



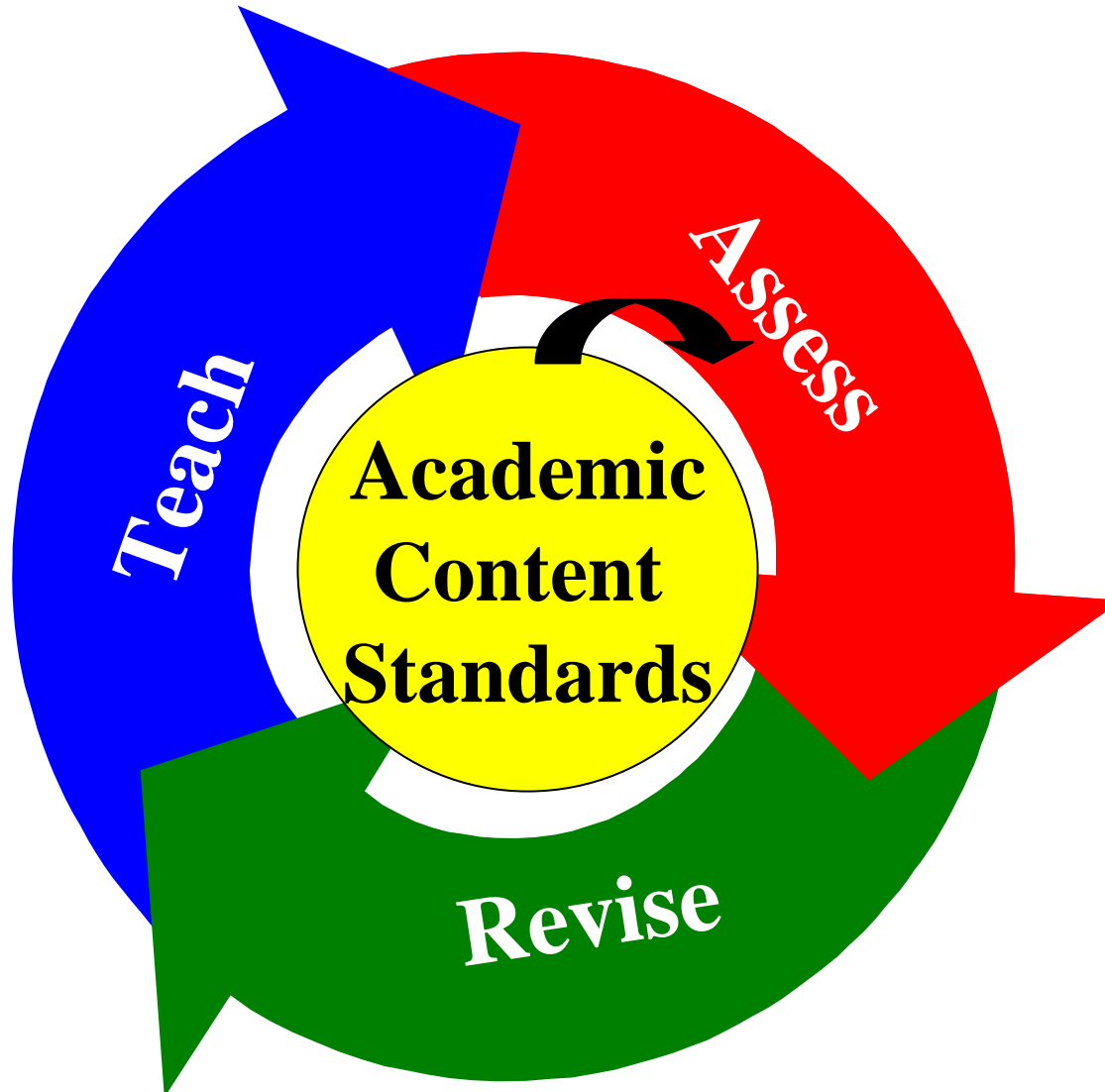
Ohio's Early Learning Content Standards

Overview and Link to Practice

Office of Early Learning and
School Readiness



Standards-Based Education





Standards-Based Education Means That...

- **Standards guide curriculum and instructional decisions at the classroom level.**
- **The focus of instruction is on children's learning.**
- **Expectations for learning are the same for all children.**

(Colorado – modified)



Amended Substitute House Bill 94

House Bill 94 (2001) Mandates...

- “The department shall develop pre-kindergarten reading and mathematics content standards and model curricula.”



Response to the Mandate

The Office of Early Childhood and the Office of Curriculum and Instruction collaborated to:

- Implement a process for engaging Ohio stakeholders for the purpose of developing a set of early learning content standards for:
 - English language arts (ELA);
 - Mathematics.
- Ensure articulation between pre-kindergarten and kindergarten standards, resulting in a seamless continuum of learning for children.
- Develop standards and indicators in other academic areas as appropriate:
 - Science
 - Social Studies



Early Learning Content Standards

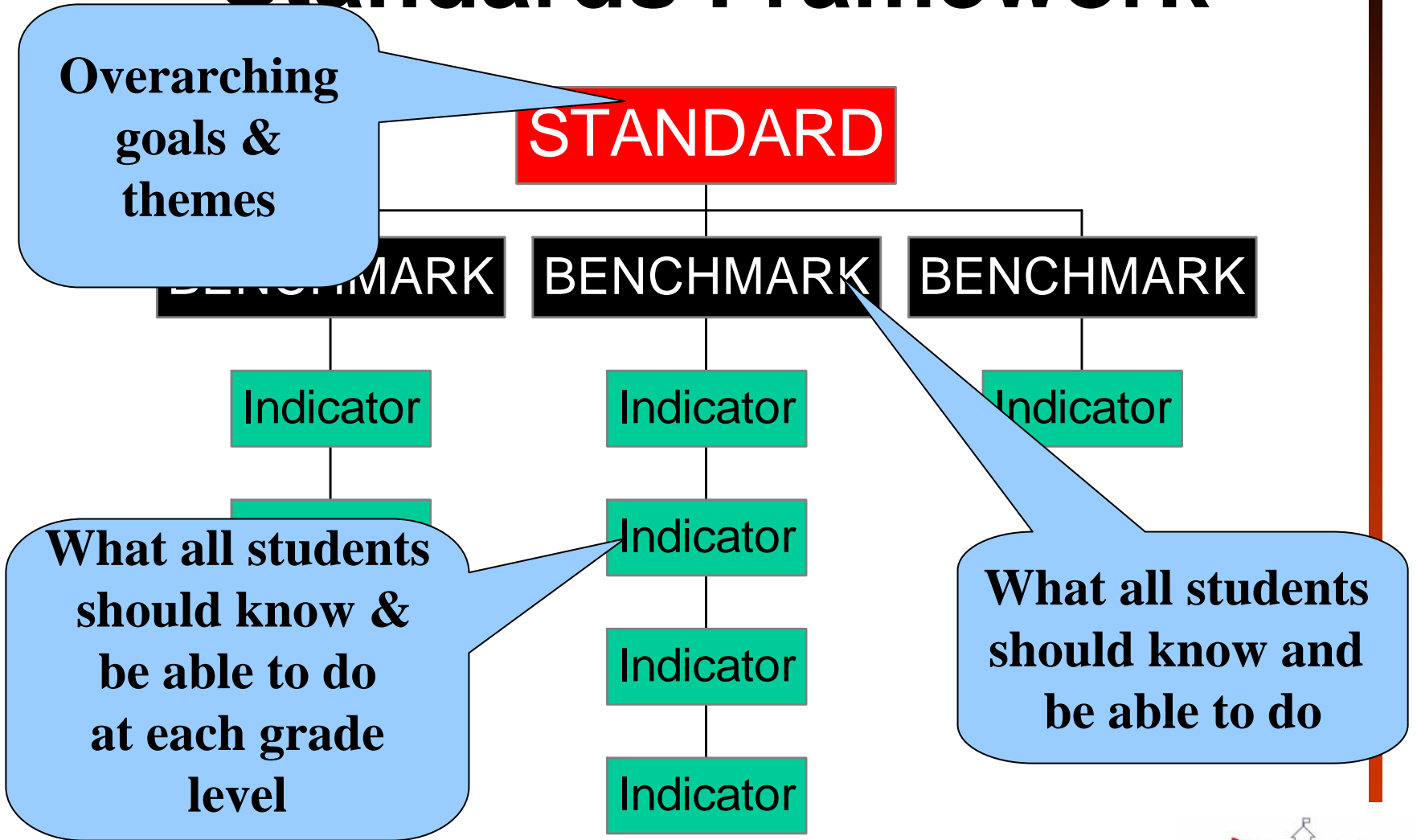
- Describe essential early concepts, understandings and skills for Ohio's children
- Set expectations for end of preschool experiences
- Represent the potential of ALL young children



What do Academic Content Standards look like?



Standards Framework





Academic Content Standards

The standard statement:

- Provides an overarching goal, theme or statement about the content area.
- Describes in broad terms what students should know and be able to do as a result of the K-12 program.



Benchmarks

- Measure student progress toward meeting standards
- Serve as checkpoints of cumulative knowledge and skills over a grade band
- Vary depending on content area
- Are assessed on achievement tests



Indicators

- Are specific statements of knowledge and skills at each grade level
- Serve as checkpoints that monitor progress toward benchmarks
- Are assessed through diagnostic tests*

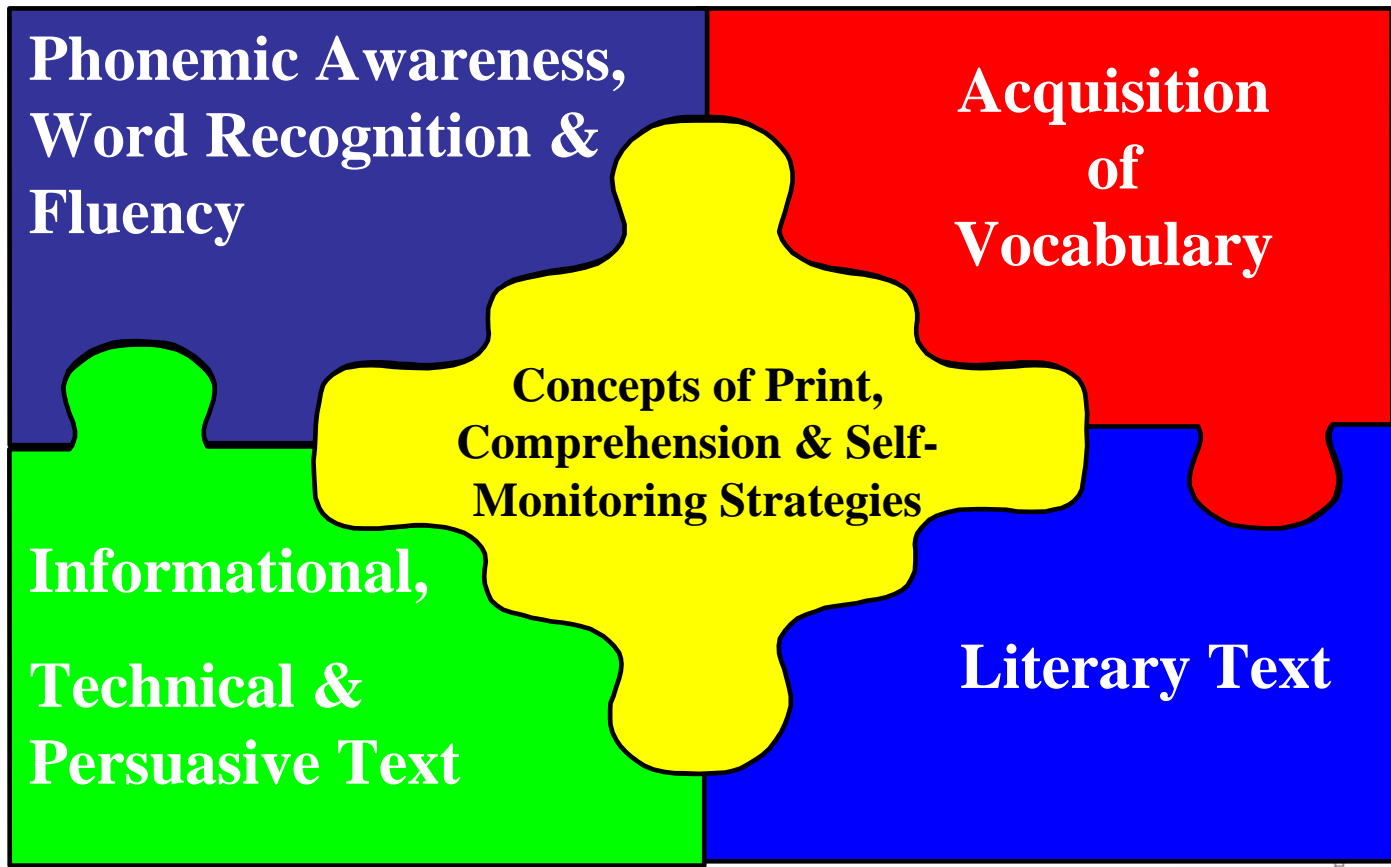
* May be used as the basis for achievement tests to comply with ESEA



What are the Content Areas?

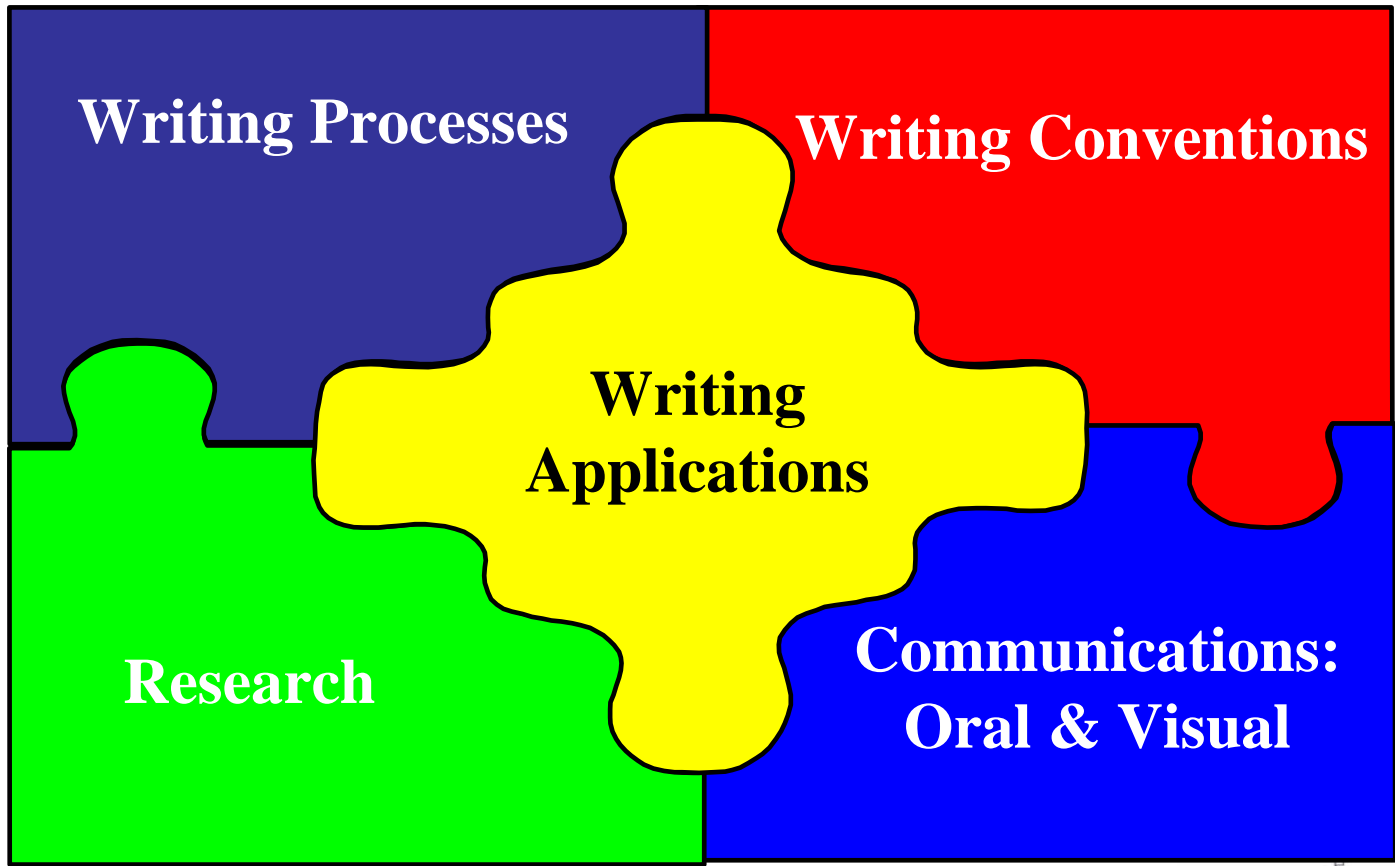


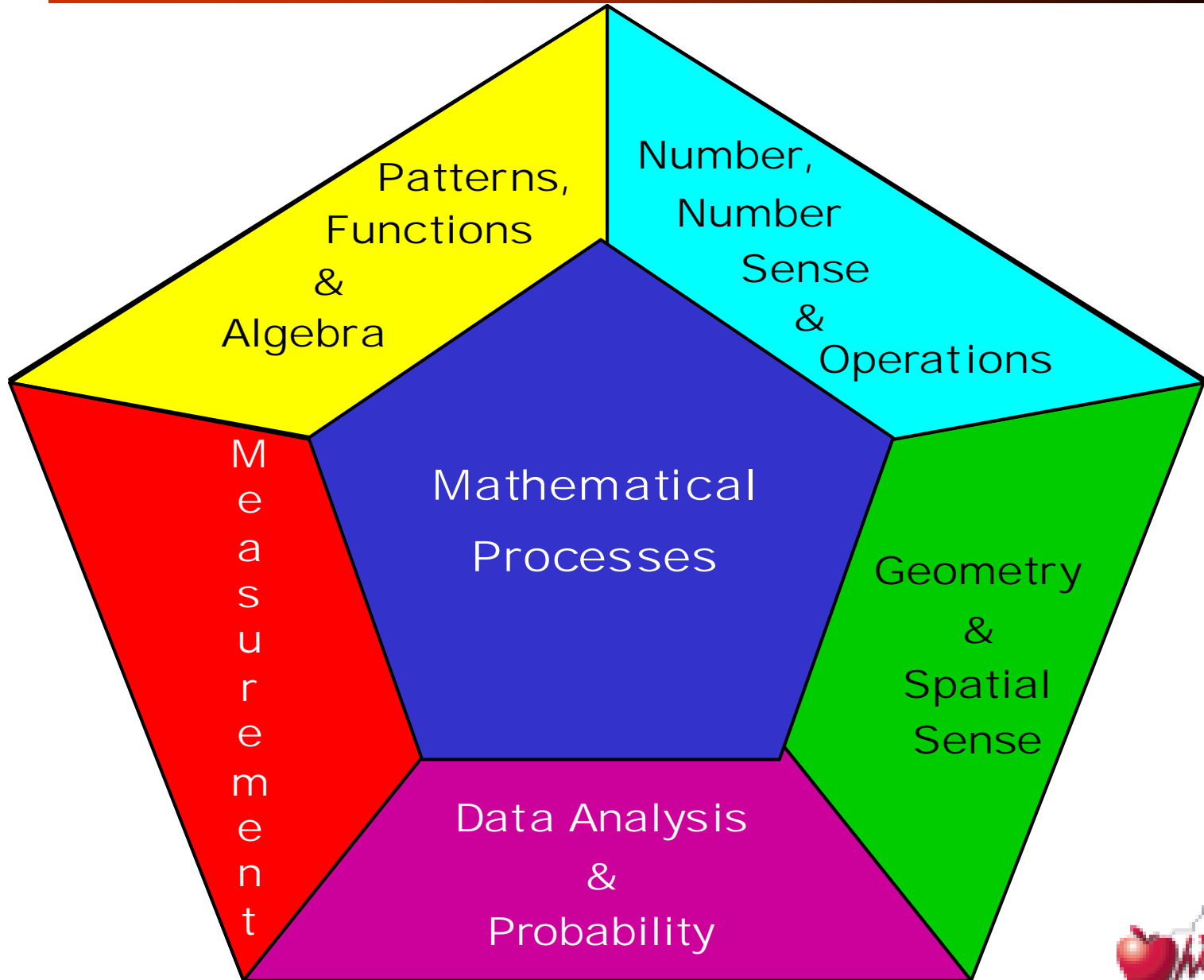
English Language Arts Standards





English Language Arts Standards







Science Standards

Content Standards:

- Physical Sciences
- Life Sciences
- Earth & Space Sciences
- Science & Technology
- Scientific Inquiry
- Scientific Ways of Knowing



Social Studies Standards

Content Standards:

- History
- People in Societies
- Geography
- Economics
- Government
- Citizenship Rights & Responsibilities

Process Standard

- Social Studies Skills and Methods



Continuum of Learning

Reading

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Pre-K – 3 Benchmark

A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.

Pre-Kindergarten Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators	Grade 3 Indicators
<ul style="list-style-type: none"> Visualize and represent understanding of text through a variety of media and play. (4) 	<ul style="list-style-type: none"> Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions. (4) 	<ul style="list-style-type: none"> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (2) Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. (3) 	<ul style="list-style-type: none"> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (1) Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension. (5) 	<ul style="list-style-type: none"> Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). (1) Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension. (6)



Continuum of Learning Science

Scientific Inquiry Standard			
Pre-K – 2 Benchmark			
B. Design and conduct a simple investigation to explore a question.			
Pre-K Indicators	Kindergarten Indicators	Grade 1 Indicators	Grade 2 Indicators
<ul style="list-style-type: none"> Use one or more of the senses to observe and learn about objects, organisms and phenomena. (5) Explore objects, organisms and events using simple equipment (e.g., magnets and magnifiers, standard and non-standard measuring tools). (6) 	<ul style="list-style-type: none"> Use appropriate safety procedures when completing scientific investigations. (3) Use the five senses to make observations about the natural world. (4) Use appropriate tools and simple equipment/ instruments to safely gather scientific data (e.g., magnifiers and other appropriate tools). (7) Make new observations when people give different descriptions for the same thing. (10) 	<ul style="list-style-type: none"> Use appropriate safety procedures when completing scientific investigations. (3) Use appropriate tools and simple equipment/ instruments to safely gather scientific data (e.g., magnifiers, timers and simple balances and other appropriate tools). (6) 	<ul style="list-style-type: none"> Use appropriate safety procedures when completing scientific investigations. (4) Use appropriate tools and simple equipment/ instruments to safely gather scientific data (e.g., magnifiers, non-breakable thermometers, timers, rulers, balances and calculators and other appropriate tools). (7) Measure properties of objects using tools such as rulers, balances and thermometers. (8)



What Standards Mean for Early Childhood Educators

- Implications for all early education and care providers
- Provide clarity to Ohio's teachers of what content (essential concepts and skills) should be taught at each grade level
- Shared responsibility among teachers, pre-kindergarten through grade 12
- Acknowledgement of the role early educators play in preparing and supporting the learning of young children



A Closer Look at Standards

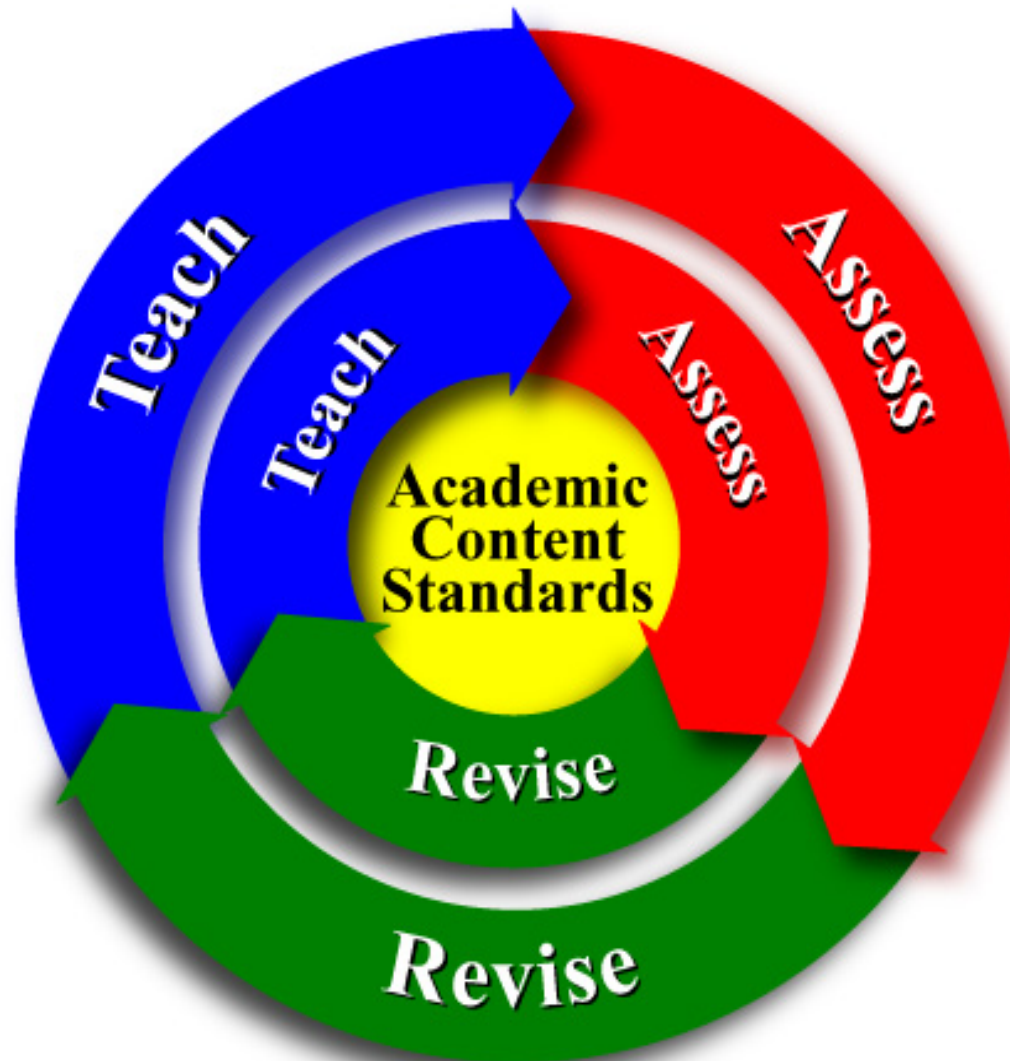
Reflecting on Current Practices

Think, Pair Share....

- With partner, identify discipline/content area and one standard area
- Independently, review the pre-kindergarten indicators within the standard
- Record two strategies or current practices for supporting children toward indicators
- Share with partner



Implementation of Standards Based Education





Implementation of Standards

Role of the Early Childhood Educator is to.....

- Design supportive learning environments
- Use standards to guide curriculum and instructional planning and implementation
- Design and implement meaningful learning opportunities and experiences that address multiple indicators across standards
- Conduct on-going child observations
- Utilize data to inform decisions that impact teaching and learning for ALL children



What content needs to be addressed?



Early Learning Content Standards

- Provide the foundation for assessment, curriculum and instructional planning for all teachers
- Serve as framework for designing and implementing meaningful curricula and intentional learning experiences within all preschool and child care
- Are the focus, yet must create balance



Curriculum

- **Educators use the term curriculum to describe their plans for teaching children and arranging the classroom. A curriculum is a prepared plan of what and how to teach. It describes the methods that teachers use to organize the space and materials in the classroom, manage class time, and interact with the children. The curriculum for a child will include goals for the whole group, as well as goals that address an individual child’s needs. As teachers and support staff members make adaptations to help children participate and learn, these adaptations are reflected in their curriculum plan.**

- » **It’s Time for Preschool**
- » **Hanson, MJ. Et al. Brookes Publishing Co.**



Curriculum That Addresses ALL Children

- Must reflect the range and scope of the content inherent in the standards
- Consider and address access or precursor understandings/skills that build or link to content within pre-kindergarten standards
- For children with disabilities....the IEP is the tool to address children's areas of need and ensure access and progress in the general curriculum/developmentally appropriate activities
- Must provide for differentiation



How should teaching and learning be designed?



How Children Learn

Historically grounded in theory...

- Piaget...children actively construct knowledge by interacting repeatedly with objects and people (1952, 1971)
- Vygotsky...children grow cognitively not only by acting on objects but also by interacting with adults and more knowledgeable peers (1978)
- Smilansky & Bruner...play is the principle business of childhood (1990, 1975)



Child Development

Grounded in research...

- Children are capable and competent
- Children develop capacities in predictable sequences
- Learning occurs in the context of each child's unique characteristics, abilities and opportunities
- There are times when certain kinds of knowledge/skills are learned best or most efficiently...optimal times for particular kinds of learning
- Learning is viewed as a social experience



Like growing flowers, where certain specific conditions are provided to produce beautiful blossoms...adults provide the conditions that establish the growing ground for empowered children.

Wasserman, 1990



Designing Effective Early Learning Experiences

- **Early learning content standards are an essential first step**
- **Role of early childhood educators in setting and designing the context for teaching and learning**
 - Supportive learning environments
 - Schedule and routines
 - Flexible groupings of children
 - Experiences/activities and play
 - Materials
 - Balance of child and adult initiated activities
- **Address clusters of pre-kindergarten indicators within teaching and learning experiences**
- **Embed early learning experiences within meaningful contexts**



A Context for Learning

Classroom Setting

- Schedules & Routines...
 - Arrival
 - Whole Group/Circle
 - Free Choice Time
 - Clean-up
 - Snack/Lunch
 - Indoor./Outdoor Play
 - Storytime
 - Dismissal



A Context for Learning

Classroom Setting

- Learning/Interest Areas...
 - Dramatic Play
 - Sensory/Sand & Water Table
 - Blocks/Construction
 - Manipulatives/Puzzles/Math
 - Books/Library
 - Writing
 - Discover/Science
 - Art/Music
 - Computer





A Context for Learning

Home and Community Setting:

- **Learning areas within home...**
 - Living or family room
 - Kitchen
 - Bedroom
 - Bathroom
 - Outdoor play area
- **Learning areas within community...**
 - Library
 - Grocery Store
 - Restaurants
 - Shopping Areas
 - Playground and park
 - Museums
 - Other



A Context for Learning

Home and Community Setting

- **Daily Routines**

- Snack and meal times
- Dressing and undressing
- Playtime (indoor and outdoor)
- Nap and bedtime
- Family visits to...
 - ✓ Library
 - ✓ Grocery Store
 - ✓ Restaurants
 - ✓ Shopping Areas
 - ✓ Playground
 - ✓ Museums



Curriculum and instruction in early childhood education should be....

- **Intentional**....plan developmentally appropriate experiences to address targeted indicator or clusters of indicators
- **Explicit**....ask children to focus on what children should attend to and/or listen to
- **Systematic**...consider learning trajectory/ladder of concepts/skills and patterns of learning for young children
- **Efficient**...spend time on what is important for children
- **Integrated**...address indicators within and across standards and content areas



Evaluating Curricula and Activities

- **Considerations:**
 - Link to content standards
 - Reflect research widely known or generally accepted
 - Promote children's understanding
 - Include authentic learning experiences and of children's interest
 - Engage active participation of children in own learning
 - Facilitate meaningful conversations, reflections and thinking by and with children
 - Use in variety of way and contexts



Selecting and Evaluating Materials

- Consider:
 - Culturally relevant and diverse
 - Accessible
 - Open-ended
 - Interest to children
 - Support and/or extend learning



**What supporting resources
are available?**



Resources to Support Educators

- *Early Learning Content Standards: English Language Arts, Mathematics, Science & Social Studies*
- ELA and Mathematics Resource Documents
- Model Preschool Lessons – IMS
- *Guidance Tool for Implementation of the Early Learning Content Standards*
- *Preparing for Kindergarten Success: A Guide for Families*
- Early Literacy Tool Kit



Final Reflection

“Teachers should not have to set aside good instruction to implement standards.

Instead, good instruction itself should be the best implementation.”

For early childhood, teachers must face the challenge of supporting young learners in meeting standards without sacrificing developmentally appropriate curriculum and practice.



For Additional Information Contact

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