PreK-3rd Grade: A Comprehensive Approach

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Conceptual Framing

PreK-3rd Essentials

The P Part

High quality learning opportunities pre-school ("P") help children be ready for school.

FDK

High quality Full-Day Kindergarten is a transition year for all children.

Grades 1-3

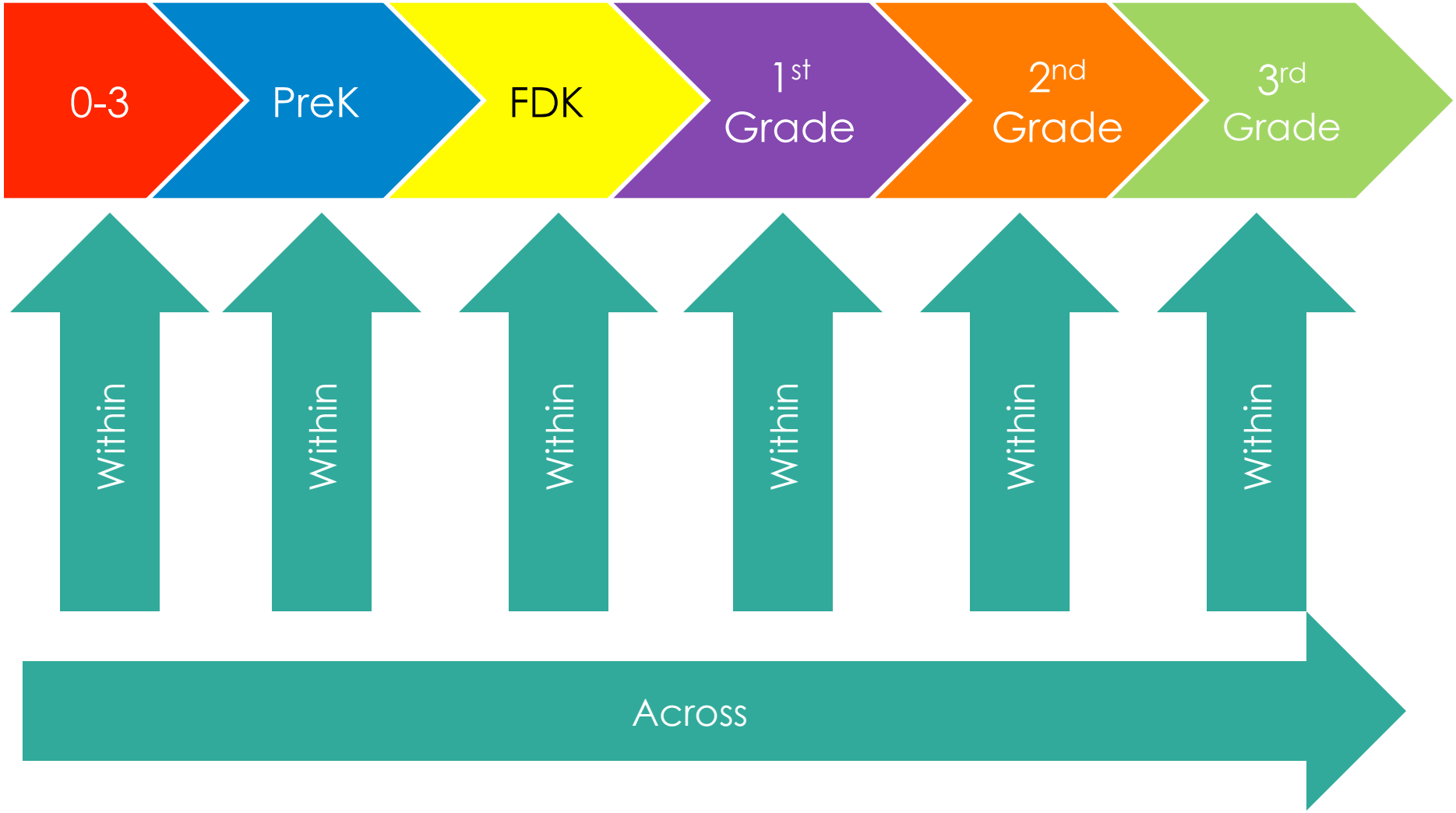
High quality early grades sustain the gains and lay the foundation for later learning.

Putting the Pieces Together

Blocks

Pop-Beads

PreK-3rd Improves *Each* Grade Level and Aligns *Across* Grade Levels



Overarching Goals of PreK-3rd

1. Develop strong foundational cognitive skills (literacy/communication and math).
2. Develop social and emotional competence.
3. Establish patterns of engagement in school and learning.

Beyond Conceptual: "Doing" PreK-3rd

If We Know What PreK-3rd Is Not. . .

- A short-term "initiative."
- An effort solely to expand access to high-quality preschool.
- A collection of unrelated events that occur during the PreK-3rd grade years.

…then, What IS it?

- What are the key elements?
- Beyond general concepts (e.g., alignment), what are we supposed to do?
- When is enough enough? When are we "doing PreK-3rd"?
- How do we evaluate what we're doing?

Some General Principles

- There is no ONE right approach.
- Yet, there are essential elements that must be present in order to "do PreK-3rd".
- Some schools, districts, and communities undertake robust implementation; others take a more incremental approach.

Framework to Plan, Implement, and Evaluate PreK-3rd Grade Approaches

- Co-funded by Foundation for Child Development; W.K. Kellogg Foundation; Gates Foundation; and W. Clement and Jessie V. Stone Foundation

- Co-developed with Julia Coffman at the Center for Evaluation Innovation

Eight Elements ("Buckets") of PreK-3rd Approaches

Resources for Cross-Sector Work

Shared leadership/"governance"

Strategic plans

Funding and finance mechanisms

Administrator Quality and Capacity

Build and support relationships, internal and external

Foster teacher teamwork

Provide instructional leadership

Teacher and Teaching Quality

Engage in effective and meaningful professional development

Focus on effectiveness in the classroom

Work as teams, horizontally and vertically

Instructional Tools

Aligned standards

Balanced, developmental, and common curricula

Comprehensive assessment system

Instruction based on curricula and assessments aligned to standards

Learning Environment

Attention to structural quality

Climate supports relationships (childrens' and adults')

Space and materials support range of abilities and preferences

Data-driven Improvement

Child-based data used to identify and focus on achievement gaps

Other data markers used to identify targets and to re-align resources

Engaged Families

Priority for all school- and program-based staff

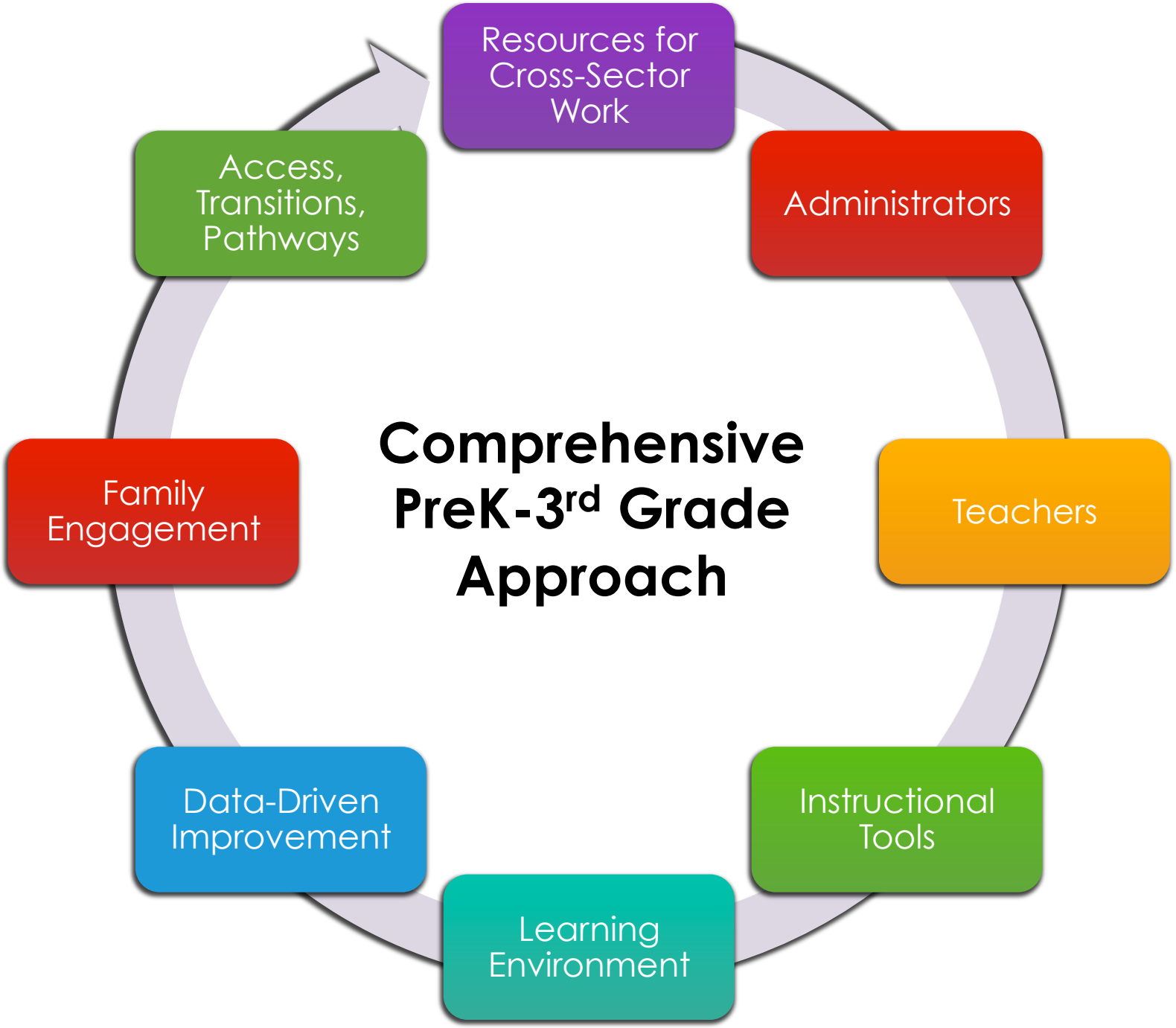
Schools report meaningful and balanced progress to families

Shared responsibility for student success

Access, Transitions, and Pathways

Expanded and extended access to high quality learning opportunities

Focus on the continuum provided to each child


Resources for Cross-Sector Work
Administrators
Teachers
Instructional Tools
Learning Environment
Data-Driven Improvement
Family Engagement
Access, Transitions, Pathways
Comprehensive PreK-3rd Grade Approach

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