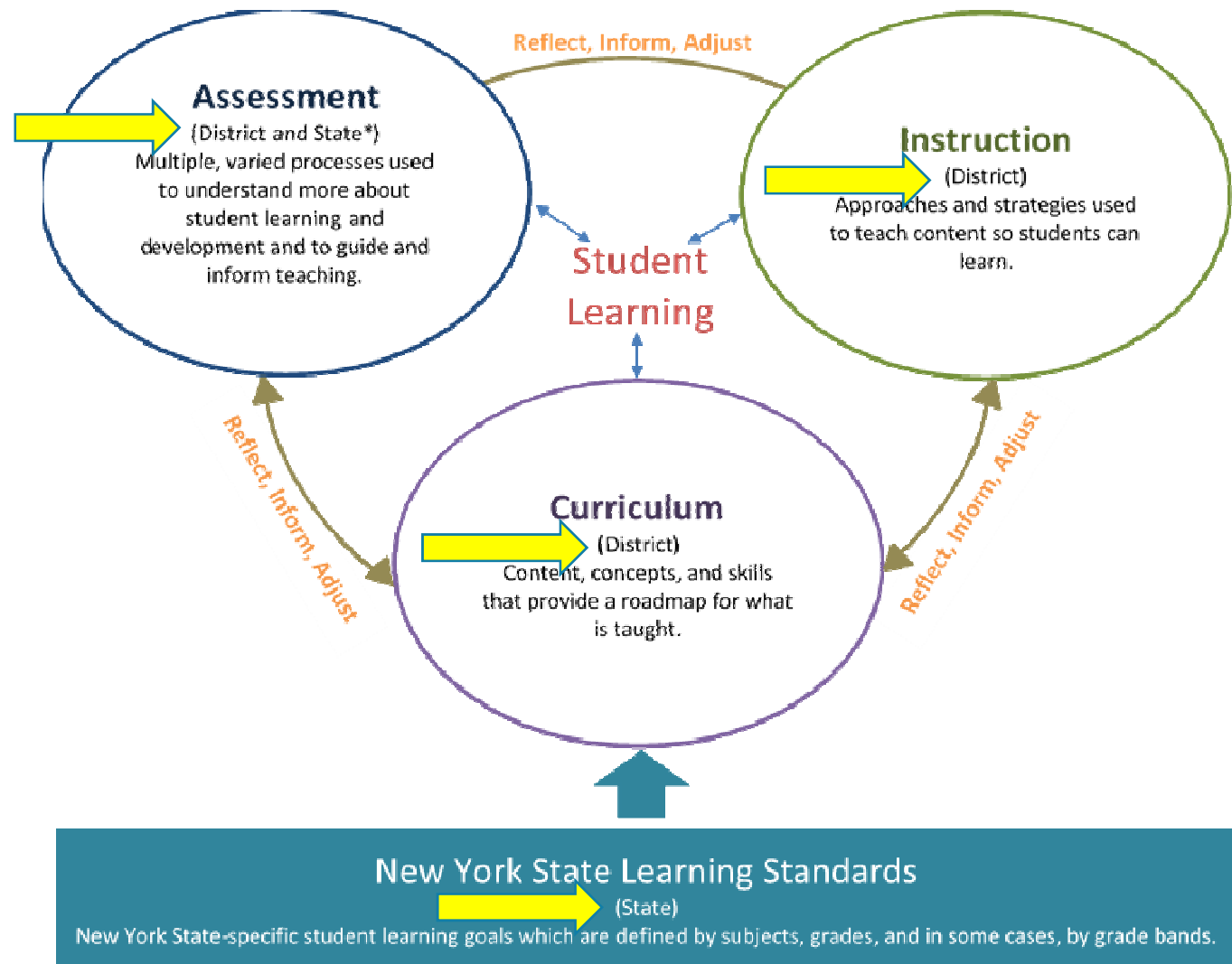
Teams put students in the center of the design. This signifies many things, including:

- **All students**
- **Whole students**
- **Diverse students**

The double arrows between student learning and the three elements remind us that students are active participants and at the core of the instructional process. Understanding who students are, what they know and are able to do are essential to providing instruction that is individualized, differentiated, culturally and linguistically relevant, and context-based.

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

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



STANDARDS

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

- ❖ Articulate a learning progression along a continuum
- ❖ Provide a framework for local planning and development
- ❖ 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
- ❖ 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”

- ❖ Flexible design to meet unique needs of students
- ❖ Cultural and linguistic contexts
- ❖ Follow developmental sequence within content areas
- ❖ Emphasize **robust**, **interactive**, and **integrated** learning experiences
- ❖ 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”

- ❖ Act of teaching to meet students where they are; outlined by curricula and guided by what is understood about individual students
- ❖ Utilizes learning environments, interacting with students/connection, creating a classroom culture, fostering student engagement, embedding social/emotional supports
- ❖ 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
- ❖ Grounded in **child development theory** and **DAP**
- ❖ Ongoing, cyclical and intrinsically linked to formal and informal assessment

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”

- ❖ Screening and diagnostic: is there a need and what is that need
- ❖ **Formative: ongoing methods to inform instruction and individualize goals and learning experiences**
 - ❖ Observation, work samples, interaction to analyze student understanding and progression
 - ❖ Used to modify instruction, refine environment, provide feedback, connect with families
- ❖ Summative: report about acquisition of knowledge and skills at end of prescribed term often to evaluate effectiveness (not typically used P-3)

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.



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THANK YOU!