August 4-6, 2020

Parts of a Whole: Critical Aspects to Support PreK to Grade 3
Meeting Goal:
Anchor the focus on school systems and their need to increase focus on whole child strategies that will support children in schools such as social and emotional learning, mental health consultation, and meaningful family engagement.
Aligning Policy and Practice to Improve 3rd Grade outcomes in the Era of Covid-19

Panelists:
Carey Wright, State Superintendent of School, Mississippi;
Jillian Balow, State Superintendent of Public Instruction, Wyoming;
Clayton Burch, State Superintendent of Schools, West Virginia;
Paolo DeMaria, State Superintendent of Public Instruction, Ohio
Moderator, Steven Bowen, Deputy Executive Director, CCSSO
Each Child, Our Future
and Ohio’s
Whole Child Framework

Paolo DeMaria, State Superintendent
August 4, 2020
Each Child, Our Future

Ohio’s Strategic Plan for Education

education.ohio.gov/StrategicPlan
Strategy 8: Promote the importance of early learning and expand access to quality early learning experiences.
PreK-3 Strategy

• Early Learning and Development Standards
• Early Childhood Advisory Committee
• *Step-Up to Quality* Programs; incentives
• Alignment with Dept. of Job and Family Services
• Connection to Head Start
• Kindergarten Readiness Assessment
• Literacy Emphasis – Diagnostic Assessments; Reading Guarantee
• SEL Standards
Strategy 7: Work together with parents, caregivers and community partners to help schools meet the needs of the whole child.
Why Ohio’s Whole Child Framework?
Behavioral Health and Wellness Education Advisory Committee

• Established in April 2018 by the State Board of Education

• Focus on topics of social, emotional, mental and behavioral health including mental wellbeing, depression, anxiety, drug and alcohol use and abuse, bullying and harassment, trauma and suicide
Work of the Behavioral Health & Wellness Advisory Committee

- Identified needs of schools and students
- Reviewed existing resources
- Identified gaps
- Developed a Behavioral Health and Wellness Toolkit
- Full report and 15 recommendations
Recommendations

• Establish a whole school, whole community, whole child advisory committee

• Develop a coherent framework for whole school, whole community and whole child activities

• Ensure the integration of a whole child approach through the continuous improvement processes used by districts and schools
Whole Child Advisory Group

Established in September 2019

47 External Stakeholders

Internal Team
Whole Child Advisory Group Charge

Develop a whole school, whole community and whole child framework

Promote the value of a whole school, whole community and whole child approach

React to and inform guidance models and examples from Ohio districts to guide adoption and implementation
Work of the Past Eleven Months

Whole Child Advisory

Workgroups
- Framework
- Ideas for Innovation

Internal Team
- Planning
- Review of feedback
Ohio’s Whole Child Framework
Ohio’s Whole Child Framework

Supporting the Whole Child
Ohio’s strategic plan for education, Each Child Our Future, puts the whole child at the center of the plan, where each component of the plan works harmoniously to support a whole-child approach. Likewise, Ohio’s Whole Child Framework places the child at the center of the plan, with considerations for districts, supports and partnerships surrounding the child through a comprehensive approach. Together, schools, families and community partners can provide the conditions essential for children to learn, thrive and achieve their greatest potential.

The Five Tenets of Ohio’s Whole Child Framework
The Five Tenets of Ohio’s Whole Child Framework comprise five commonly held beliefs regarding supports for the whole child and recognizes that students’ basic physiological and psychological needs must be met before they can fully engage in complex learning and social activities. When students are healthy, feel safe, have strong supportive relationships, are challenged and experience success, and engage in learning that is relevant and challenging, they are more likely to be engaged in school, develop positive social skills and achieve greater academic success. Schools, families and communities must work together to ensure students’ safety and security needs are met first.

Surrounding the whole child within the framework in green, the five whole child tenets are a part of Ohio’s strategic plan for meeting the needs of the whole child and are recognized as essential to students achieving school and life success. The five tenets and related school indicators were adapted from AASCD’s Whole Child Framework and School Improvement Tool. Schools can use the related indicators to define goals and outcomes for each tenet. They can serve as a needs assessment for whole child within the school improvement process. The tenets and indicators should be shared and discussed with staff, parents and community members to create a common understanding and vision for supporting the needs of the whole child.

Healthy
Each student enters school healthy and learns about and practices a healthy lifestyle.
1. Equitable Access. Our school collaborates with community partners to best facilitate equitable access for students, staff and families to physical health, mental health, and vision and dental services, with a respect to culturally responsive care.
2. School Culture. Our school culture is inclusive and supports and reinforces the physical, mental and social-emotional health and well-being of each student and staff member.
3. Health Education. Our school’s health education curriculum and instruction support and reinforce the health and well-being of each student by addressing the physical, mental and social-emotional dimensions of health.
4. Physical Education. Our school’s physical education schedule, curriculum and instruction support and reinforce the health and well-being of each student by addressing lifetime fitness knowledge, attitudes, behaviors and skills.
5. Physical Environment. Our school’s facility and environment support and reinforce the safety, health and well-being of each student and staff member.
6. Families and Caregivers. Our school collaborates with families and caregivers to promote the health and well-being of each student.
7. Community Partners. Our school collaborates with local community partners to promote the health and well-being of each student.
Supporting the Whole Child
The Five Tenets of Ohio’s Whole Child Framework
Systemic Practices for Learning and Health

- Equity
- Cultural Responsiveness
- Continuous Improvement
- Coordination of Policy, Processes and Practices
Components of School and Health Support Systems

• Supporting Students in Developing Healthy Behaviors
• Services to Students and Families
• Engaging Others to Support Student Wellness and Success
• Components of a Safe and Supportive School Environment
Supporting Students in Developing Healthy Behaviors

• Health Education
• Physical Education and Physical Activity
• Social-Emotional Learning
Services to Students and Families

• School and Child Nutrition
• Health Services
• Behavioral Health Services
Engaging Others to Support Student Wellness and Success

• Family Engagement
• Community Involvement
Components of a Safe and Supporting School Environment

• School Climate and Culture
• School Safety
• Physical Environment
• Staff Wellness and Self-care
Partnerships

• Families as Partners
• Community Partners
Ohio’s Whole Child Framework
Implementation and Next Steps
Transitions and Learning Supports in a Pandemic Context

Panelists:
Andrea Brinnel, IDEA Part 619 Part B Manager, Connecticut State Department of Education
Lauren Zbyszinski, Inter-agency Deputy Director of Early Childhood, Texas Education Agency
Jane Walsh, Early Education Department, Denver Public Schools

Moderator:
Kristie Kauerz, Director, National P-3 Center, University of Colorado Denver
Transitions During COVID-19

Andrea Brinnel, Ed.D.
619 Part C Manager, Early Childhood Specialist
CT State Department of Education
andrea.Brinnel@ct.gov
860-713-6941
Collaborations are Key

CT State Department of Education

CT Association of Schools

The Connecticut Office of Early Childhood

The CT Regional Education Service Center (RESC) Alliance
Transitions

Executive Order
Part C to Part B Transitions and FAPE at Three

Flowchart

Joint Memo
Transitioning to Kindergarten during a Public Health Emergency
ESSA Transition Resources

Transitioning to Kindergarten:
The Why, What, and How of this Important Milestone for Connecticut Students
Five Core Values that Guide Effective Transition Practices

- Collaborative, responsive, and trusting relationships with families.
- Ongoing communication with all stakeholders - including families, program staff, and others.
- Respect for diverse linguistic/cultural backgrounds and experiences, strengths, and needs of children and families.
- Positive relationships between adults and children as foundations for children’s learning and development.
- Competent, knowledgeable staff to implement transition practices
| Across all Potential Models | • Involve families and community members in planning.  
• Plan should show sensitivity toward individual family context and needs (e.g., other children, working schedule out of the home and in home).  
• Consider new and innovative ways of connecting with families such as Parent teacher Home Visiting (PTHV). |
|-----------------------------|-------------------------------------------------------------------------------------------------------------|
| Return to School            | • Consider families’ concerns about health and safety.  
• Consider increased challenges families will face with the transition to a school routine under the current circumstances (e.g., getting school clothes, adjusting family routine after a long period of being home).  
• Consider practices related to school supplies and materials in light of safety and increased family economic challenges.  
• Be aware of challenges families may continue to face due to health or loss of resources (e.g., income, access to technology) that may impact their ability to participate in school-based events.  
• Explore non-traditional forms of family engagement. |
| Continued Distance Learning | • Ask for family input about how they are able to support learning at home.  
• Consider families’ needs and priorities when planning the role they will play in distance learning.  
• Work with families to determine their educational priorities.  
• Consider developmentally appropriate distance learning for young children.  
• Incorporate strategies that encourage active engagement and physical activity and limit screen time. |
| Hybrid                      | • Consider families’ needs for child care during the planning process.  
• Work with individual families to support them in a transition to a new model of schooling.  
• Provide a forum for families to express their needs and challenges. |
What Parents Should Know About
KINDERGARTEN
Entry, Enrollment, and Attendance

Why should my child attend kindergarten?

- Kindergarten instruction develops the foundation for all other learning through grade 12. Students learn important skills such as early reading and self-regulation.

- Dual language learners can get support in kindergarten. They can learn English and the value of their language spoken at home.

- Any problems that may affect a child’s ability to learn can be identified in kindergarten. Developmental concerns will be identified. The child will receive appropriate services through general education and/or special education. The earlier a problem is identified, the sooner the child can receive support. This will improve their ability to achieve throughout their school years.

- Keeping children out of kindergarten typically does not have long-term benefits. In fact, some education experts have found keeping children out of kindergarten may be detrimental for some children.

Frequently asked questions about kindergarten entry, enrollment, and attendance

At what age can my child enter kindergarten?
Connecticut law requires public schools to be open to all children who reach age 5 on or before January 1 of any school year.*

If my child is not 5 years old until after January 1 of the school year, can he or she still enter kindergarten?
It is the local board of education’s decision to admit your child before he or she is age eligible for kindergarten.*

If my child is 5 on or before January 1 of the school year, do I have to send my child to kindergarten?
Parents of a child who is 5 years old have the option not to send their child to school until the child is 6 or 7 years old. If they choose not to send their child when the child is age eligible, they must go to the school district office and sign an opt-out form.***

Does my child have to be tested in order to enter kindergarten?
There isn’t any state requirement for a child to be tested to enter kindergarten. Your school district may require testing or screening but your child can’t be excluded from school when he or she is age eligible, regardless of the results of any test or screening.

How long is the school year for kindergarten?
Public schools must provide half-day kindergarten programs for 450 hours of actual school work during school hours. If a public school chooses to offer full-day kindergarten, it must provide 900 hours of school work.**

Can my child attend full-day kindergarten?
Some schools do not offer full-day kindergarten for all children. If the school that your child will attend provides full-day kindergarten for all children then your child will attend full day kindergarten.

Should I hold my child out of kindergarten even though he or she is age eligible?
The Connecticut State Department of Education strongly encourages parents to send their children to kindergarten when they are age eligible: 5 years old on or before January 1 of any school year. However, some parents do not send their children when eligible. This can be due to concerns that the kindergarten program may not be appropriate; that their child may be among the youngest in the class or may not be "socially mature enough"; or that their child is generally not yet "ready for kindergarten." Please know that all school districts are responsible for meeting the needs of all kindergarten students. School districts are required to provide an appropriate kindergarten experience for all children that are age eligible.

*C.G.S. Sec. 10-106 ** C.G.S. Sec. 10-184 *** C.G.S. Sec. 10-15

For more information, contact
andrea.blumenthal@ct.gov or 860-713-6910, or visit
https://portal.ct.gov/SDE/Special-Education/
Early-Childhood-Special-Education

The Connecticut State Department of Education is an affirmative action/equal employment opportunity employer.
Leadership

Reopening Round Table Conversation for Preschool and Kindergarten Administrators

A collaborative effort between
The CT State Department of Education
The CT Office of Early Childhood
The CT Regional Education Service Center Alliance
The CT Association of Schools
Andrea Brinnel, Ed.D.
619 Part C Manager, Early Childhood Specialist
CT State Department of Education
andrea.Brinnel@ct.gov
860-713-6941
Lauren Zbyszinski
Texas Education Agency
Our Current Reality

▪ The pandemic and subsequent rapid evolution of school models has further illuminated inequities that have always existed.

▪ Students of color, students experiencing poverty, and emerging bilingual students have had less access to rich, engaging instruction at grade-level. This was exacerbated in the spring.

▪ Teachers have had to perform a daunting task – recreating materials to serve the needs of students across fully in-person, hybrid, and full remote settings.

▪ Access to the technology required to engage virtually is varied and there’s an added challenge in providing appropriate remote instruction for young learners (Pre-K-2) and diverse learners.

Source: Instruction Partners
High-Quality Instructional Materials for PK

Integrated content across all 10 domains of the Texas Prekindergarten Guidelines:

- Developmentally appropriate practice
- Emphasis on health and wellness, language and literacy development, and play
- Includes supports for students with disabilities and English Learners
- Strong progress monitoring
- Usability for both on-campus and remote settings
- Usability and additional supports for families
Pathways – Adapt or Adopt

Considerations for adapting or adopting

- Do my materials align to the key features of high-quality instructional materials and the needs for remote learning? What are the gaps?

- Based on the gaps we identified, **what would need to be adapted** to create alignment?

- Based on the gaps we identified, **what are my options to adopt?**

- What are the **capacity, allocation, and time needs** to create alignment?

- What are the **capacity, allocation, and time needs** to adopt?

- What pathway supports meeting what I want to be true for teaching, learning, and student support across all models?

Resource: TEA School System Reflection Tool

Source: Instruction Partners
High-Quality Instructional Materials (HQIM) and COVID-19

**The Challenge**

- Teachers developing their own curricula had a difficult time adapting to remote learning in the spring.
- Those supporting teachers must help teachers optimize their teaching for each and every student.
- Schools are relying on groups of adults for an unprecedented amount of student support, care, and guidance.

**HQIM**

- Alleviate the burden of designing lessons, adapting them to work both in person and remotely, and supporting cohorts of students with diverse needs.
- Make it easier for principals and coaches to support all teachers, despite changing teaching and learning scenarios.
- Provide consistency and predictability for those supporting adults, while teachers remain the core instructors.

Source: Instruction Partners
THL 3.0 is a freely accessible, optional, aligned suite of resources that educators can use fully or in-part to support the new learning environment.

Texas Home Learning 3.0

**Curriculum**
- PreK-12 digitized, standards-aligned curricular content customized for Texas and the current learning environment

**Technology**
- Suite of technology tools including a learning management system to support student engagement and instructional collaboration

**Professional Development**
- Content and technology focused professional development to support educators with implementation both in classroom and remote settings

Districts may optionally adopt none, part, or all of any of the three components above.
Jane Walsh

Denver Public Schools (CO)
Navigating Transitions
School District Leadership Perspective

• Denver Public Schools - Program Background and Overview

• Serves over 5,000 3 and 4 year olds in district classrooms

• Supports over 1800 preschool aged children through our partnership with community child care providers

• Supports Early Education Department staff (over 40) and

• 800 teachers and paraprofessionals in district-run schools
Our goals for the 2020-21 school year are founded in the following:

• Supporting the adults in the early childhood space

• Creating a sustainable structure for psychologically safe communication, learning, discussion and collegial exchange of ideas

• Fostering collaboration between community sites and district-run programming
Pivot and Reset to Support Educators in the Creation of Quality Learning Opportunities for Young Children in a New Normal

Ways to support and engage educators:

• Relationships are more vital than ever, they are KEY

• Open channels for timely two-way flow of information

• Provide the structures needed for teachers to feel they have solid footing

• Develop ways to establish a new sense of “normalcy” in this unusual time
Session 3

Tabatha Rosproy, 2020 National Teacher of the Year

Moderator and Interviewer: Libby Doggett, Consultant and Speaker, Libby Doggett Consulting
Meet Tabatha Rosproy!
National Teacher of the Year 2020
Tabatha's Platforms as 2020 NTOY

• Making Early Childhood Education a Part of Every Child's Story

• Providing Social-Emotional Education and Fostering Community Connections with Students at Every Age

• Elevating Teacher Voice
Supporting Families and Redefining Engagement

Panelists:

Windy Lopez, Vice President of Partnerships, Learning Heroes

Kwesi Rollins, Vice President, Institute for Educational Leadership

Reyna Hernandez, Director of Research and Policy Development, National Association of Family, School, and Community Engagement

Ann Ishimaru, Associate Professor, Educational Policy, Organizations & Leadership, University of Washington

Moderator: Carrie Goux, Vice President, External Affairs, GreatSchools
Coordination Case Study: An Illustrative Example from California

Presenters:
Deborah Stipek, Professor of Education, Stanford University and Faculty Director, DREME
DeAnna Mathies, Director of Early Learning, Fresno Unified School District (CA)

Moderator: Kristie Kauerz, Director, National P-3 Center, University of Colorado Denver
PreK-3 Alignment: Challenges and Opportunities

Deborah Stipek
Stanford University
Professor

deanna.mathies@fresno.k12.ca.us

Deanna Mathies
Fresno Unified School District
Executive Officer
Early Learning Division

What is PreK-3 Alignment?

Providing children with a seamless educational experience in which each grade builds on what was learned in the previous grade as children move from preschool through the early elementary grades, with the goal of sustaining the gains made in preschool and leading to better developmental and learning outcomes overall.
State
- standards, assessments, teacher credentialing & pay

District
- textbooks, professional development, assessments, pacing guides, staffing, data

School
- textbooks, professional development, assessments, pacing guides, staffing, data

Classroom
- instruction, teaching materials, assessment, family involvement, data

Vertical alignment/Conruence across levels

Horizontal alignment/Continuity across time and grade levels
Instructional Coherence

Instruction in each grade

- is coherent within the discipline
- builds on skills developed in previous grade
- is targeted just beyond students’ skill levels
- uses similar pedagogical approaches
- provides opportunities for students to broaden and deepen their skills by applying them in novel contexts
## Mathematical Coherence

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
<th>Grade Four</th>
<th>Grade Five</th>
<th>Grade Six</th>
<th>Grade Seven</th>
<th>Grade Eight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know number names and the count sequence</td>
<td>Represent and solve problems involving addition and subtraction</td>
<td>Represent and solve problems involving addition and subtraction</td>
<td>Represent and solve problems involving multiplication and division</td>
<td>Use the four operations with whole numbers to solve problems</td>
<td>Understand the place-value system</td>
<td>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers</td>
<td>Work with radicals and integer exponents</td>
<td>Understand the connections between proportional relationships, lines, and linear equations</td>
</tr>
<tr>
<td>Count to tell the number of objects</td>
<td>Understand and apply properties of operations and the relationship between addition and subtraction</td>
<td>Add and subtract within 20</td>
<td>Understand properties of multiplication and the relationship between multiplication and division</td>
<td>Generalize place-value understanding for multi-digit whole numbers</td>
<td>Perform operations with multi-digit whole numbers and decimals to hundredths</td>
<td>Apply and extend previous understandings of numbers to the system of rational numbers</td>
<td>Analyze proportional relationships and use them to solve real-world and mathematical problems</td>
<td>Analyze and solve linear equations and pairs of simultaneous linear equations</td>
</tr>
<tr>
<td>Compare numbers</td>
<td>Add and subtract within 20</td>
<td>Work with addition and subtraction equations</td>
<td>Multiply and divide within 100</td>
<td>Use equivalent fractions as a strategy to add and subtract fractions</td>
<td>Use place-value understanding and properties of operations to perform multi-digit arithmetic</td>
<td>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</td>
<td>Use properties of operations to generate equivalent expressions</td>
<td>Define, evaluate, and compare functions</td>
</tr>
<tr>
<td>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from</td>
<td>Extend the counting sequence</td>
<td>Measure and estimate lengths in standard units</td>
<td>Solve problems involving the four operations, and identity and explain patterns in arithmetic</td>
<td>Develop understanding of fractions as numbers</td>
<td>Extend understanding of fraction equivalence and ordering</td>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions</td>
<td>Use functions to model relationships between quantities</td>
<td>Use functions to model relationships between quantities</td>
</tr>
<tr>
<td>Work with numbers 11–19 to gain foundations for place value</td>
<td>Understand place value</td>
<td>Relate addition and subtraction to length</td>
<td>Build fractions from unit fractions by applying and extending previous understandings of operations</td>
<td>Use place-value understanding and properties of operations to add and subtract</td>
<td>Graph points in the coordinate plane to solve real-world and mathematical problems</td>
<td>Reason about and solve one-variable inequalities</td>
<td>Represent and analyze quantitative relationships between dependent and independent variables</td>
<td>Use functions to model relationships between quantities</td>
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</table>

Adapted from Achieve the Core 2012.
## Pedagogical Coherence

<table>
<thead>
<tr>
<th>From a classroom in which:</th>
<th>To a classroom in which:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulatives are commonly available and used to represent ideas (as “thinking tools”)</td>
<td>Manipulatives are used infrequently, often for “demonstration” only and most of children’s work involves paper and pencil</td>
</tr>
<tr>
<td>Children frequently work in dyads or groups</td>
<td>Children work alone</td>
</tr>
<tr>
<td>The teacher asks children to figure out different ways to solve problems</td>
<td>The teacher stresses using a particular, method for generating answers to problems</td>
</tr>
<tr>
<td>The teacher expects children to explain why an answer is correct <em>and</em> how they found their answers</td>
<td>The teacher focuses only on the correctness of answers</td>
</tr>
<tr>
<td>It is important to be able to solve problems correctly but also to be able to analyze incorrect answers and invalid reasoning</td>
<td>Getting the right answer is emphasized</td>
</tr>
<tr>
<td>Speed is less important than reasoning (but fluency in core skills is developed)</td>
<td>Speed is emphasized</td>
</tr>
</tbody>
</table>
1. What policies at the district level promote productive continuity at the classroom level?

2. How are district policies mediated by policies and practices at the school level?

3. How are policies and practices at the district and school levels affected by state policies?
Goals

- Document districts’ and schools’ efforts to create alignment and continuity between preK and early elementary mathematics
- Investigate how these efforts are experienced by teachers and students
- Measure how these efforts influence students’ learning opportunities, perceptions of mathematics, and proficiency
Method

District level: 2 midsize California districts
  • Interviewed district leadership and leaders in Curriculum & Instruction and Early Education
  • Observed professional development in all three divisions

School level: 3 schools per district with preKs on site supervised by principals
  • Interviewed school leaders (principal, AP, coaches)
  • Interviewed and surveyed teachers preK – 2 about school practices

Classroom level:
  • 3 classroom observations (fall, winter, spring) + debrief interview
  • Interviewed teachers preK – 2 about classroom practices

Student level:
  • Mathematics assessment fall and spring (REMA-SF)
  • Student interviews (meaning of math and perceptions of ability)
Approaches to Alignment

▪ Organizational
  • Early Learning Director involved in district decision making
  • communication among administrators from different departments
  • preschool is under elementary school principal
  • moving K into early learning department

▪ Alignment of standards, assessment and curriculum

▪ Professional development/collaboration
  • teachers across grades engage in communities of practice, PD, have common coaches
  • principal & curriculum and instruction leadership training in ECE
Approaches to Alignment (Cont.)

- **Processes**
  - instructional walkthroughs
  - teachers sharing data across years
  - kindergarten readiness assessments used to plan instruction
  - prek included in district strategic plans

- **Tools**
  - integrated data system
  - instructional practice guide that documents specific high-leverage pedagogical strategies to be used across grades
Challenges of Fostering Alignment: School Level

- Physical separation of preK from other grades
- Children from multiple preschool programs entering kindergarten (children in preK move to different elementary schools)
- Status issues that come from different credentialing and pay for preK compared to elementary teachers
- Different schedules for preK and elementary teachers
- Dearth of curricula and assessment that span preK-3
- PreK and K-3 teachers’/leaders’ different beliefs about appropriate instruction
Challenges of Fostering Alignment: District Level

- Two (or more) sets of preK rules and regulations for school leaders to learn (knowledge & paperwork burden)
- Different funding sources and expectations related to PD for preK and K-12 teachers
- Lack of facilities on elementary school campus for preK
- Leaders’ weak knowledge of ECE
- Department silos
- Not convinced of the value of preK or perception that preK serves a different purpose from elementary grades and disconnect is appropriate
Challenges of Fostering Alignment: State Level

- Different funding sources for preK and K-12
- Complicated and varying funding policies and varying program standards for preK
- Absence of continuous assessment system preK-2
- Absence of data system linking preK to K
- Disconnect between preK and K learning standards
- Disconnect between preK and K-12 accountability mechanisms
- Disconnect between preK and elementary teacher preparation, licensing, and pay
Key Lessons Learned

**Districts** need to:

- make organizational changes that integrate preschool into elementary school planning and governance;
- bridge the silos and create opportunities for district leaders in different departments to work and learn together;
- provide ongoing learning opportunities to school leaders who have responsibility for early learning and instruction;
- focus on curriculum and pedagogy alongside aligned approaches to instructional leadership and a system of instructional supports;
- align curricula and assessments across preK and the early elementary grades;
- make an explicit effort to include instruction in initiatives designed to promote pre-K to elementary alignment and continuity.
Key Lessons Learned

**States** need to:

- provide encouragement/incentives for districts to create greater alignment and continuity between preK and elementary grades
- streamline preK state funding
- align preK and K standards, assessments, and curriculum guidelines
- create greater alignment in teacher education, credentialing, accountability, and pay for preK and early elementary grade teachers
- include early childhood as part of principal credentialing
- create data system, including student assessment, that links preK-grade 2 to grades 3-12
- provide financial support for preK facilities on elementary campuses
Development and Research in Early Math Education

dreme.stanford.edu
Leadership Development to Enact Pre-K-3rd Grade Work

Presenters:
Bobbie Burnham and Mike Brown, Minnesota Department of Education
Erika Hunt, Center for Study of Education Policy, Illinois State University
Gracie Branch, National Association of Elementary School Principals
Jean Allen, Alabama Department of Early Childhood Education
P-3 Leadership Programs

• State Education Agency
• Legislation re: Principal Preparation
• NAESP in collaboration with state agency
  • Institution of Higher Education
Leadership Development to Enact Pre-K-3rd Grade Work

Bobbie Burnham | Mike Brown
August 6, 2020
<table>
<thead>
<tr>
<th>Year(s)</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2011</td>
<td>&quot;Better Schools for a Better Minnesota&quot; PreK to Grade 3 Systems for Success</td>
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<tr>
<td>2011-12</td>
<td>Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach - Harvard</td>
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<tr>
<td>2013-14</td>
<td>PreK-3rd Grade Leadership Institute</td>
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<td>2015-16</td>
<td>P3 Principal Leadership Series</td>
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<tr>
<td>2016-17</td>
<td>P3 Principal Leadership Series, Building Rigorous and Robust PreK-3 Learning Environments, and Building P3 Systems: From Alignment to Coherence</td>
</tr>
<tr>
<td>2018</td>
<td>National P-3 Institute: Implementing Comprehensive P-3 Approaches - Colorado</td>
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<tr>
<td>2018-19</td>
<td>Regional P3 Leadership Workshops</td>
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<tr>
<td>2019-20</td>
<td>P3 Regional Collaboratives</td>
</tr>
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</table>
Vision: Ensuring every child receives a quality education, no matter their race or zip code.

Mission: Minnesota Schools, Districts and Communities Implement Comprehensive, Inclusive P3 Systems.
# Theory of Change

## Vision:
By focusing on children facing racial, geographic, and economic inequities, children in Minnesota will be born healthy and able to thrive within their families and communities.

## Problem:
Institutional racism and classism; and siloed programs and policies

## Mission:
Increase engagement of parents and families; and increase access to high quality 0-3 programs and services

<table>
<thead>
<tr>
<th>Activities</th>
<th>Policy Changes</th>
<th>Institutional Capacity</th>
<th>Adult Capabilities</th>
<th>Child/Student/Family/Community Outcomes</th>
<th>Measures</th>
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</thead>
<tbody>
<tr>
<td>State and local policies promote ease of access: program quality; mixed delivery; parent choice; and family/community engagement</td>
<td>A sustainable governance structure inclusive of multiple pathways for family and community co-creation and accountability</td>
<td>Increase capacity of adults to implement culturally relevant practices and local policies. Increase capacity of adults to advocate for change. Collaborate with parents, families, and communities in comprehensive, culturally relevant school and community engagement activities. Recognize our own biases when interpreting behavior. Adults facilitate and lead culturally relevant engagement activities.</td>
<td>Increase attendance. Decrease student removals. Increase engagement of children and families. Increase inclusive environments.</td>
<td>Attendance Rates: Student removal rates Kindergarten Entry Profile (KEP)</td>
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<tr>
<td>Pupil Fair Dismissal Act (something different)</td>
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<td>CCD Block Grant</td>
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</table>
Statewide Reach

Leading for educational excellence and equity, every day for every one. | education.mn.gov
Sustainability

- Title II Funding
- P3 built into division strategic plan.
- MDE staff design and deliver integrated professional learning opportunities.
  - Building online professional learning modules.
- P3 elements built into early childhood program legislation.
  - Coordinate appropriate kindergarten transition with families, community-based prekindergarten programs, and school district kindergarten programs.
  - Implement strategies that support the alignment of professional development, instruction, assessments, and prekindergarten through grade 3 curricula.
  - Family engagement strategies that include culturally and linguistically responsive activities in prekindergarten through third grade that are aligned with ECFE (Early Childhood Family Education is a parenting education program).
# Key Partners

<table>
<thead>
<tr>
<th>Superintendents</th>
<th>Legislators</th>
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<tbody>
<tr>
<td>School Boards</td>
<td>Policy and Decision Makers</td>
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<tr>
<td>Parent and Family Educators</td>
<td>Professional Organizations</td>
</tr>
<tr>
<td>Higher Education</td>
<td>Head Start</td>
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<tr>
<td>Other Divisions within MDE:</td>
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<tr>
<td>• Data Analytics, Achievement and Integration</td>
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</table>
RESOURCES

- CSEP, ISBE, and IBHE were recognized 2014 with the ECS Frank Newman Award for State Innovation for the Principal Preparation Reform work.

- Hunt, Haller, Hood & Kincaid (April 2019). Reforming Principal Preparation at the State Level: Perspectives on Policy Reform from Illinois documents the entire policy journey from legislative to implementation to continuous improvement.

- Preparing Principals for Pre-K in Illinois: The Prairie State's Story of Reform and Implementation (Lieberman, 2019) includes a history of Illinois’ Principal Preparation reform, a look at how implementation has fared nearly a decade later, and offers lessons and recommendations for states looking to ensure principals are equipped to lead pre-K and early grade classrooms.

- This video series, funded by the Wallace Foundation, shows how Illinois successfully revamped requirements for preparation of principals.

- More information about Illinois’ Principal Preparation Reform work can be found at: https://education.illinoisstate.edu/csep/publications/principal.php

- Leaders who are interested in exploring how to be better informed PreK-3 leaders can check out:
  - PK3 Teach Lead Grow website: https://pk3teachleadgrow.org/
  - B-3 Continuity Project webpage: https://education.illinoisstate.edu/csep/b3/

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NAESP Pre-K-3 Leadership Academy

IN COLLABORATION WITH

Council of Leaders of Alabama Schools (CLAS)
P-3 Framework

**LEADERSHIP**
- Embrace the Pre-K-3 early learning continuum
- Ensure developmentally appropriate practice
- Participate in a year long leadership academy and a community of practice

**ASSESSMENT**
- Ongoing, observation, standards based
- Include all domains of development: social emotional, language, physical, cognitive, literacy, mathematics, social studies, science and technology

**INSTRUCTION**
- Align and coordinate standards
- Use consistent instructional approaches across grades
- Family engagement
- Horizontal and vertical team meetings
- Active participatory learning approach, project-based learning
- Builds on the success of Alabama First Class Pre-K
NAESP Pre-K-3 Leadership Academy Structure

2 Online Courses combined with Capstone Project that allows students to apply their learning within their own school setting

Guided Group Discussions in Learning Management System with Monthly Virtual Meetings

Blended Learning

Blending the Best of Two Instructional Pedagogies

Plus 3 Face-to-Face Meetings for Collaboration and Networking with Larger Cohort at CLAS Offices
Institution of Higher Education

Approach

• Credit-bearing
• Can support state-sanctioned professional pathways
• Respected place to receive high-quality education and professional learning
Bridging ECE and PreK-12 Systems

We work to improve the education continuum children experience from birth (Pre-school) through 3rd grade. We believe that gaps in children’s opportunities and learning outcomes demand organization and system level reform in states, districts, and communities.

Learn More