

Standards as the Basis for Curriculum

***PRESCHOOL DEVELOPMENT EXPANSION
GRANTEE PEER EXCHANGE***

NEW YORK, NEW YORK

NOVEMBER 19, 2015

***Sharon L. Kagan, Ed.D.
Teachers College, Columbia University
Child Study Center, Yale University***

Presentation Overview

Part I

Why Standards Now?

Part II

What are Standards, Really?

Part III

*Where are We?: Status of
Standards*

What We Have

What We Know

What We Need to Know

Part IV

Watch-outs

Part V

Next Steps: A Way to Go

Part I

*Why Standards
Now?*





ADMINISTRATION FOR
CHILDREN & FAMILIES

101: Early Head Start-Child Care Partnerships

OCTOBER 26, 2013, 6:25 PM | 165 Comments

The Arguments for Early Childhood Education

By NICHOLAS KRISTOF

My [Sunday column](#) argues that the United States has a chance to establish a nationwide early childhood education program that would do more than anything to broaden opportunity and break cycles of poverty – but it's frustrating that the issue barely registers

Preschool Development Grants

Development Grants Expansion Grants



U.S. Department of Education
U. S. Department of Health and Human Services

The Opinion Pages | OP-ED COLUMNIST

How Preschool Got Hot

Obama: Pre-K is not baby-sitting

CNN | Added on February 14, 2013

On a visit to Georgia, President Obama calls on Congress for investments in high-quality early childhood education.

Preschool Push Moving Ahead in Many States

By RICHARD PÉREZ-PEÑA and MOTOKO RICH FEB. 3, 2014

Early childhood education can pay big rewards to families, society

Rethinking K-12 education: Crawl-12?

CNN | Added on February 11, 2012

Studies show that poor children who have not attended preschool enter Kindergarten 18 months behind their peers. Christine Romans and Sam Wang discuss the need for early childhood education.

Clinton lauds New York City's early childhood education efforts

Posted by
CNN's Dan Merica

Washington (CNN) – Hillary Clinton gave a full-throated endorsement of early childhood education on Tuesday, including crediting New York Mayor Bill De Blasio – a Clinton confidant – for his efforts to make universal pre-kindergarten the law in America's biggest city.

A TOTALLY Unique Time

- ***THE EVIDENCE:***

- Increasing media attention to young children
- Increasing policies and laws
- Increasing investments by public and private sectors
- Increasing numbers of “out-of-field” advocates
- Unequivocal confirmation by decades of research
- BOTTOM LINE: Early childhood is growing UP!

Coming of Age

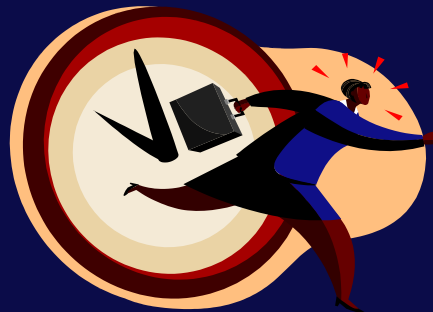
THE CONSEQUENCES: *(what happens when anyone or anything comes of age)*

- Greater expectations
- Greater demands
 - *New Skills (Leadership and Operational)*
 - *Longer-term Thinking/Planning*
 - *New Tools*

| <i>DEMAND</i> | <i>INDIVIDUALS</i> | <i>EARLY CHILDHOOD</i> |
|--------------------------------------|---|--|
| More Activity | As children mature, they do more and do it more independently | More activity going on than ever before |
| More Accountability | As children mature, they have greater accountabilities (e.g., allowances, school demands, family chores/responsibilities) | Greater demands to know what work we are doing and how we are doing it (sign of professionalism) |
| More Confusion | As children mature, they face confusing challenges (e.g., social, emotional, physical) | Facing many new choices- new policies, new efforts, new curricula, new players |
| Need for Longer-term Thinking | As children mature, need to plan ahead | Field needs to do some longer-term planning, to be proactive, to not always be reactive |
| Need for Tools/Skills | As children mature, need new tools (e.g., more advanced technical skills, drivers licenses, professional licenses) | Skills: Leadership, Advocacy, Pedagogy Tools: Document, Communicate |

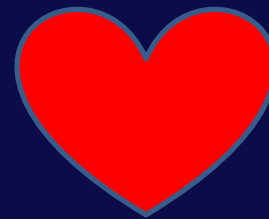
Coming of Age

- *Standards are one of the tolls/skills that we need to examine as WE Come of Age*
- *Standards can:*
 - guide and bind us as a field
 - professionalize us
 - increase quality and equity for young children and their families



Part II

What are Standards, Really?



What Are Standards?

*Statements that are used
as a basis of comparison in
measuring quality, value, or
quantity*

Why Are Standards Important?

- *Lend precision to vague constructs*
- *Help to clarify what we want to achieve*
- *Provide an opportunity to build consensus*
- *Establish a base for measurement*
- *Can produce more equitable outcomes*
- *Can advance an agenda like continuous learning and development*

Different Kinds of Standards

There are many different kinds of standards that support the growth and development of young children

Different Types of Standards

I.



*Early Learning &
Development Standards*

II.



*Program
Standards*

III.



*Teacher
Standards*

IV.



*Family
Standards*

V.

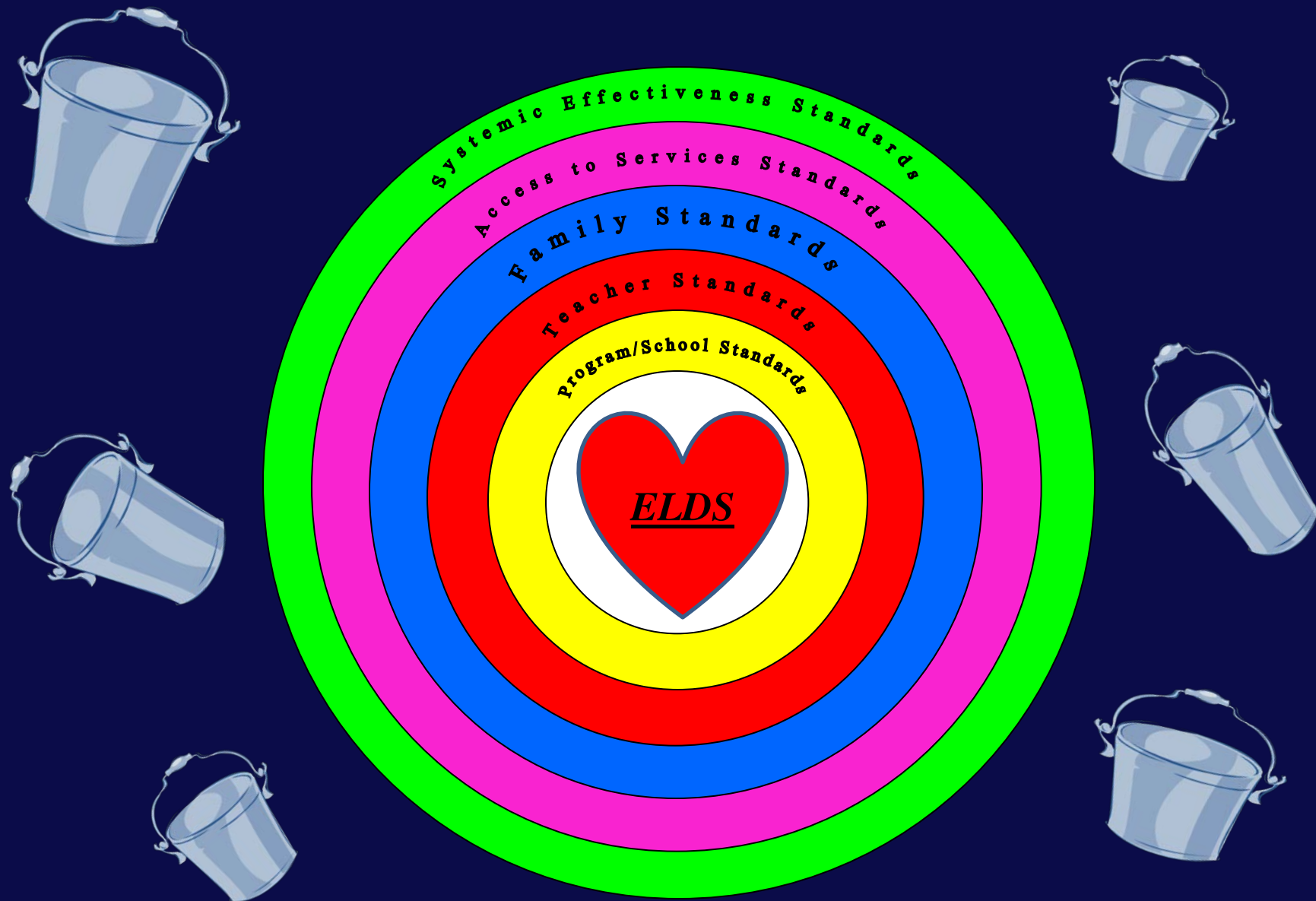


*Access to Services
Standards*

VI.



*System
Effectiveness
Standards*





*Early Learning and Development Standards
respect the dignity of all children regardless
of nationality, race, color, gender, language,
religion, opinions, origins, wealth,
birth status, or ability*

WHY are ELDS so Important?

- *For CHILDREN, ELDS promote:*
 - **EQUITY** for ALL children: standards are developed to ensure that all children achieve their full potential [Keep you out of the elevator that will crash]
 - **EXCELLENCE** for ALL children: standards are comprehensive—include all domains of development [Don't let anybody, even presidents get away with focusing on one or two domains]
 - **CONTINUITY** for ALL children: continuous development is respected birth to grade three

WHY are ELDS so Important?

- *For the FIELD, ELDS*

- **DEFINES** what really matters
- **COMMUNICATES** our beliefs about our principles
 - Broaden the definition of healthy development: standards span all domains of development
 - Physical Health, Well-being, and Motor Development
 - Social and Emotional Development
 - Approaches toward Learning
 - Language, Literacy, and Communication
 - Cognition and General Knowledge
- **INFLUENCES** policy, practice, and other standards

Part III

Where are We:

The Status of Standards



Status of Standards

***WHAT
WE
HAVE***

***WHAT
WE
KNOW***

***WHAT
WE
NEED
TO
KNOW***

The Status of Standards

***WHAT
WE
HAVE***

***1. Lots of
Standards***

***2. Lots of
Questions***

Lots of Standards

- *Early Learning Standards in the United States*

- ELDS exist in every single state in the country for 3- to 5-year-old children
- ELDS exist for infants and toddlers in almost all states
- Head Start has revised its standards
- IDEA has standards for children with disabilities
- WIDA E-ELD framework for dual language learners
- Kindergarten through Grade 12 has Common Core Standards in Mathematics and English Arts

Lots of Standards

- *Early Learning and Development Standards are a global phenomenon*
 - Most Asian, Western and Central European, African, South American, and Middle Eastern countries have ELDS for preschool-aged children
 - Major international organizations have and are supporting the development of standards globally (e.g., UNICEF)

Lots of Questions

- *How are ELDS similar and different?*
- *How can they best reflect different values, cultures, languages?*
- *How do different kinds of standards really link with one another?*
- *How can we best use ELDS?*
- *How can we use ELDS standards without promoting standardization?*

The Status of Standards

***WHAT
WE
KNOW***

*1. Standards
are a BIG Deal
in K-12: What
about ECE?*

*2. Standards
Don't Stand
Alone*

1. BIG Deal K-12

- *There are Student Standards (Common Core)*
 - ELA and Mathematics, with Science, Social Studies, and Socio-emotional in process or developed
 - Either very popular or unpopular
- *There are Teacher Standards*
 - For teacher education programs (IHE)
 - For state teacher certification
- *There are Program Standards (Accreditation)*
 - Done for public and private schools

1. Standards in ECE?

- *Accept that we need and must have PROGRAM QUALITY standards*
 - More attention to regulation, accreditation, and QRIS
- *Accept that we need and must have TEACHER QUALIFICATION standards*
 - Not in full agreement on the nature and level of Teacher Qualification standards, but agree on need for them
- *EQUIVOCATE* *on need for ELDS*
 - Afraid they will academicize early childhood
 - Afraid they will be mis-used to label, classify, and retain children
 - Afraid they will lead to unnecessary and inappropriate assessment

2. Standards Don't Stand Alone

ELDS

***The Content or
the WHAT***

PEDAGOGY

***The Process or
the HOW***

ENVIRONMENT

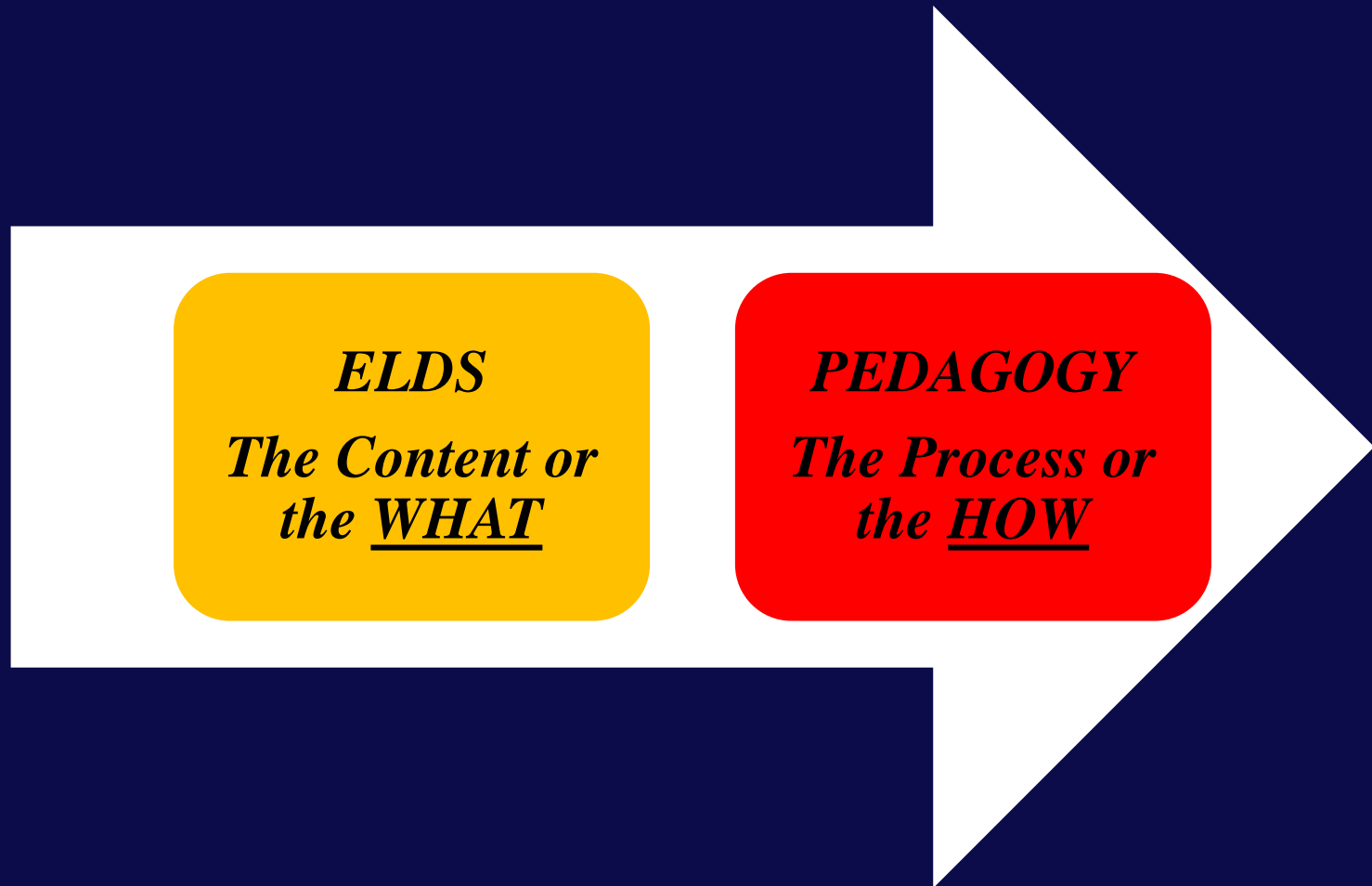
***The Context or
the WHERE***

2. Standards Don't Stand Alone



ELDS
The Content or
the WHAT

2. Standards Don't Stand Alone



2. Standards Don't Stand Alone

- *Standards don't replace or violate Early Childhood Pedagogy – the HOW*
 - Acknowledge that children:
 - Learn by doing and learn in integrated, non-discipline specific ways
 - Learn episodically
 - Must be actively engaged
 - Adults who work with young children must:
 - Build in opportunities for independence and repetition
 - Build in opportunities for integrated learning experiences
 - Create opportunities for ongoing inquiry, creativity

2. Standards Don't Stand Alone

ELDS

***The Content or
the WHAT***

PEDAGOGY

***The Process or
the HOW***

ENVIRONMENT

***The Context or
the WHERE***

2. Standards Don't Stand Alone

- *Standards don't negate the need for good learning environments*
 - Must have learning environments that:
 - Have materials and tools that match methodology
 - Experimentation/play
 - Manipulatives
 - Imagination/Invention
 - Promote diversity
 - Support well-implemented pedagogy
 - Engage communities
 - Communities of practice
 - Parental and family communities
 - Honor changing individual differences within and among children

2. Standards Don't Stand Alone

ELDS

*The Content
or the WHAT*

PEDAGOGY

*The Process or the
HOW*

ENVIRONMENT

*The Context or the
WHERE*

The Status of Standards

***WHAT
WE
NEED TO
KNOW***

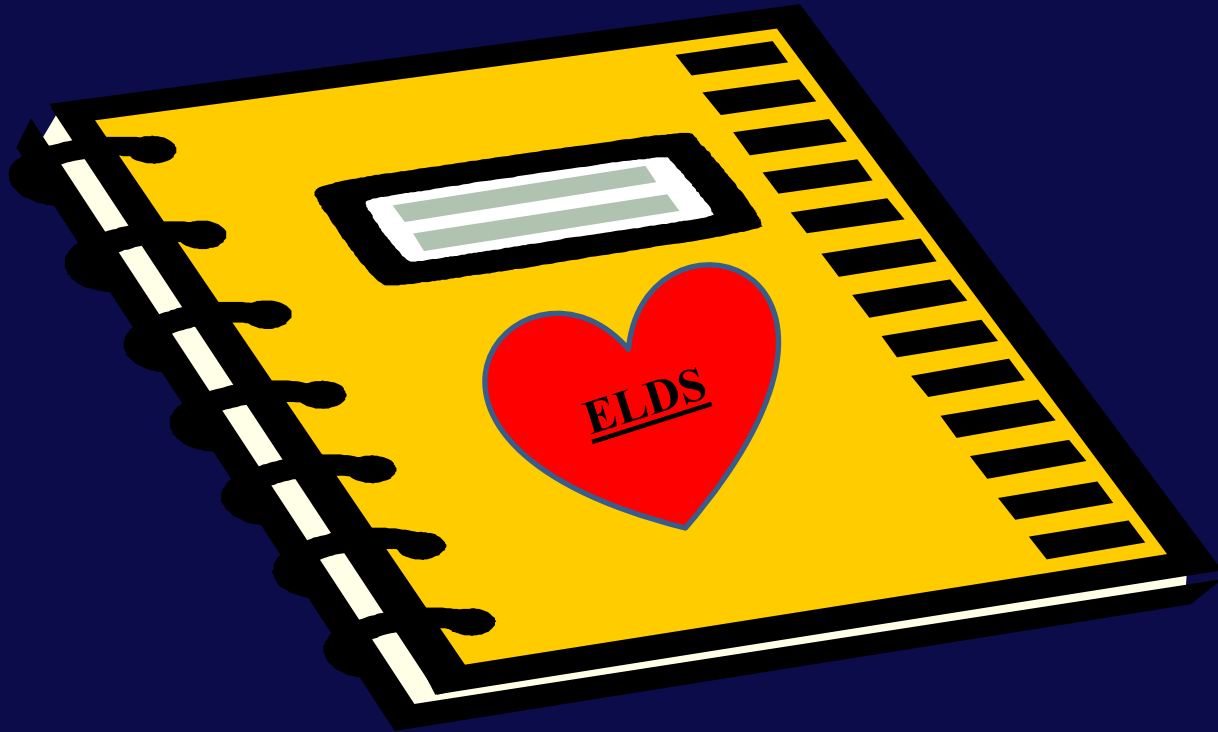
***THE
CONTENT:
What is **IN**
them?***

***THE
PROCESS:
How can we
USE them?***

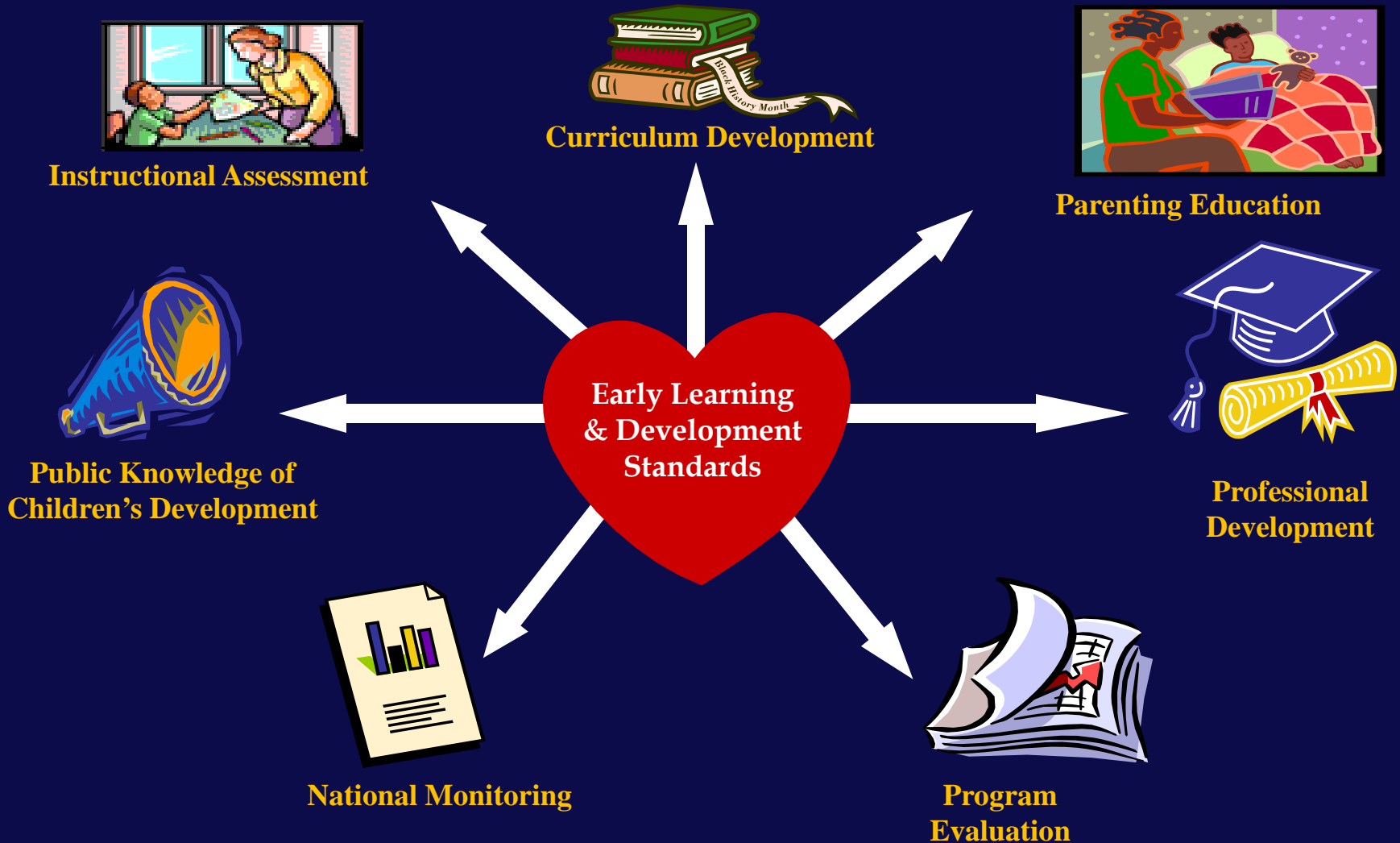
What is IN ELDS?

- *Several analyses of standards tell us that they:*
 - International Review – 14 countries
 - Begin with values, goals, hopes
 - Reflect country values
 - Structure: Domains, Sub-domains, Standards, Indicators, Activities
 - Generally agree on what is important
- *National Review – 10 states*
- *Need to take a CLOSER look at Standards*

How to USE ELDS



Many Uses of Standards



*...that **MUST** be brought to **LIFE**
through **USE!***



Standards Use Around the World



Country Selection

- *Countries Selected*

- Were from majority and minority worlds
- Had political systems, economies, and populations
 - East Asia (China and Korea)
 - Southeast Asia (Cambodia, Malaysia, and Singapore)
 - Central Asia (Macedonia)
 - Europe (Great Britain and Norway)
 - The Pacific (Australia and the Pacific Island nations of Fiji and Vanuatu)
 - South America (Chile)

Possible Use I



- *Instructional Assessment*

- Used as an observation guide for children's progress
- Can aggregate results into a class profile
- Can use as the base for planning class activities and for tailoring them to children's needs
- When used to improve instruction, we:
 - Use all items
 - Use with all children
 - Conduct the observations at least two or three times a year

Possible Use I



- *Instructional Assessment*

- Generally, the use of standards for instructional assessment is very widespread, and interesting practices are emerging

- In England, an assessment instrument, consisting of 13 scales, is embedded in the framework document
- Australia, Singapore, and Fiji's documents are accompanied by assessment guidelines, mostly concerning observation as an assessment strategy
- Assessment data inform teacher practice and program organization, and, in some countries, are shared with parents and primary school teachers

Possible Use II



- *Curriculum Development*

- Use standards as the basis for developing curriculum

- Can develop web-based curriculum
 - Can develop activities
 - Can develop schedules

- Australia and England: learning outcomes and curriculum are integrated into a single document, leading to organic synchronization of the two
 - Chile, China, and Malaysia: existence of a curriculum framework provided the impetus for the creation of standards, due to a recognized need for identifying precise learning outcomes

Possible Use III



- *Parenting Education*

- Use as the basis for pedagogical activities and the development of learning materials to be used in the home
- Help parents better understand realistic expectations for their children's progress
- When we use standards for this purpose, we usually:
 - Use items from all domains
 - Use as a guide

Possible Use III



- *Parenting Education*

- Countries with government-approved documents take diverse approaches to parenting education, including:
 - *Sharing information about the standards and/or curriculum*
 - Australia: parents' guide accompanies the framework document
 - *Using the media to inform parents and the public*
 - Korea: disseminates parenting information through a series of television programs and online resources
 - Singapore: framework for child care was publicly announced, with much attention from the press

Possible Use IV



- *Professional Development*

- Used to train teachers of young children what they should be exposing children to
 - Used to establish modules around the domains
- Use standards to develop teacher certification criteria that specify what teachers should know and do
- Used as the basis for revamping teacher education

Possible Use IV



- *Professional Development*

- Some countries have developed various PD tools based on their standards documents
 - England and Australia: teacher handbooks
 - Macedonia: guides to accompany modules in the In-Service Training Curriculum (ISTC)
 - China: Pedagogical Content Knowledge (PCK), a curriculum guide aligned with the forthcoming standards document
- Many countries use their standards specifically to guide in-service PD
 - Common in countries looking to develop PD rapidly
 - Common in countries with limited financial or human resources, preventing a focus on infrastructure development
 - Favored in Cambodia, Macedonia, and Vanuatu

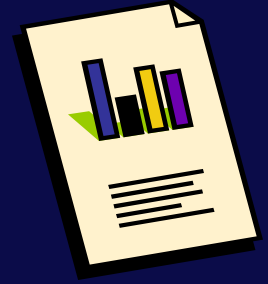
Possible Use V



- *Program Evaluation*

- Become basis for data collection instruments that assess child outcomes
- Collect data on program variables (e.g., group size, teacher quality) and relate to child outcomes
- Used to make decisions about effectiveness of programs

Possible Use VI



- *National Monitoring*

- Collect national data on performance of children to tell how the nation's children are doing as a whole

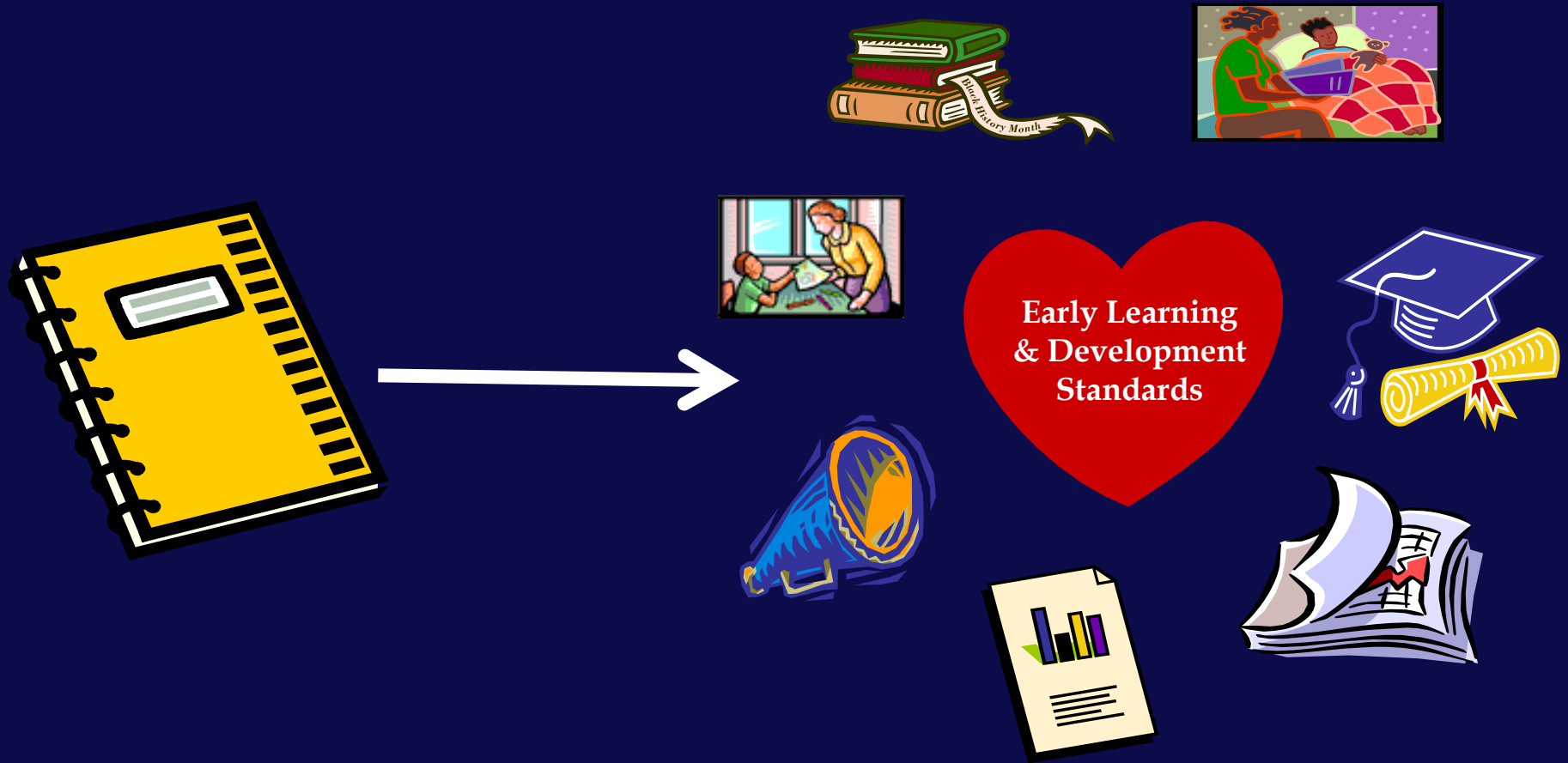
- Don't need data on all children
 - Don't need all items—can matrix sample
 - Don't need it annually

Possible Use VII



- *Improve Public Knowledge of Children's Development*
 - Use as the basis for public service announcements
 - Use to train media reporters
 - Use to inform policymakers
 - Use to inform public at large
 - When we use standards for this purpose, we:
 - Don't use all of them
 - Pick those that are most clear to the public

Moving from Paper to Practice



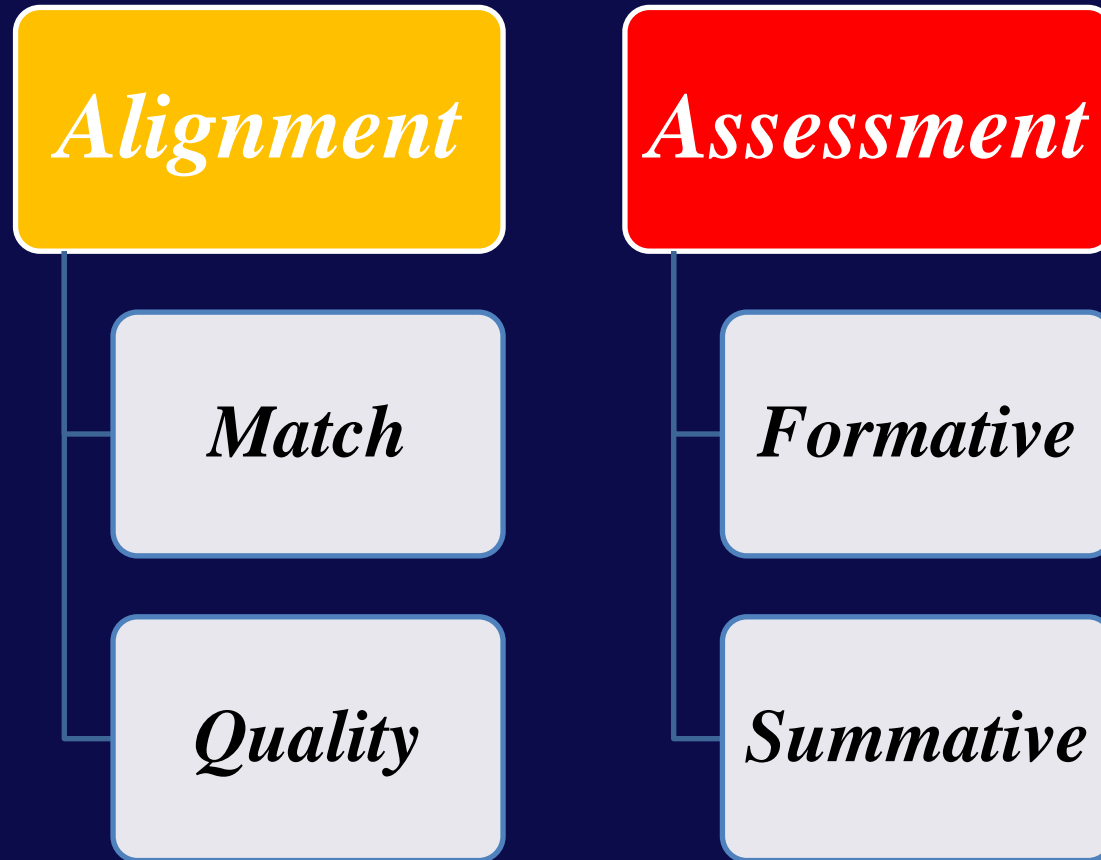
Part IV

The Watch-outs

Elephants in the Room



The Watch-outs



The Watch-outs: Alignment

- *Alignment:*

- Align ELDS with other ELDS
 - HORIZONTAL: Documents for children of same age
 - VERTICAL: Documents for children of different ages
- Align ELDS with curriculum
- Align ELDS with teacher certification criteria
- Align ELDS with assessments
 - FORMATIVE: For Instructional Improvement
 - SUMMATIVE: For Policy Accountability

The Watch-outs: Alignment

- *Horizontal Alignment:*

- Aligned: Address the same standards with comparatively common emphasis
- Not Aligned: One has; The other doesn't
 - Learning a Second Language
 - Recognition of Others' Feelings
 - Moral/Character Development
- Not Aligned: Huge imbalances in focus
 - Lots of indicators in Comprehension/Print Awareness

The Watch-outs: Alignment

- *Vertical Alignment (between two different age groups)*
 - Skipped Standards:
 - Behavioral Regulation addressed for 3's and 5's, but not for 4's
 - Invention and Creativity left out fully (aligned because neither had it, but not quality)
 - Same Difficulty:
 - Book Awareness: Same demands for a 3's and 5's
 - Younger/Harder-Older/Easier:
 - Cognitive Development Area

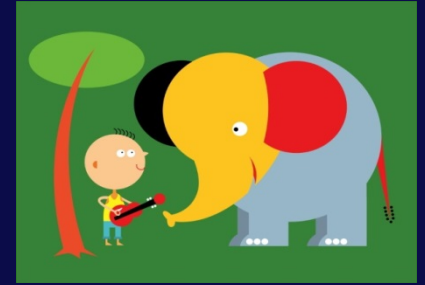
The Watch-outs: Alignment

- *Alignment Issues:*

- Often thought of as 1-1 Correspondence
- Do they match?
- Too limited a frame
 - May have standards that are a perfect match but of very inappropriate quality
 - May be too easy or too difficult for age group
 - May not be really important
- Must consider both

MATCH and QUALITY

The Watch-outs: Assessment



- *The Elephant in the Room*

- Principle I: Standards are not assessments (Can't throw out the baby with the bathwater)
- Principle II: Assessment (called observation) has been with us for a long long time
 - Bedrock of the Field
- Principle III: Some things about assessment are good
 - Documentation is a form of logging and making judgments, with goal of instructional improvement
 - Formative assessment for instructional planning

The Watch-outs: Assessment

- *The Elephant in the Room*

- Principle IV: Young children are very poor “test” takers:
 - Episodic learners
 - Inexperienced and need familiar people and settings; desks with strangers don’t work
- Principle V: Most tests for young children are not able to capture what matters about their development
 - Social and emotional; approaches toward learning

The Watch-outs: Assessment

- **BUT,**

- Doesn't mean that better instruments could not be developed
 - Consortia working on this and thinking inventively
 - North Carolina, Arizona, Delaware, Iowa, Maine, North Dakota, Oregon, Rhode Island, Washington, DC and South Carolina (Collaborating State)
 - Ohio/Maryland and Connecticut, Indiana, Massachusetts, Michigan, and Nevada
 - Texas
- Doesn't mean that we won't perfect our assessment strategies (e.g., screening, observation, assessment, and testing)
- These things are happening and will continue to happen

The Watch-outs: Assessment

- **ALSO,**
 - Means we must be vigilant regarding how such instruments will be used
 - Major national groups addressing this issue
 - NAEYC/NAECS/SDE: *Early Childhood Curriculum, Assessment, and Program Evaluation (2005)*
 - National Association of School Psychologists: *Position Statement on Early Childhood Assessment (2009)*
 - Zero to Three: *Early Learning Guidelines: Recommendations for States (2008)*

The Watch-outs: Assessment

- *Vigilance reinforced by two major national task forces/commissions*
 - National Early Childhood Assessment Task Force (2007)
 - National Academy of Sciences Panel on Early Childhood Assessment (2008)

The Watch-outs: Assessment

- *Each has recommended ways to collect information on children and to use it productively to advance policy and practice*
 - Sample children (not test all)
 - Matrix sample items/children (not same items to all children)
 - Safeguard identities
 - Delimit uses

The Watch-outs: Assessment

- *Bottom Line*

- Not that there are things wrong with standards for young children
- Not that there are things wrong with all assessments for young children
- The issue is how we provide and use the data while:
 - protecting children,
 - developmentally-oriented pedagogy,
 - preserving the learning environment that promote both!

Part V

Next Steps: A Way to Go



Considerations and Next Steps

“Think About” 1

How well-balanced are our standards and how well do they align with K-12 standards?

“Think About” 2

How much are we respecting diverse populations?

“Think About” 3

How do we go about effectively implementing ELDS?

“Think About” 4

How do we hold standards within the many early childhood efforts:

QRIS

P-3

Governance

Finance

Accountability

Testing

Leadership Development

Professional Development

Considerations and Next Steps

How well-balanced are our standards and how well do they align with K-12 standards?

- *Two national documents levying expectations in EC field:*
 - Head Start Early Learning & Child Development Framework (HS)
 - Common Core (CC)
- *They are not well aligned:*
 - HS far more comprehensive; CC only in two domains
 - HS far more detailed; CC has limited items
- *HS = child development oriented; CC = disciplinarily oriented*
- *Do we need to reconcile such differences?*
- *If so, how do we go about doing that, given that both sets of standards are well established?*
- *How do we deal with the criticisms of Common Core?*

Considerations and Next Steps

How much are we respecting diverse populations?

- *Some populations need special considerations*
 - Dual language learners
 - Children with disabilities
 - Foster and immigrant children
 - Irregular or patterned attendees
 - We come to standards with a classroom-based, 35 hours-per week perspective, but not the case in ECE settings

Considerations and Next Steps

How do we go about effectively implementing ELDS?

- *Balancing autonomy for teachers and uniformity of children's experiences*
- *Balancing an academic v. whole-child approach*
- *Using standards as the bedrock for different kinds of implementations, so the we will have a more integrated and JUST ECE tools!!!*

Considerations and Next Steps

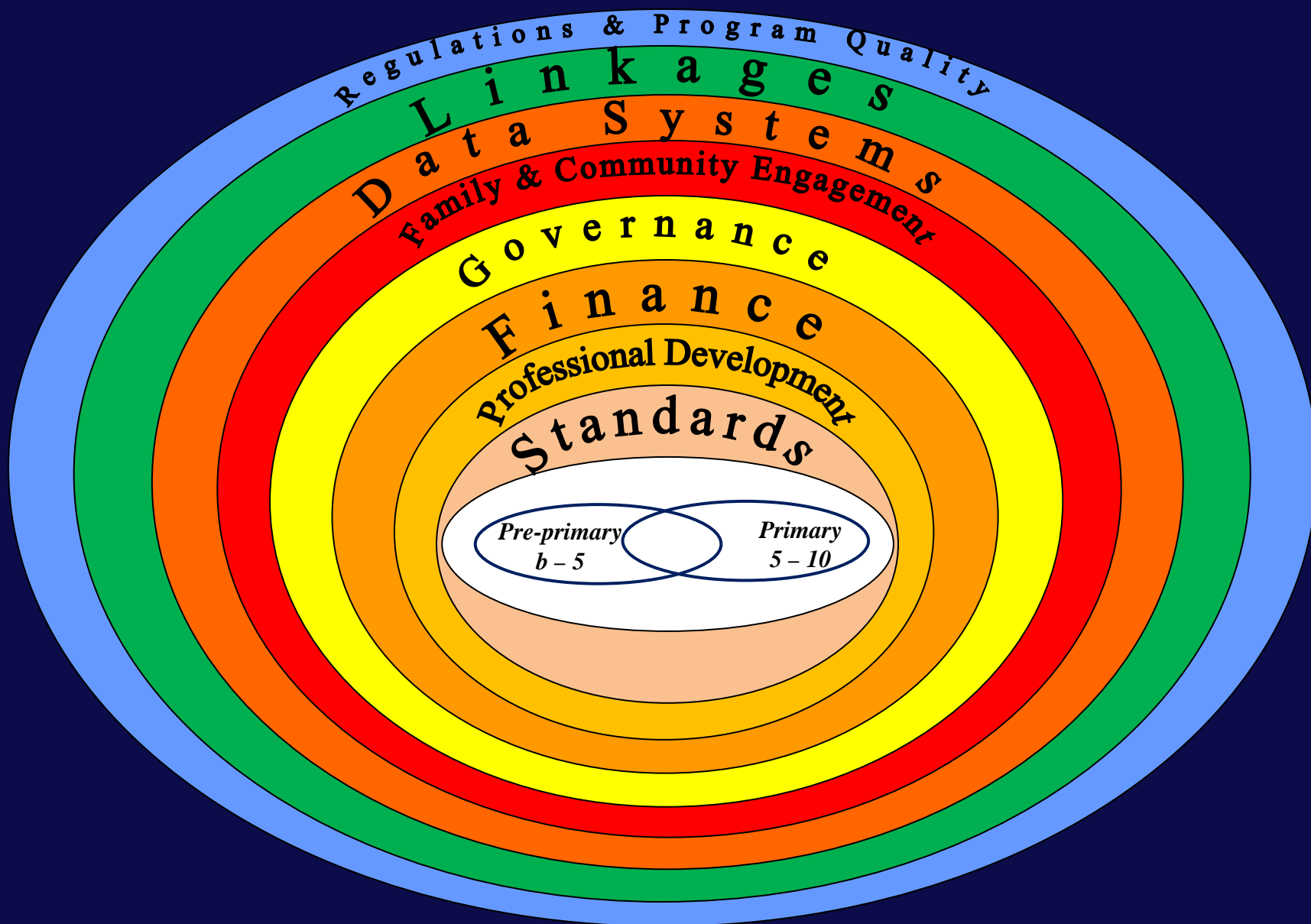
How do we think about standards in light of all else that is going on in ECE (QRIS, P-3, Governance, System Building)?

- *Often seen as very separate areas, led by different folks, all of whom think their area of focus is the most critical*
- *Little coordination*
- *Little recognition that standards are the basis of all this*

A New Think: Continuous Learning and Development

• *Durable Structures*

- None of the above happens without structures that are durable and that are committed to continuous development
- Governance (Planning, Coordination)
- Finance
- Standards (Learning, Professional Performance, Environments)
- Accountability (Data, Formative and Summative Assessment)
- Quality Assurance (Monitoring, QRIS, Accreditation)
- Professional Certification and Professional Development
- Family and Community Engagement



Seeing Standards Whole

- *Part of a quality early learning system*
- *Advancing early childhood for decades*
- *Dealt with some hard challenges, but we and are shaping the field.*
 - Early childhood educators have dealt with these issues throughout our history...
 - Who better than early childhood leaders to take it on

Bring it On!!

- *BRING IT ON: THE MUSICAL* “tells the story of the challenges and unexpected bonds formed through the thrill of extreme pressure.” *The New York Times* calls it, “Impossible to resist!”
- *ELDS* are much the same: They challenge us, they bond us, they force us to deal with a lot of pressures, but they can be a very possible force for major change: They are “Impossible to Resist”

