Can we make standards alignment a little less painful?

EARLY LEARNING CHIROPRACTORY
What should we be doing?
What are others doing?

• Examine these questions and others as they relate to a comprehensive early learning system of standards

• Explore emerging tools to move state standards along a cohesive and high-quality continuum
What will we be doing today?

• Examine the individual components of a comprehensive early learning standards system
• Identify the characteristics of quality for a comprehensive standards system
• Conduct a high level assessment of a state standards system
• Consider improvement strategies for moving a standards system along a comprehensive, cohesive, high quality continuum
Who’s in the Room?

• P-3 Teachers?
• Center Directors?
• Principals?
• Higher education?
• State Policy Leaders?
• National Organizations?

Table meeting
Who are we?

• Albert Wat – National Governors Association
• Jana Martella – CEELO at EDC
• Jim Lesko – ELC-TA
• Tom Schultz – CCSSO
What is Alignment Really?

**ALIGNING EARLY LEARNING & K-3 STANDARDS**
Consider (both within each set of learning standards and across them):

- **Breadth**: Degree to which the learning and developmental domains included in a standards document represent the full range of learning and developmental areas that are critical for academic and lifelong success.
- **Depth**: Degree to which the skills included within a learning and developmental domain fully represent healthy or proficient development within that domain.
- **Balance**: Degree to which a standards document gives similar attention to each learning and developmental domain (i.e., addresses each domain with similar depth).
- **Difficulty**: Degree to which the skills included in each learning and developmental domain are appropriate for age group or grade level.
- **Clarity**: Skills are stated as observable and measurable benchmarks for end-of-age-span/ end-of-grade performance.

**Ensure...**
- Standards are aligned with Common Core State Standards, Head Start and Office of Special Education Outcomes Frameworks.
- Standards are appropriate for ELLs and children with special needs.
- Process includes experts and stakeholders across the K-3rd grade continuum.

**Minimize...**
- Duplicating/Overlapping skills between age groups or grade levels
- Creating skills gaps or “cliffs” between age

**ALIGNED B-3RD STANDARDS**

- Literacy and Language Development
- Cognition & General Knowledge (incl. math, science)
- Social-Emotional Development
- Approaches To Learning
- Physical and Motor Development
- Early Care and Education

**IMPLEMENTATION LEVERS**

- Curriculum
- Assessment
- Data System
- Family Support
- B-3rd Teacher/Leader Prep, PD & Eval
- Early Care and Education

**POLICY ACTIONS**

- Require/expand use of curricula for infant/toddlers and PreK-3rd that guide teachers to address B-3rd learning standards.
- Align B-3rd assessments, including KEAs, to B-3rd learning standards.
- Support use of assessment results to inform policy and practice.
- Enhance screening and referral systems to help children with special needs progress toward B-3rd standards.
- Develop coordinated, longitudinal ECE data system that link to K-12 SLDS to track children’s development across B-3rd standards.
- Support data use within & between ECE and K-3 sectors.
- Develop materials/training to inform and engage families in support of B-3rd standards.
- Support district and community efforts that build parents’ capacity to support children’s growth in domains represented by B-3rd standards.

**CHANGE IN PRACTICE/BEHAVIOR**

- TEACHERS: ECE and K-3 educators use developmentally-appropriate curricula, practices, and learning environments that promote children’s continuous growth in all domains in B-3rd standards. They use comprehensive data about children’s learning and development to inform practice.
- LEADERS: ECE & K-3 leaders provide better instructional support to help teachers address B-3rd standards and create more systemic opportunities for collaboration (e.g., cross-grade meetings, joint PD, joint delivery of ECE services). They use comprehensive data about children’s learning and development to inform practice, policies, and allocations.

**All children attain better outcomes by the end of 3rd grade across all critical domains of learning and development; Disparities in students’ readiness for college and career training decrease over time.**

- FAMILIES: Parents and other family members have access to comprehensive data about their children’s learning and development and have the capacity to provide them more enriching environments and opportunities that support their growth in all learning and developmental domains from birth.

- CHILDREN: More children are enrolled in ECE programs that provide more intentional and developmentally appropriate instruction aligned
Aligning Early Learning to K-3

Breadth  Depth  Balance  Difficulty  Clarity
Aligned B-3rd Standards

- Literacy and Language
- Cognition and General Knowledge
- Social Emotional
- Approaches to Learning
- Physical and Motor
Implementation to Policy

Curriculum  Assessment  Data Systems  Family Support  Teacher Leaders  Early Care and Education
Changes in Practice | Behavior

- Teachers
- Leaders
- Families
- Children
Framework for a Comprehensive & Aligned B-3rd Grade Assessment System – A Working Draft

Assess Quality of Environment

Assess Child’s Domains of Learning

Support Feedback

Assess

Formative Assessment

Interim Progress Assessment

Summative Assessment

Screenings (Sensory, Physical, and Developmental)

Compile Data to Help Stakeholders

+ Parents
+ Teachers
+ Instructional Leaders
+ Policymakers

Make Informed Decisions

+ Improving Instruction/Interactions
+ Program Improvement
+ Policy Change
+ Accountability

State-Level Actions

Identifying/Developing Instruments

+ Environment + Child
+ Aligned with B-3rd Developmental Progressions
+ Comprehensive Domains and Purposes
+ Appropriate for Special Populations (e.g. DLLS, Learning Disabilities)

Build/Support Human Capacity

+ Professional Preparation
+ Professional Development
+ Opportunities to Use Data
+ Family Engagement
+ Data Systems
Breaking down the process?

- Individual Self-Assessment Exercise
- Table Discussion
Discussion

• Things that give us pause
• Things that have us excited
Q & A
Resources –
http://ceelo.org/ceelo-products/
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http://ceelo.org/ceelo-products/

Understanding Pre-K Inclusion Data: Making the Most of the NIEER State of Preschool Yearbook. Jim Squires CEELo Senior Research Fellow gave this presentation at the National Inclusion Institute on May 21, 2014.
Resources –
http://ceelo.org/state-information/state-map/
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