**Early Childhood Cabinet**

**Early Learning Standard Work Group**

Notes – July 27, 2011

1:00 to 4:00

SDE-MCR 2, 25 Industrial Park Rd., Middletown

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| Harriet Feldlaufer co-chair | x | Michelle Levy | x |
| Dina Anslemi – co-chair | x | David Morgan | x |
| Andrea Brinnel – staff | x | Karen Rainville | x |
| Sherry Linton – staff | x | Kathryn O’Connor | x |
| EA Aschenbrenner | x | Jane Rothschild | x |
| Marcia Elliot |  | Carmelita Valencia-Daye |  |
| Kristi Leutjen | x | Janna Wagner | x |
| Amparo Garcia | x | Connor Bell - intern | x |

The meeting was called to order at 1:05 PM by Harriet.

All members briefly introduced themselves; some members were new to the group. Notes from the previous meeting were reviewed and accepted without modification.

Harriet reviewed the intention for the work and clarified that these early learning standards are intended to guide instruction and professional development and not intended to determine program quality. The group concurred that it was important to keep this in mind as the work proceeds.

 Andrea gave an overview of which states and countries were reviewed by the group members (40 states, 5 countries, Head Start):

Janna/Connor – UK, Sweden, Maine, Massachusetts, New Hampshire, Vermont, New York, Pennsylvania, New Jersey, Delaware.

Andrea – Colorado, Maryland, Mississippi

Michelle – Kentucky, Rhode Island, Oklahoma

Jane – Washington DC, Virginia, West Virginia,

Dina, North Carolina, Singapore, Ohio

Harriet – Finland, Florida, Washington

Amparo – Oregon, California, Hawaii

Kristie – Michigan, Illinois, Wisconsin

EA – Australia, Louisiana, Texas

David – Head Start, Kansas, Iowa

Karen – Minnesota, North Dakota, Wyoming

Kathryn – Montana, South Carolina, Nevada

Marcia – Arizona, Georgia, New Mexico

Note: All group members were given a USB drive with the materials that were sent out for review. Andrea noted that not everything that was reviewed will be on the drive, as people had to do additional research to locate comprehensive materials for the subject being reviewed.

The group discussed the review process. EA stated that there were clear values and guiding principals for the standards that she reviewed and suggested that the group may want to work on developing these as a next step. Others noted that some guidelines appeared to have a political stance. Jane pointed out that the standards she reviewed were all focused on 4 year-olds. Amparo pointed out that some states reflected a continuum while others did not, she also noted that the guidelines she reviewed had clear statements about the variability of child development. Dina posed a question with regard to the kinds of supporting research that were used in the development of standards; research on whom and was a broad point of view represented. Kristie articulated that she saw only a limited amount of alignment with kindergarten and the group discussed the need for alignment with K-12, with a caveat about the negative impact of “pushing down”.

Connor shared with the group that many of the standards he reviewed were multi-purposed and recommended strategies and suggestions for environment and child outcomes. David suggested that it is important to provide a glossary of terms. Kathryn stressed the importance of family support.

The group developed a list of guiding principles which will be used to frame the ongoing work:

* Central role of families-partnerships and relationships
* Supporting practitioners/families in various settings
* Cultural context
* Accountability across sectors for use of standards and adherence to guiding principles
* Inclusion
* High expectations for all children—capable and competent
* Developmental continuum-not all children will reach a standard/milestone at the same time
* Connection between academic domains and developmental domains (connecting language of K-12 but keeping user friendly)
* Environment
* Children are capable and competent, active learners develop at different rates, learn through play, etc.
* Relationships are at the heart of child development (secure, respectful and reciprocal relationships—AU)
* Policy makers as part of audience
* Integration
* Interrelatedness of domains
* Evidence-based
* Knowledge base of providers
* Purposeful and intentional

Michelle updated the group about the Head Start/PCF crosswalk. The group expects Carmelita to provide an update about the Early Learning Guidelines (infant/toddler) crosswalk at the next meeting.

The group agreed to do a meta-analysis of the standards that have been reviewed. A grid was created by entering the components of standards documents that the group feels are important components. An example was completed using the CT Preschool Curriculum and Assessment Frameworks. Andrea will send all of the members a copy of the grid to enter information about the standards they have reviewed. A compilation of the results will be reviewed at the next meeting.

 Adjourned: 3:50 pm

Next meetings: Aug. 10, 24 and Sept. 8

*All meetings will be from 1-4 at the SDE Middletown Offices*