

Integrating Standards: Does It Really Matter?

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Objectives:

- Importance of Standards
- History of Standards
- Educational Standards Relevant to Early Childhood Field
- Other Standards Relevant to Early Childhood Field
- Standards Crosswalk
- Standards in Action

Importance of Standards

For Schools:

- Accountability
- Higher level learning

For Teachers:

- Guide planning, implementation and assessment
- Track student performance

For Students:

- Expectations are mapped out
- Identify struggling students and offer support

History of Standards

1983 "A Nation at Risk" is published and calls for reform of the U.S. education system.

1989

President Bush and all 50 governors adopt National Education Goals for the year 2000.

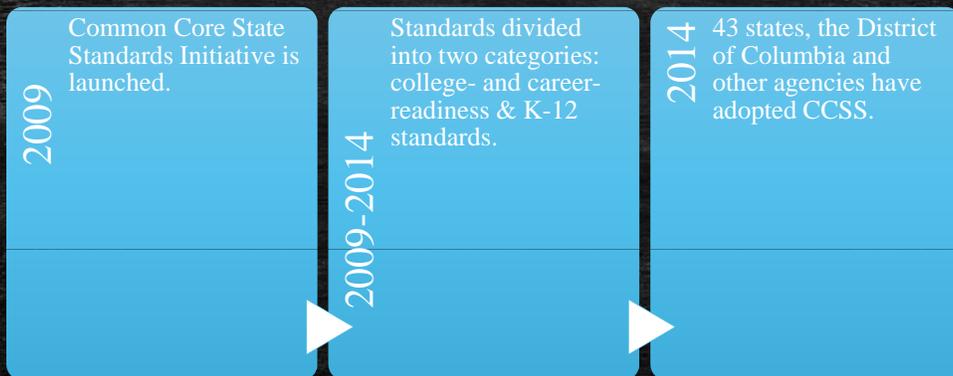
1990 Several agencies begin developing collections of national and state level standards.

Marzano and Kendall, 1996

History of Standards



History of Standards



Corestandards.org

Educational standards relevant to the Early Childhood field

In addition to the NJ State Core Curriculum Content Standards and the National Common Core State Standards, which other standards are relevant to early childhood?

Educational Standards – NJ Core Curriculum Content Standards

- Describe what students should know and be able to do upon completion of a thirteen-year public school education
- Designed to help teachers prepare students to be college- and career-ready
- Revised every five years
- Contain nine content areas (including 21st Century Life and Careers)

Educational Standards – Common Career Technical Core

- High-quality state and industry standards
- Input and guidance from educators, business and industry and state leaders
- Feedback from the public



Educational Standards – Common Core State Standards

- Standards in mathematics and English language arts/literacy
- Created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career and life regardless of where they live



Educational Standards – HSCP Plan of Study

- National Association of State Directors of Career Technical Education Consortium (NASDCTEc)
- 16 career clusters and 79 pathways
 - Early Childhood falls under Human Services cluster
- Guide to bridge secondary and postsecondary curriculum
- Helps students to choose the pathway that will lead them to success
- Knowledge and skill statements are broken down into Essential Topics (such as Problem-Solving and Critical Thinking)
- <http://careertech.org/human-services>

Educational Standards – NFCS/FCCLA

- National Family and Consumer Science
- Family Career and Community Leaders of America
- Started development in 1995; latest revision in 2008
- “Providing the framework for national, state, and local programs that prepare students for family life, work life, and careers in Family and Consumer Sciences by empowering individuals and families across the life span to manage the challenges of living and working in a diverse global society”



Other standards relevant to the Early Childhood field

Take a moment to think about any career other than Early Childhood. What standards guide that field? What other standards guide the Early Childhood field?

Other Standards Relevant to Early Childhood

- Previous standards focused on the teaching and learning for students enrolled in the high school program, but what about the young children?
- NJ Birth to Three – common framework for understanding and communicating developmentally appropriate expectations for infants and toddlers
- NJ Preschool Teaching and Learning Standards - provides standards and teaching practices for 11 domains

Other Standards – Professional Impact NJ (PINJ)

- PINJ advocates for policies and standards that result in high-quality care and education for children.
- Core Knowledge and Competencies – professional standards for working with children birth through eight
- Knowledge Bases include Child Growth and Development; Curriculum; Assessment and Evaluation; Family and Community Relationships; Professionalism and Leadership; Program Organization and Management; Health, Safety, Nutrition and Physical Activities

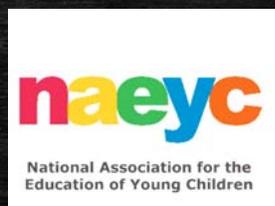


Other Standards – NJ State Licensing

- Identify the knowledge, skills and disposition that educators need to practice effectively and responsibly
- Standards each have three levels
 - Performances – what we do
 - Essential knowledge – what we know
 - Critical dispositions – how we treat students
- Standards reflect what we know about the Learner, our knowledge of Content, Instructional Strategies and Assessment, Leadership and Professional Learning

Other Standards - NAEYC

- Designed to promote the relevance of early childhood professionals
- Used for all early childhood professionals, regardless of education level
- Include shared professional values, inclusion of a broad age range, set of common expectations for six core areas, and a balanced expectation of knowledge, skills and disposition



Other Standards – CDA 2.0

- Child Development Associate
- Intended culminating certification for CTEP ECE POS
- 120 hours education and 480 hours practical
- Divided into six Competency Goals, which are statements of a general purpose or goal for caregiver behavior
 - 13 Functional Areas, which describe the major tasks that a caregiver must complete in order to carry out each goal



Other Standards – Head Start

- Head Start programs provide school readiness for children from low-income families
- Also provide children and their families with health, nutrition, social, and other services
- All programs that operate under the Head Start label must follow a set of Program Performance Standards



CTEP ECE POS Standards Crosswalk

A document that includes all the previously mentioned standards, fully aligned.

Crosswalk Sample

| EC CW# | CPI# NJCCS 21 st Century | Cumulative Progress Indicator (CPI) | CCTC Standards | Common Core State Standards (CCSS) | HSCP Plan Study ESSO... | NFCS/ FCCLA | NJ Birth to Three Early Learning Standards | NJ Preschool Teaching & Learning Standards | PI/NJ Core Knowledge | NJ State Licensing | NAEYC | CDA 2.0 Standards | Head Start Standards |
|--------|-------------------------------------|---|----------------|---|---|-------------|--|---|--|--------------------|--|---|----------------------|
| 1 | 9.4.12.J.(1).1 | Describe and use grammatically English to enhance learning, direct behavior, and strengthen classroom management. | | CCRA.R.2 CCRA.R.4 CCRA.R.9 CCRA.R.10 RST.9-19.10 RST.11-12.3 W.11-12.2 L.11-12.1 RI.11-12.7 W.11-12.7 L.11-12.6 | 1.02.01: 01.02.02: 01.02.03: 01.02.04: 01.02.05: 01.02.07: 01.02.09: 01.03.07: 02.01-10 | | | | Page 17-18 Core Knowledge Child Growth and Development Level 1A and Level 1B | | 6A.02 6A.03 6A.04 6A.08 6A.10 6A.12 | E Social/Emotional Positive Guidance: CS III a, b RCIII | |
| 2 | 9.4.12.J.(1).2 | Demonstrate knowledge of principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide appropriate and comprehensive program offerings. | HU-EC 7 | RST.9-19.10 RST.11-12.2 RST.11-12.7 RST.11-12.9 RI.11-12.7 W.11-12.1 | 03.01.01-11: 03.04.01-04 | 4.3 | Domain I Domain IV Domain V | Standard 0.1 – 0.2 Standard 1.1.1 – 1.1.4 1.4.5, 1.4.6, 2.1.2, 2.4.1-3, 3.3, 3.4, 4.1-4.4, 5.1-5.5, 6.1-6.4 | | 10:122-4.7 | 1A-C 4A-D 5A-C | I Professional Philosophy Statement | 1304.21 a |

Standards in Action

- Child Development – Unit 1 Lesson 3
 - Create a poster on a birth defect

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Standards in Action

- Creative Experiences – Unit 4 Lesson 3
 - Research socio-dramatic play on the internet. Write an advice column for parents outlining the benefits of socio-dramatic play and tips on how to interact with children during this time.

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|--------|-------------------------------------|--|----------------|------------------------------------|-------------------------|-------------|--|--|---|--------------------|--------------------|---|----------------------|
| 14 | 9.4.12.J.(1).14 | Incorporate play and other activities in program plans to develop children's skills. | | | 03.01.01-11 | 4.2 4.3 | Domain II | Standard 0.5.1-0.5.5, 1.3.1-1.3.8, 3.1-3.8, 4.1-4.4, 5.1.5.5, 6.1-6.4, 7.1 | Child Growth Development Level IA & B Level IIIA-C Level IIII-VII Curriculum Level IIIA Level IIII & IV | | 1A-C 3B 5A-C | D Physical/Intellectual Competence: CS II a-d (Plans MUST include adaptation for special needs and ELL Issues). | |

Standards in Action

- Curriculum Materials and Methods – Unit 1 Lesson 7
 - Discuss quality in child care settings and make a list on the board. Ask students to think of how they would rate a child care setting for quality using Excellent Good, Fair and Poor labels. Make a chart together and give examples of excellent, good, fair and poor ratings.
 - Assign rating and write a fictional account of a child care center that might receive that rating.

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|--------|-------------------------------------|---|----------------|------------------------------------|--------------------------|-------------|--|--|---------------------|--------------------|--------------|-------------------|----------------------|
| 13 | 9.4.12.J.(1).13 | Research necessary education and state-specific requirements to practice in this pathway. | HU-EC 3 | RST.9-10.1 RST.9-19.10 | 01.01-03; 09.02.01-11 | 4.1 4.6 | | | | | 5A-C 6A-E | | |

In Conclusion

Alignment to standards ensures that our students are being taught and assessed on what they are expected to learn and know. Including industry standards in addition to educational assures that students are not only college-ready, but career ready as well.
