

### WELCOME AND INTRODUCTIONS

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## GOAL FOR TODAY AND AGENDA OV

#### 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 abo



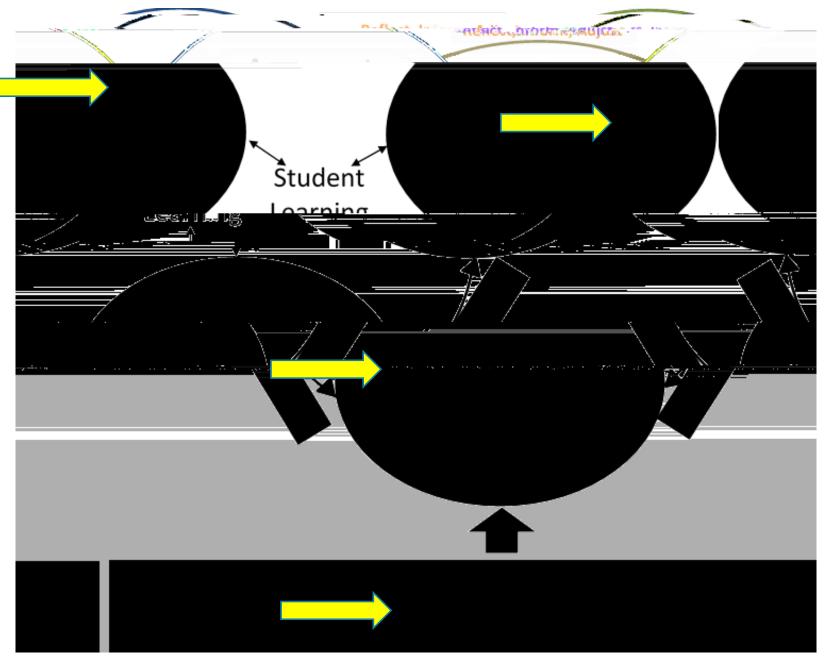
# BACKGROUND: WHY A RESOURCE STANDARDS AND THE INSTRUCTION

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 prekindergarten— 3rd grade

3/4 Cyclical nature
3/4 Process of reflect, inform,
adjust
3/4 Individualized,
differentiated, culturally and
linguistically relevant,
contextbased
3/4 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

- ™Articulate a learning progression along a continuum
- ■Provide a framework for local planning and development
- TPK standards address ALL domains roaches to Learning Physical Development and Health Social and Emotional Development Communication and Emotional Development Literacy, Cognition and Knowledge of the World
- TNOT 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"

- TFlexible design to meet unique needs of students
- ™Cultural and linguistic contexts
- ■Follow developmental sequence within content areas
- The Emphasize bust, interactive, and integrated earning experiences
- TAddress 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"

TAct 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 purposef@L\*AY\* are vital instructional strategies for students to understand abstract concepts, hone skills, and for teachers to observe student learning and social interaction

<sup>™</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

‡Read through the 5 scenarios individually

Step

‡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:

‡Report out on 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.





