New York State
EDUCATION DEPARTMENT

Turnkey Guidance for
Standards, Not Standardization

Goal: To understand that planning from the standards does not mean standardizing instruction, and to examine differentiated approaches to meeting standards with diverse populations of children.

Objectives:
- • Review the role of standards in the instructional cycle.
- • Reflect upon why standardization of instruction may occur
- • Consider how standards inform differentiated instruction
- • Discuss strategies for instruction with diverse populations

Materials Needed:
- [Standards, Not Standardization: The Early Learning Standards and Diverse Populations](#)
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Slide 3: The Introduction to the Next Generation Early Learning Standards emphasizes that Standards are learning objectives and should not be misunderstood as the standardization of instruction. On the contrary! Instruction should be individualized to best facilitate a child's learning of a standard. As stated in the Introduction "the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based."

Slide 4 – Instruct each group to do each of the following, providing time between each task.
A. Discuss difference between instruction, curriculum, and assessment.
B. Discuss how should standards be used in instruction.
C. Write your own definition of standards.

Slide 5- Encourage groups to share words and phrases from their standards definition. Then go over the words that are highlighted on the slide: these words are used in the Early Learning Standards Introduction in the discussion of standards.

STOP 2: Personalization

Slide 6 – Teaching all students is a focus of the Next Generation Learning Standards, and the standards Sewritten for all students, including Multilingu   al Learn0 14E04ls/h Language Learners, Students with Disabilities, and all students Airsps to share6.6(w)2.6on5( )11.3(0.002 T9.326 Td15(G)-6.()-1..9(e6.s)-g-3n6(l)2.6(m)-5)(e6.s

Slide 11: Show