

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.



Tuesday, August 4, 2020



Aligning Policy and Practice to Improve 3rd Grade outcomes in the Era of Covid-19

Panelists:

<u>Carey Wright</u>, 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



Each Child, Our Future





Strategy 8: Promote the importance of early learning and expand access to quality early learning experiences.

8



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 <u>Behavioral Health and</u> <u>Wellness Toolkit</u>
- 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



2019

Established in 47 External September 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



of Education



Ohio's Whole Child Framework

Supporting the Whole Child

Ohio's strategic plan for education, <u>Each Child, Our Future</u>, 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 its 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 recognize 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 <u>ASCD's Whole Child Framework</u> and <u>School Improvement Tool</u>. 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.

- 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.
- 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.
- 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.
- 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.
- Physical Environment. Our school's facility and environment support and reinforce the safety, health and well-being of each student and staff member.
- Families and Caregivers. Our school collaborates with families and caregivers to promote the health and well-being of each student.
- Community Partners. Our school collaborates with local community partners to promote the health and well-being of each student.





Department of Education

Ohio's Whole Child Framework Supporting Document



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



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



of Education



Implementation and Next Steps







Session 2

Transitions and Learning Supports in a Pandemic Context

Panelists:

Andrea Brinnel, IDEA Part 619 Part B Manager, Connecticut State Department of Education

Lauren Zbyszinski, Interagency 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



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Transitions During COVID-19







Andrea Brinnel, Ed.D. 619 Part C Manager, Early Childhood Specialist CT State Department of Education <u>andrea.Brinnel@ct.gov</u> 860-713-6941

Collaborations are Key



The CT Regional Education Service Center (RESC) Alliance



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Transitions



Executive Order

Part C to Part B Transitions and FAPE at Three

Flowchart

Joint Memo

Transitioning to Kindergarten during a Public Health Emergency



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ESSA Transition Resources





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Five Core Values that Guide Effective Transition Practices

- Collaborative, responsive, and trusting relationships with families.
- Ongoing **communication** with all stakeholdersincluding 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

Guiding Principle 1: Collaborative, responsive, and trusting relationships with families

Across all Potential	Involve families and community members in planning.
Models	• 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	• Ask for family input about how they are able to support learning at home.
Learning	• 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 KNDERGARTEN 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.

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

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

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.







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







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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.



High-Quality Instructional Materials for PK

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





Pathways – Adapt or Adopt

Considerations for adapting or adopting



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



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.



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



PreK-12 digitized, standardsaligned curricular content customized for Texas and the current learning environment Suite of technology tools including a learning management system to support student engagement and instructional collaboration 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



Wednesday, August 5, 2020



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



Session 4

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

Thursday, August 6, 2020



Session 5

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

ÐREME

Development and Research in Early Mathematics Education

dreme.stanford.edu

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

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

School

Classroom

District

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

instruction, teaching materials, assessment, family involvement, data Vertical alignment/Congruence 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

Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grade Seven	Grade Eigh
Know number	Represent and	Represent and	Represent and solve	Use the four	Understand	Apply and extend	Apply and ex-	Work with
names and	solve problems	solve problems	problems involving	operations with	the place-value	previous	tend previous	radicals and
the count	involving	involving	multiplication and	whole numbers	system	understandings	understanding	integer
sequence	addition and	addition and	division	to solve	· ·	of multiplication	of operations	exponents
	subtraction	subtraction		problems	Perform	and division to	with fractions	
Count to tell			Understand proper-		operations with	divide fractions by	to add,	Understand
the number of	Understand and	Add and sub-	ties of multiplication	Generalize	multi-digit whole	fractions	subtract,	the connec-
objects	apply properties	tract within 20	and the relationship	place-value	numbers and		multiply, and	tions betwe
-	of operations		between multiplica-	understanding	decimals to	Apply and extend	divide rational	proportiona
Compare	and the relation-	Understand	tion and division	for multi-digit	hundredths	previous under-	numbers	relationship
numbers	ship between	place value		whole numbers		standings of		lines, and
	addition and		Multiply and divide		Use equivalent	numbers to the	Analyze	linear
Understand	subtraction	Use place-	within 100	Use place-value	fractions as a	system of rational	proportional	equations
addition		value under-		understanding	strategy to add	numbers	relationships	
as putting	Add and sub-	standing and	Solve problems	and properties	and subtract		and use	Analyze and
together and	tract within 20	properties of	involving the four	of operations to	fractions	Understand ratio	them to solve	solve linear
adding to, and		operations	operations, and	perform multi-		concepts and use	real-world and	equations a
understand	Work with	to add and	identify and explain	digit arithmetic	Apply and extend	ratio reasoning to	mathematical	pairs of sim
subtraction as	addition and	subtract	patterns in	-	previous	solve problems	problems	taneous lin
taking apart	subtraction		arithmetic	Extend under-	understandings			equations
and taking	equations	Measure and		standing of frac-	of multiplication	Apply and extend	Use properties	
from		estimate	Develop understand-	tion equivalence	and division to	previous under-	of operations	Define,
	Extend the	lengths in	ing of fractions as	and ordering	multiply and	standings of arith-	to generate	evaluate, ar
Work with	counting	standard units	numbers		divide fractions	metic to algebraic	equivalent	compare
numbers	sequence			Build fractions		expressions	expressions	functions
11–19 to gain		Relate	Solve problems	from unit	Geometric mea-			
foundations	Understand	addition and	involving measure-	fractions by	surement: under-	Reason about and	Solve real-life	Use functio
for place value	place value	subtraction to	ment and estimation	applying and ex-	stand concepts	solve one-variable	and mathe-	to model
		length	of intervals of time,	tending previous	of volume, and	equations and	matical prob-	relationship
	Use place-value		liquid volumes, and	understandings	relate volume to	inequalities	lems using	between
	understanding		masses of objects	of operations	multiplication		numerical and	quantities
	and properties				and to addition	Represent and an-	algebraic	
	of operations		Geometric measure-	Understand dec-		alyze quantitative	expressions	
	to add and		ment: understand	imal notation	Graph points in	relationships be-	and equations	
	subtract		concepts of area,	for fractions,	the coordinate	tween dependent		
			and relate area to	and compare	plane to solve	and independent		
	Measure lengths		multiplication and to	decimal frac-	real-world and	variables		
	indirectly and by		addition	tions	mathematical			
	iterating length				problems*			
	units							

Adapted from Achieve the Core 2012.

Pedagogical Coherence

From a classroom in which:	To a classroom in which:			
Manipulatives are commonly available and used to represent ideas (as "thinking tools")	Manipulatives are used infrequently, often for "demonstration" only and most of children's work involves paper and pencil			
Children frequently work in dyads or groups	Children work alone			
The teacher asks children to figure out different ways to solve problems	The teacher stresses using a particular, method for generating answers to problems			
The teacher expects children to explain why an answer is correct <i>and</i> how they found their answers	The teacher focuses only on the correctness of answers			
It is important to be able to solve problems correctly but also to be able to analyze incorrect answers and invalid reasoning	Getting the right answer is emphasized			
Speed is less important than reasoning (but fluency in core skills is developed)	Speed is emphasized			

The DREME COHERE Study

- 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

DREME

Development and Research in Early Math Education

dreme.stanford.edu

Session 6

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

Map of P-3 Leadership Programs



NATIONAL DI GENOLI



P-3 Leadership Programs

- State Education Agency
- Legislation re: Principal Preparation
- NAESP in collaboration with state agency
 - Institution of Higher Education

NATIONAL PB-CENTER-

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Leadership Development to Enact Pre-K-3rd Grade Work

Bobbie Burnham | Mike Brown

August 6, 2020

Timeline of MDE's P3 Professional Learning Engagement

2011: The "Better Schools for a Better Minnesota" PreK to Grade 3 Systems for Success

2011-12: Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach - Harvard

2013-14: PreK-3rd Grade Leadership Institute

2015-16: P3 Principal Leadership Series

2016-17: P3 Principal Leadership Series, Building Rigorous and Robust PreK-3 Learning Environments, and Building P3 Systems: From Alignment to Coherence

2018: National P-3 Institute: Implementing Comprehensive P-3 Approaches - Colorado

2018-19: Regional P3 Leadership Workshops

2019-20: P3 Regional Collaboratives

"Theory of Change" – MN P3 Implementation Model

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

DEPARTMENT OF EDUCATION

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

	Policy Institution hanges Capacit	·····	Child/Student/Family/ Community Outcomes	Measures
police: ease o progra mixed parent family, engag Pupit F Dismis (some differe	ssal Act promote, implementation of the promote of	tiple culturally relevant mily and 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.	 achievement gaps are closed All students are ready for career and a college All students graduate from high schools 	Attendance Rates Student removals rates Kindergarten Entry Profile (KEP)

Statewide Reach





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





Superintendents	Legislators	
School Boards	Policy and Decision Makers	
Parent and Family Educators	Professional Organizations	
Higher Education	Head Start	
 Other Divisions within MDE: Data Analytics, Achievement and Integration 		

Data Analytics, Achievement and Integration



RESOURCES

- CSEP, ISBE, and IBHE were recognized 2014 with the ECS <u>Frank Newman Award for State Innovation</u> for the Principal Preparation Reform work.
- Hunt, Haller, Hood & Kincaid (April 2019). <u>Reforming Principal Preparation at the State Level:</u> <u>Perspectives on Policy Reform from Illinois</u> 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 <u>video series</u>, 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: <u>https://education.illinoisstate.edu/csep/publications/principal.php</u>
- Leaders who are interested in exploring how to be better informed PreK-3 leaders can check out:
 - PK3 Teach Lead Grow website: <u>https://pk3teachleadgrow.org/</u>
 - B-3 Continuity Project webpage: <u>https://education.illinoisstate.edu/csep/b3/</u>



NAESP Pre-K-3 Leadership Academy



IN COLLABORATION WITH

Council of Leaders of Alabama Schools (CLAS)



ALABAMA DEPARTMENT OF EARLY CHILDHOOD EDUCATION

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



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



Leading Pre-K-3 Learning Communities Competencies for Effective Principal Practice





Institution of Higher Education Approach

- Credit-bearing
- Can support state-sanctioned professional pathways
- Respected place to receive high-quality education and professional learning



www.nationalp-3center.org

NATIONAL P3-GENDER-

WHO WE ARE ~ WHAT WE DO P-3 FRAMEWORK P-3 MAP RESOURCES NEWS

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.

