

# WELCOME AND INTRODUCTIONS

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# GOAL FOR TODAY AND AGENDA OVER

## Goal:

Increase understanding about the relationships and distinctions between standard 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



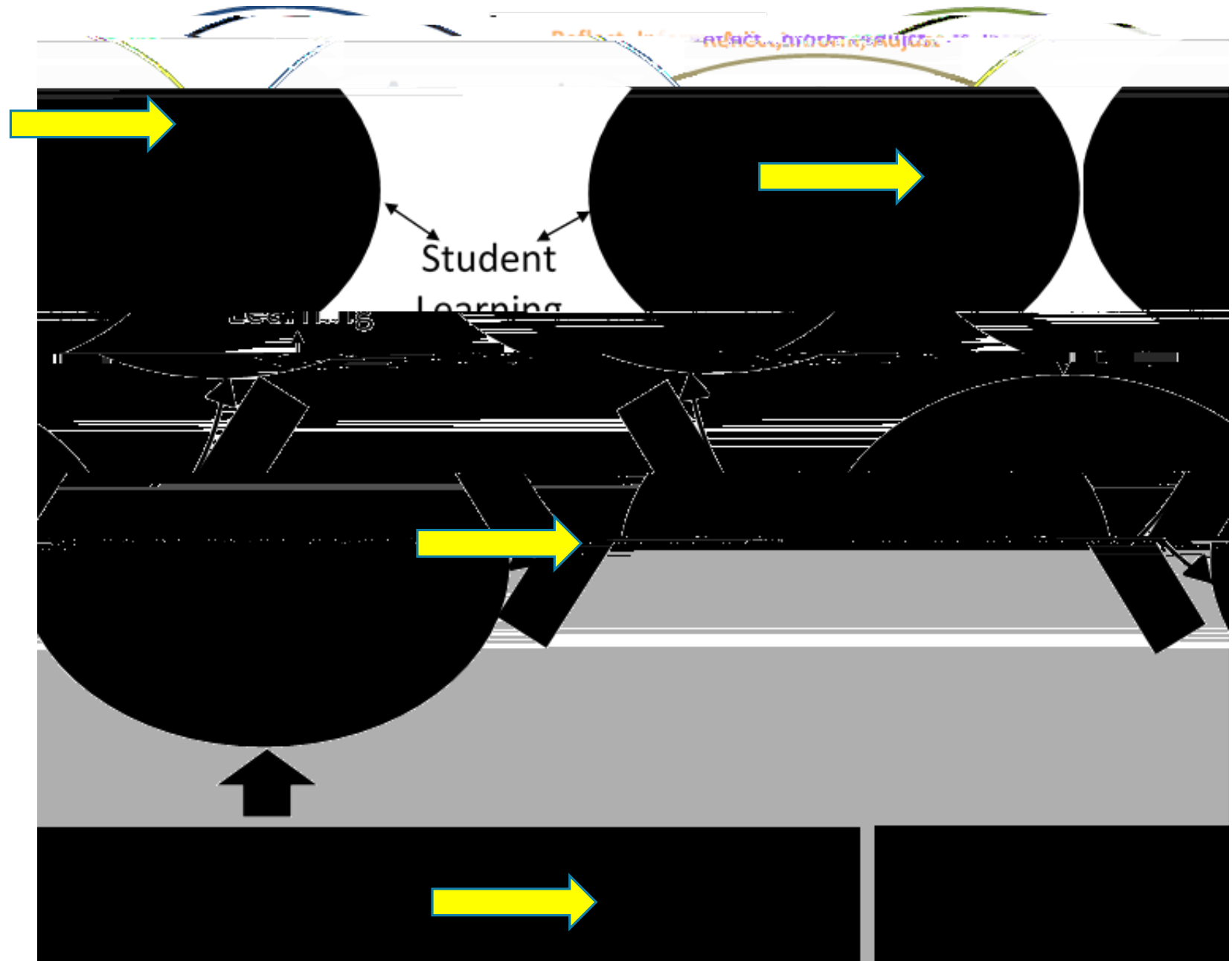
# BACKGROUND: WHY A RESOURCE STANDARDS AND THE INSTRUCTIO

## 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–3<sup>rd</sup> 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”

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

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

<sup>TM</sup> 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

<sup>TM</sup> 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!