



District of Columbia Common Core Early Learning Standards 101



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Office of the State Superintendent of Education (OSSE)
Community-Based Organizations (CBOs)
Grants Management Conference

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Marriott Wardman Park

Lisa Gordon, Presenter

Welcome & Introductions



Welcome to the
District of Columbia
Common Core Early
Learning Standards 101
For Program Leaders



Learning Objectives



- To introduce the DC Common Core Early Learning Standards (DC CCELS) and their alignment to the Common Core State Standards.
- To understand our role as early childhood educational professionals in supporting the growth and development of young children through the use of the DC CCELS.
- To understand how the standards support early care and education professionals in creating high-quality, programs for young children.

Defining Standards



Standards are a collective work established by authority or general consensus as a rule, guideline, or definition for the measure of quantity, weight, extent, value, or quality.

Why Do We Have Standards?



REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A+			
WRITTEN COMMUNICATION	A+			
MATHEMATICS	A+			
SCIENCE/HEALTH	A+			
SOCIAL STUDIES	F			
ART	A+			
MUSIC	A+			
PHYSICAL EDUCATION	A+			



Why Are Standards Important?



- 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 school readiness.

What are the Common Core State Standards?



The Common Core State Standards are educational standards in English Language Arts (ELA) and Mathematics that ensure all students K – 12, have the skills and knowledge to be successful in college and/or career.



The Common Core State Standards



The CCSS do **not** tell teachers **how to teach**, but instead provide a map of **what to teach** at each grade level.

Cradle to Career Continuum



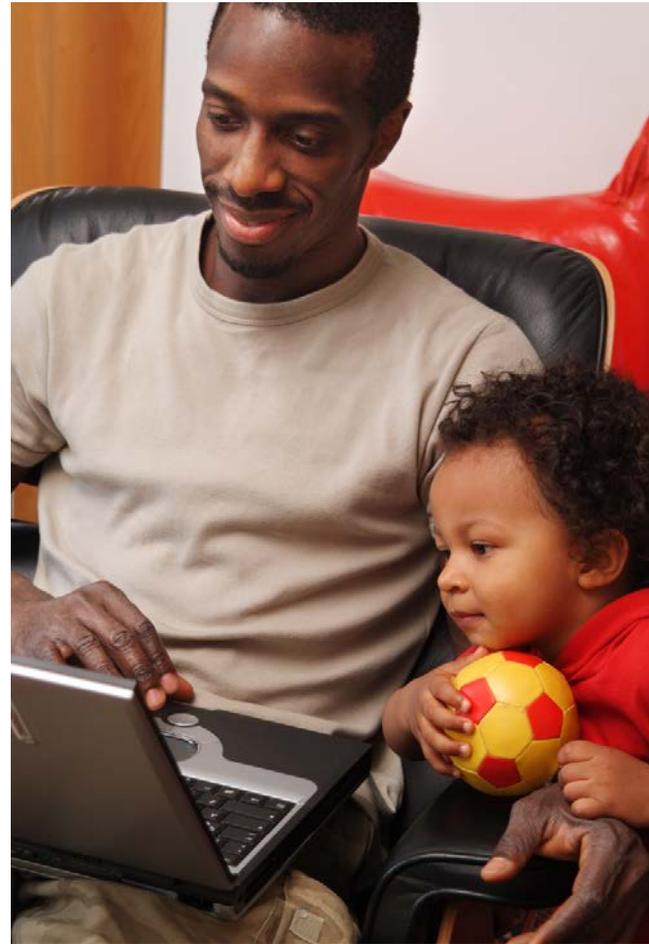
“Education is a lifelong experience that begins well before a child ever sets foot in a classroom and continues long past a cap-and-gown commencement.”

- *Strive*

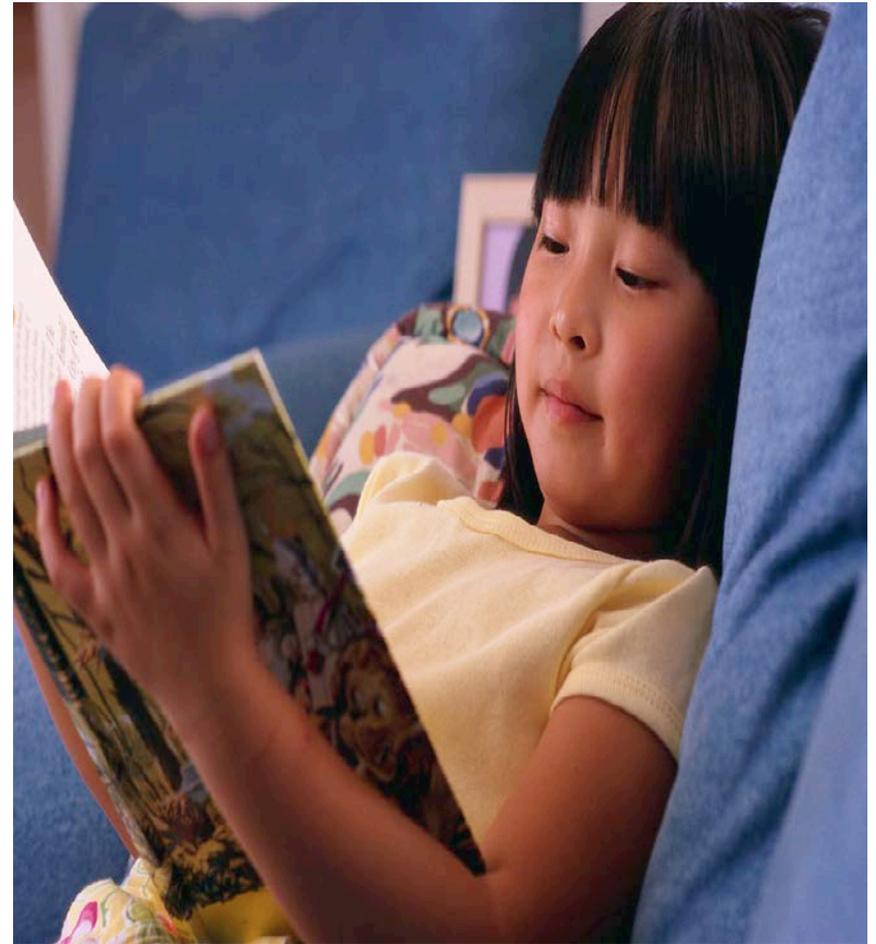
College and Career Ready Skills



- Independent thinking
- Strong content knowledge
- Comprehension as well as the ability to critique



- Understanding of the value of evidence
- Ability to use technology and digital media strategically and capably
- Understanding and valuing other perspectives and cultures



Early Childhood Standards



There are many different kinds of standards related to early childhood care and education.

Types of ECE Standards:



- Program Standards
- Head Start Program Performance Standards
- Accreditation Standards (e.g., NAEYC)
- Early Learning (Outcomes-Related) Standards

Purpose and Uses of the DC Early Learning Standards



The primary purpose of the Early Learning Standards is to ensure that children in the District of Columbia have the kinds of rich and robust early experiences that prepare them for success in school and for lifelong learning.

DC CCELS Walk-Through

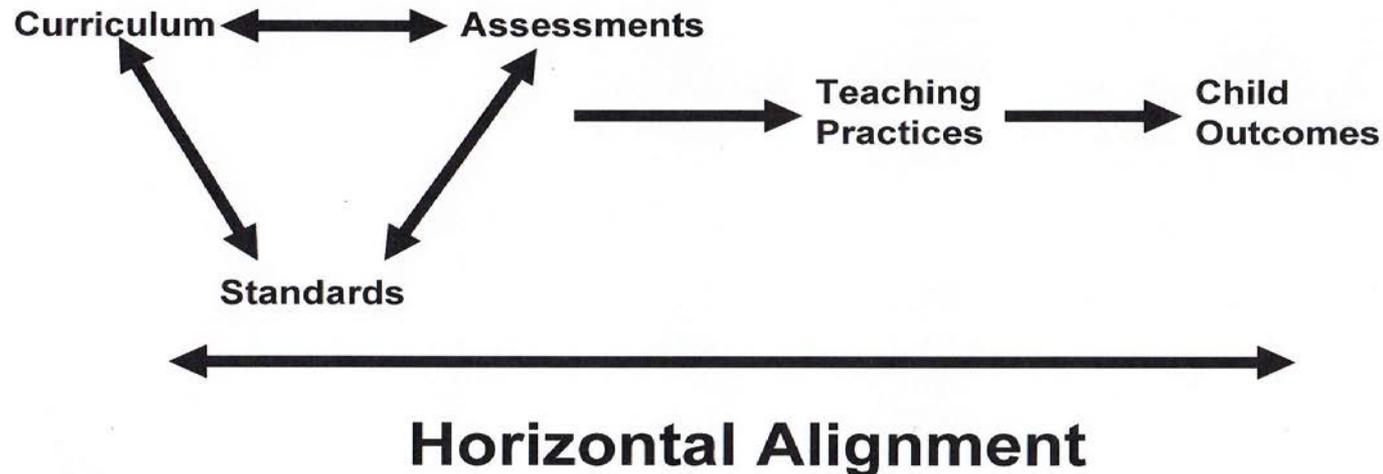


Approaches to Learning/ Logic and Reasoning	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators
<p>1. Attends and engages with curiosity</p>	<p>1a. Uses all senses to explore <i>Example:</i> Looks at a soft toy, grasps and shakes it to make it jingle, brings it to her mouth, and sucks on it.</p> <p><i>Supportive Practice:</i> Provide safe spaces and materials for infants to explore.</p>	<p>1a. Manipulates objects; observes and explores surroundings by using all senses <i>Example:</i> Takes all the dolls out of the cradle and attempts to climb in.</p> <p><i>Supportive Practice:</i> Encourage toddlers to notice what can be done with objects, "I wonder what will happen when I put the cup in the water?"</p>	<p>1a. Explores new places and materials; chooses a variety of tasks, especially those with adult support <i>Example:</i> Digs a hole in the sand, watches as the dry sand flows back into the hole, and asks the teacher to help fix it.</p> <p><i>Supportive Practice:</i> Provide a variety of familiar and unfamiliar experiences and objects for children to explore.</p>	<p>1a. Chooses tasks of interest; responds to adult encouragement <i>Example:</i> Completes a new five-piece puzzle while a parent volunteer encourages his effort by saying, "You turned it, and now it fits."</p> <p><i>Supportive Practice:</i> Rotate materials in the classroom. For example, in the discovery area, add magnets and a scale for children to weigh magnetic items.</p>	<p>Approaches to Learning</p> <p>1a. Demonstrates curiosity and eagerness to learn by showing interest in a growing range of topics, ideas, and tasks <i>Example:</i> Asks questions about an upcoming trip to the library, including how the class will get there and whether he may check out books.</p> <p><i>Supportive Practice:</i> Encourage children's interests by following children's leads as you choose study topics</p>

Alignment of Standards



Make Early Learning Standards Part of a Coherent System



Pulling the Pieces Together!



Reflections



- I learned_____.
- I'm clearer about_____.
- I figured out_____.
- I feel_____.
- I appreciated_____.
- I want to know more about_____.

