

NAESP Foundation Task Force on Early Learning

Building & Supporting an Aligned System: A
Vision for Transforming Education Across the
PreK-3rd Years

Laura A. Bornfreund, Early Education Initiative
Presentation at:
November 2011 NAEYC Conference in Orlando,
FL

Task Force Background

- Convened in 2010 and 2011
- Researchers, advocates, policymakers and practitioners
- Early learning continuum– birth through third grade

10 Action Steps

#1

Better integrate and align federal policy, regulation, and funding to enable states and communities to build a coherent system of early learning from pre-K through third grade.

#2

Coordinate and streamline state
and local governance.

#3

Expand funding for pre-kindergarten through third grade learning to ensure all children – particularly the most at-risk children – have access to high-quality, full-day learning experiences .

#4

Ensure that funding for the full continuum of pre-K through third grade learning is directed to programs of high quality.

#5

Leverage and integrate private funding with public resources.

#6

Create an aligned continuum of research-based, age-appropriate standards for young children that include a focus on social, emotional, cognitive, language, and creative learning, as well as school-related skills.

#7

Develop and support an effective, well-compensated workforce with high-quality teacher and administrator preparation programs, professional development, and continuing education. These educators should be versed in the full continuum of early childhood education.

#8

Develop and administer age-appropriate assessments that include both formative and summative evaluations to help guide teaching and learning and to inform program effectiveness.

#9

Develop state and local longitudinal data systems that include pre-K student and program information.

#10

Evaluate models of early learning integration and alignment through research.

For more information:

http://www.naesp.org/resources/1/NAESP_Prek-3_C_pages.pdf

At the Early Education Initiative, we see the early learning continuum as more than 0-3 + pre-k + K-3





NEW AMERICA FOUNDATION

PreK-3rd Reform in Action

- A strategy
 - Not just a batch of grade levels*
- A set of interlocking pieces
 - Alignment and interconnection*
 - Between and across grades
 - Between and across standards
- High-quality teaching and learning
 - *Access to high-quality pre-K**
 - *Full-day kindergarten*
 - *Rich instruction in early grades, through 3rd*

* Center-based learning experiences for children at ages 3 and 4. Could be run by community organizations or schools. Could include -- and certainly should be built in connection with -- programs for pregnant moms and parents of infants and newborns plus infant and toddler care.

Why undertake PreK-3rd reform?

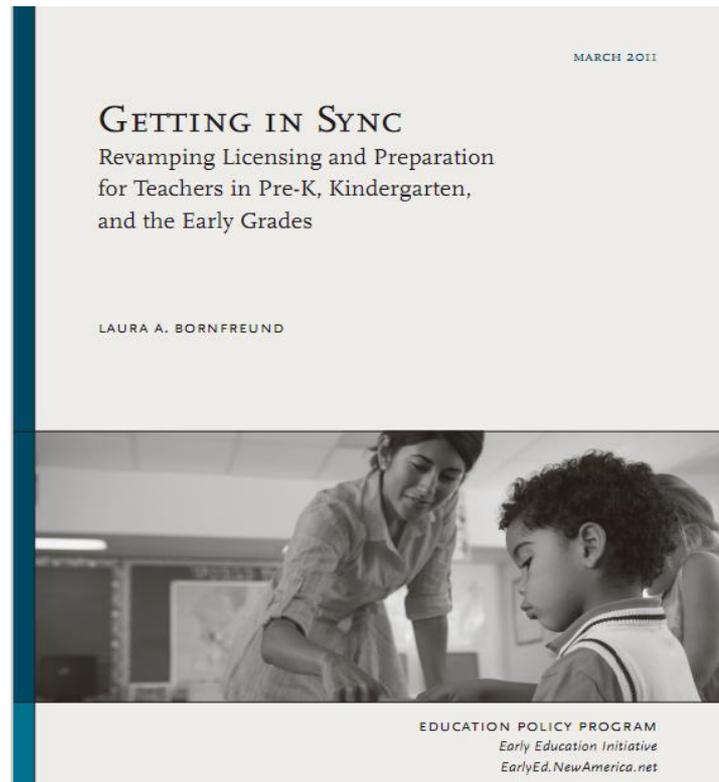
- To sustain the gains, render ‘fade-out’ defunct
- To avoid redundancy and gaps
 - *Creating a continuous, unbroken path for children’s learning, building from one grade to another*
- To improve how teachers interact with young children, setting the foundation for success in later grades
 - *Building high-quality classroom interactions – DAP, playful learning approaches & social-emotional learning coupled with cognitive development*

One important missing piece...

Hiring the right teachers for pre-K through third grade classrooms



Getting in Sync: Revamping Licensing and Preparation for Teachers in Pre-K, Kindergarten, and the Early Grades, New America Foundation, March 2011



Primary Focuses of Preparation Program Tracks

Early Childhood

(P-3)

- Child development
- Identification of special needs
- Family engagement
- Early literacy/early math
- Play

Elementary

(K-5)

- Content areas
 - *Math*
 - *Social studies*
 - *Science*
 - *Language arts*
- Teaching methods

The Overlap in Many States

Where early childhood and elementary teaching licenses converge

Pre-K (could include birth- age 4)	K	1	2	3		
	K	1	2	3	4	5

Young children need teachers who:

- Understand how they grasp new concepts and vocabulary
- Are able to engage them in learning
- Can interact and involve their families in learning
- Help children build executive functions
- Balance teacher-led instruction and child-led activities
- Have a strong base of knowledge in subject-areas
- Know how to develop the cognitive and social-emotional skills that children will need to succeed throughout their school years.

Problems with Programs that Prepare PreK-3rd Teachers

Little Attention on Developmental Sciences

- About 20% of education schools do not offer a course specific to child/adolescent development
- Most frequently used textbooks do not explain how the stages of development should inform instruction or the learning environment



Limited opportunities for high-quality practical experiences

- Student teaching experience
- Connections with content and pedagogy
- Observations
- Feedback
- Selection of supervising teachers



More Breadth Than Depth in Coursework



VS



Georgia University Example: 2 Ways to Teach Reading

Early Childhood Focus

- Making family and school connections
- Early Literacy Development (B-K)
- Emergent readers and literacy assessment

Elementary Focus

- Instructional Strategies
- Vocabulary, fluency, and comprehension
- Planning and organization

Little Emphasis on Family Engagement

Prospective teachers with a K-5 or K-6 degree who are placed in a kindergarten or first grade classroom are less likely to have been prepared to engage with families.



Absence of PreK-3rd strategies

There is value in creating a more seamless education system in pre-k through third grade that carries students along a continuum of learning from one year to the next and enables all children to read and do math on grade level by the end of third grade.

Teachers and principals need preparation on how to do this.

Perspectives from the Ground

- "It's difficult to get hired if you only have the early childhood [degree]. In most states that means you have only K-2 whereas most principals are looking for you to be able to teach in all the grades in a school. But if you do the K-5 certification track in college, all the focus is for third grade and up. You'll barely touch kindergarten and 1st grade, which is dramatically different than learning about how to teach third graders."
– Virginia Teacher
- "My elementary preparation program focused more on the older grades. When I moved from 4th to 2nd I realized I didn't have enough preparation in how to teach phonics. I also had no coursework in how to reach out and engage families." – Florida Teacher

Recs from Getting in Sync

- States should separate licenses to avoid overlap in the early grades.
- School districts and states should eliminate personnel policies and practices that limit principals' options in assigning specific teachers to classrooms.
- School districts should provide professional development for principals that includes training on early childhood education and other key areas.
- The federal government should provide funding to assist education schools to transition their traditional preparation programs into clinically based preparation programs.

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Newsletter signup:

http://www.newamerica.net/forms/education_policy_signup

FirstSchool: Improving the PreK-3rd Grade School Experience of African-American, Latino, and Low Income Children

NAEYC/NAESP
November, 2011

Dr. Sharon Ritchie

FirstSchool Cornerstones



**Teaching for
Learning**



**Examining
Relevant
Data**



**Responsive
Leadership**



**Reciprocal
Home-School
Partnerships**

Improving the School Experience for African-American, Latino, Low Income Children and their Families

FirstSchool Scope

- * National Work
- * State Work
- * Working with individual schools
 - * North Carolina
 - * Michigan

NAESP #3

Expand funding for pre-kindergarten through third grade learning to ensure all children – particularly the most at-risk children – have access to high-quality, full-day learning experiences .

NAESP #4

Ensure that funding for the full continuum of pre-K through third grade learning is directed to programs of high quality.

NAESP #7

Develop and support an effective, well-compensated workforce with high-quality teacher and administrator preparation programs, professional development, and continuing education. These educators should be versed in the full continuum of early childhood education.

Research based practice that supports AALLI children

- * Oral language development and vocabulary development
- * Self-regulation
- * Scaffolded instruction and reflection
- * Ability to collaborate and work with peers
- * Curriculum integration and connection to real world
- * Positive relationships with the adults in the classroom
- * Culturally responsive practices
- * Positive racial and ethnic identity development

Snapshot Lens

Minute-by-minute experience of children in PreK – 3rd grade classrooms

- * Activity Setting
- * Child Engagement
- * Teaching Approaches

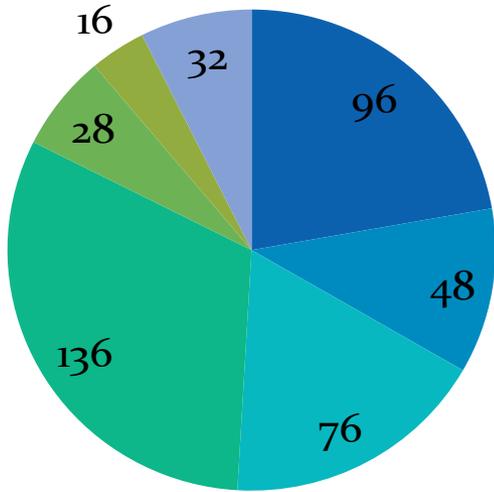
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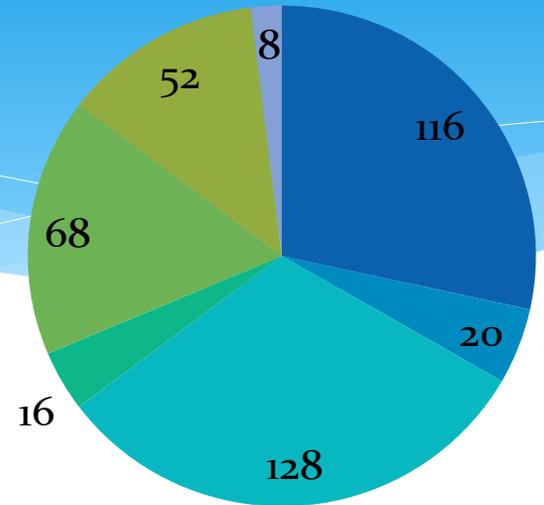
Activity Settings

PreK

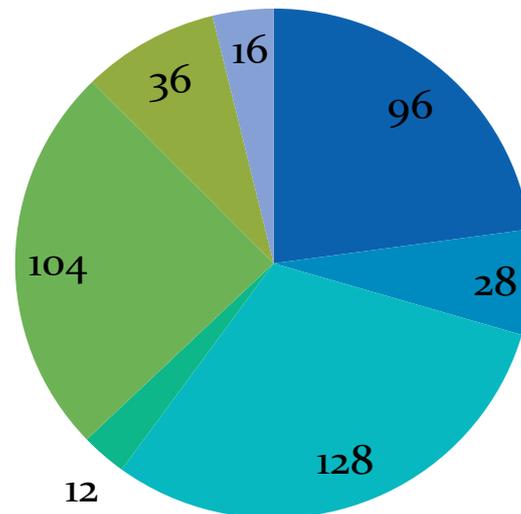


- Basics
- Meals/Snacks
- Whole Group
- Free Choice/Center
- Individual Time
- Small Group
- Outside

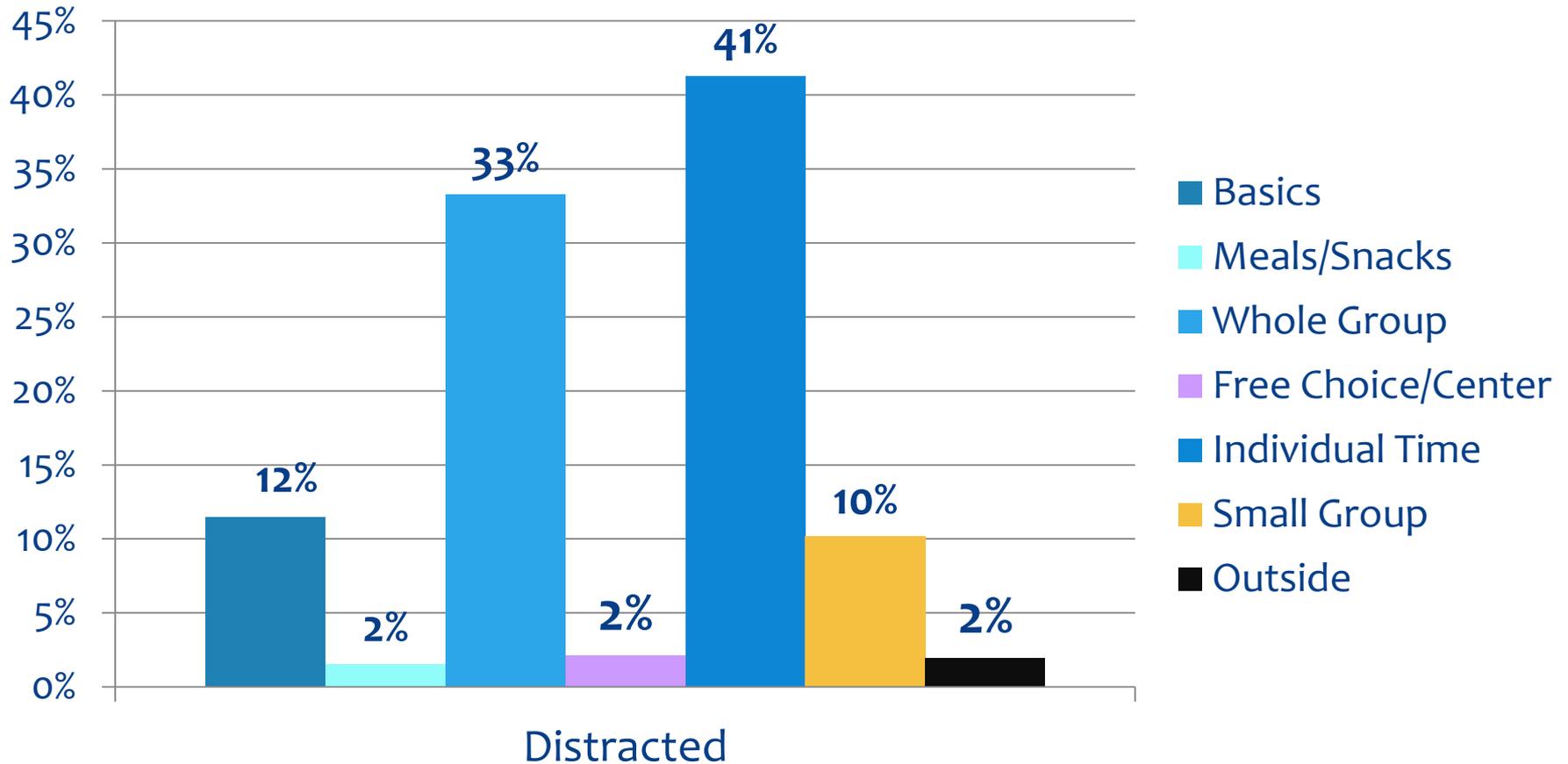
Kindergarten



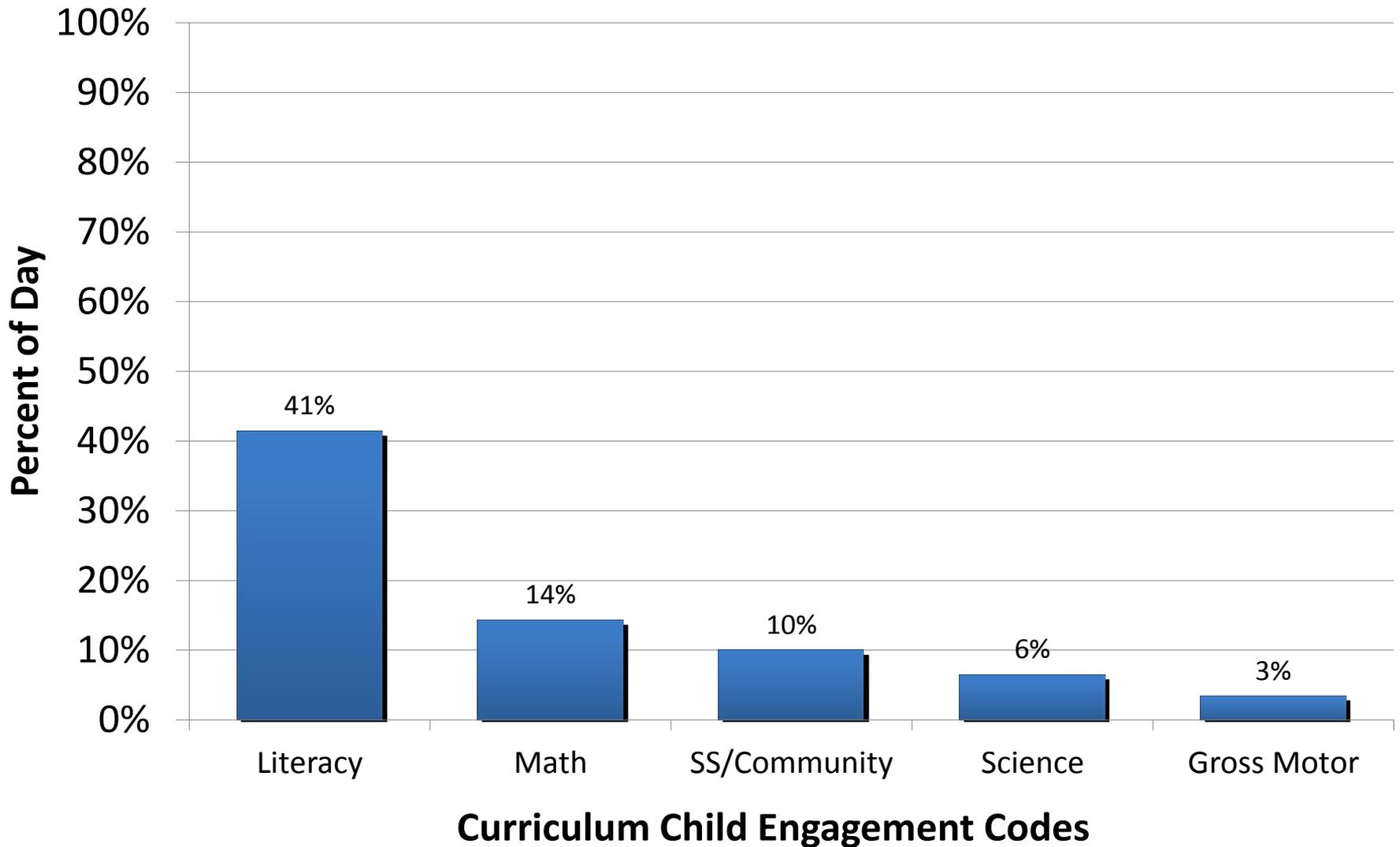
1st Grade



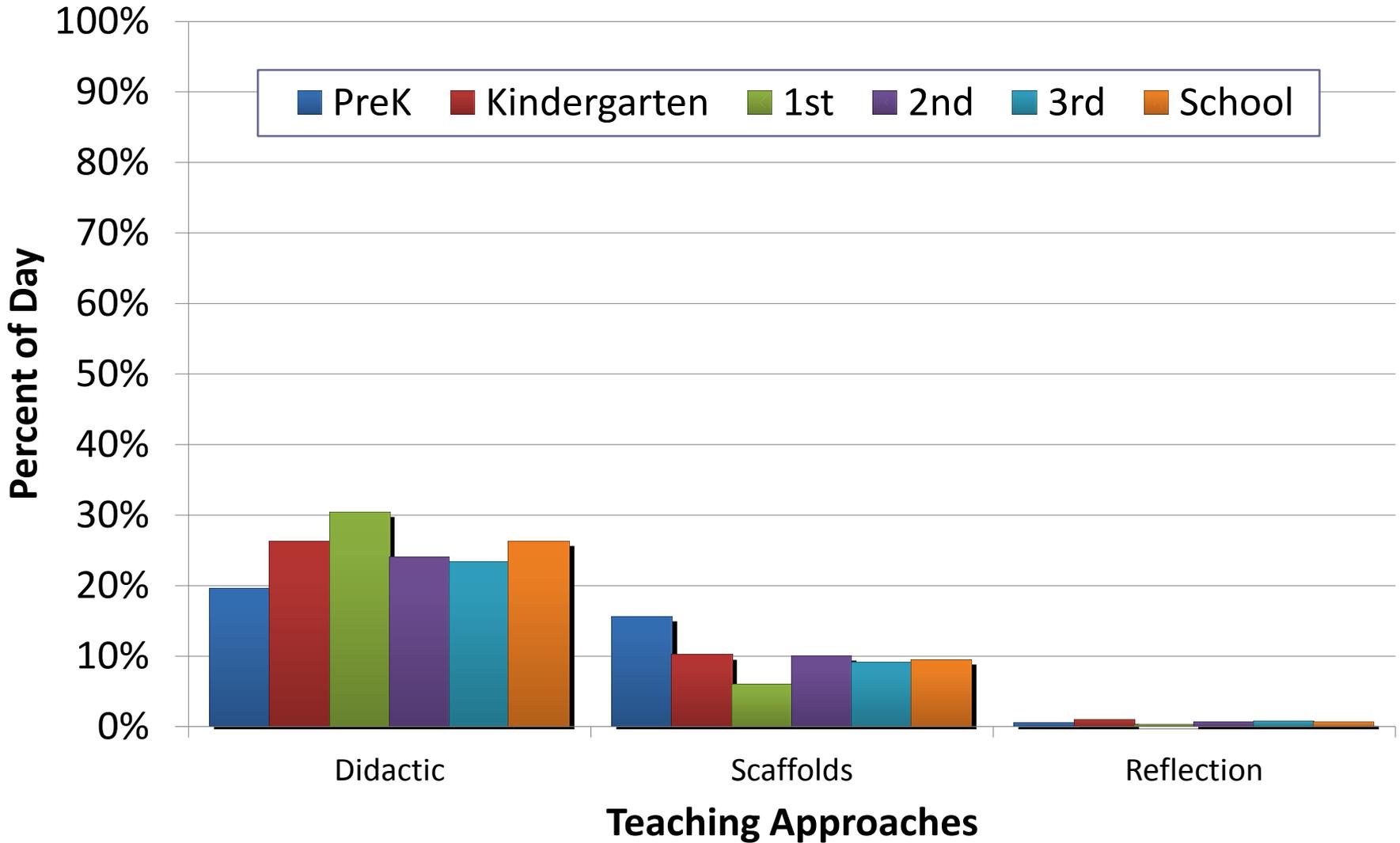
Student Inattention in Activity Settings



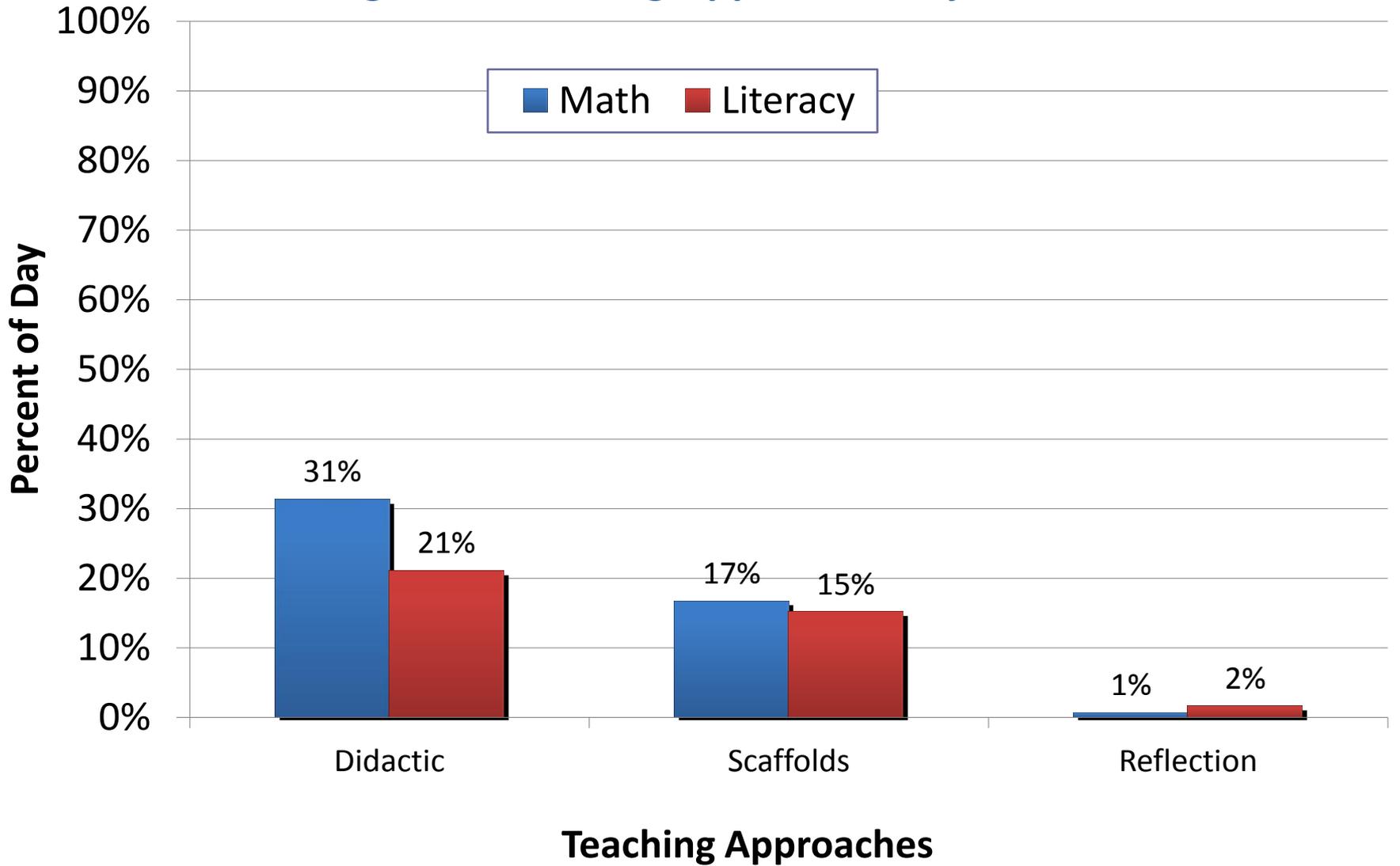
Curriculum Balance across PreK-3



Teaching Approaches by Grade Level



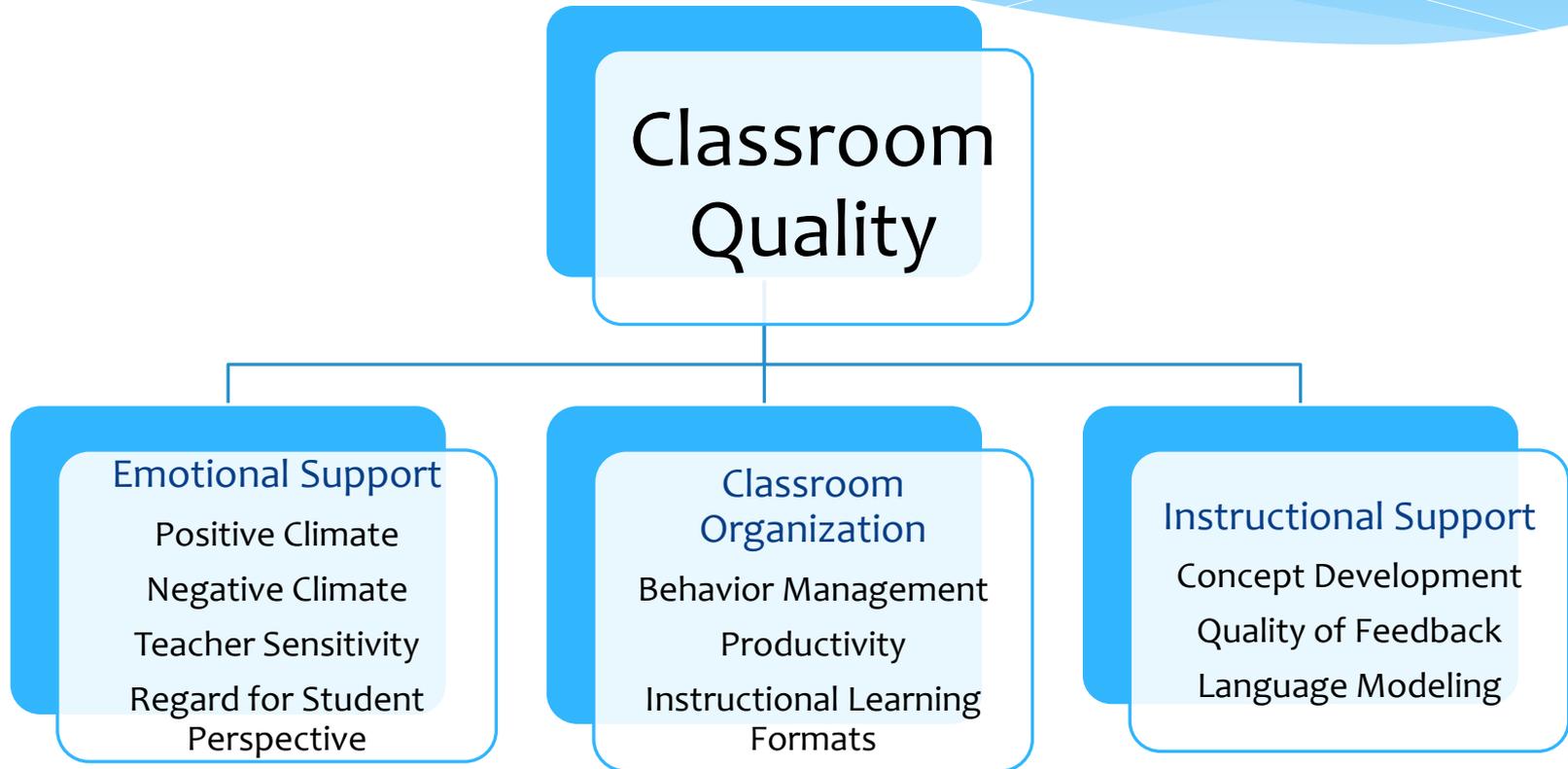
Kindergarten Teaching Approaches by Content



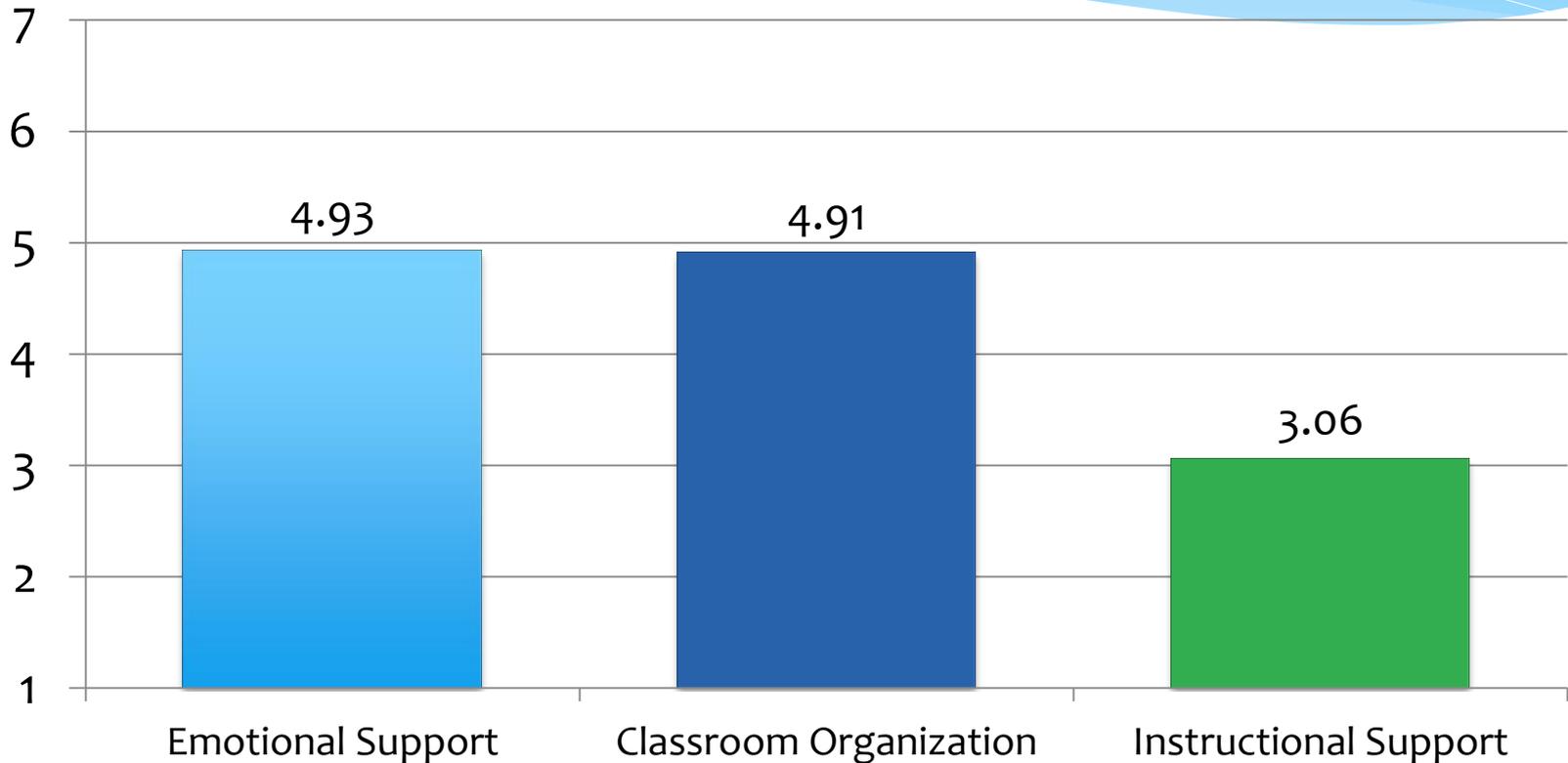
Classroom Assessment Scoring System

- * Instrument designed to measure the overall quality of interactions between students and teachers
- * Based upon extensive research and review of educational literature
- * Uses a 7-point scale to indicate the presence of key indicators and attributes
 - 1-2 = low
 - 3-5 = mid
 - 6-7 = high

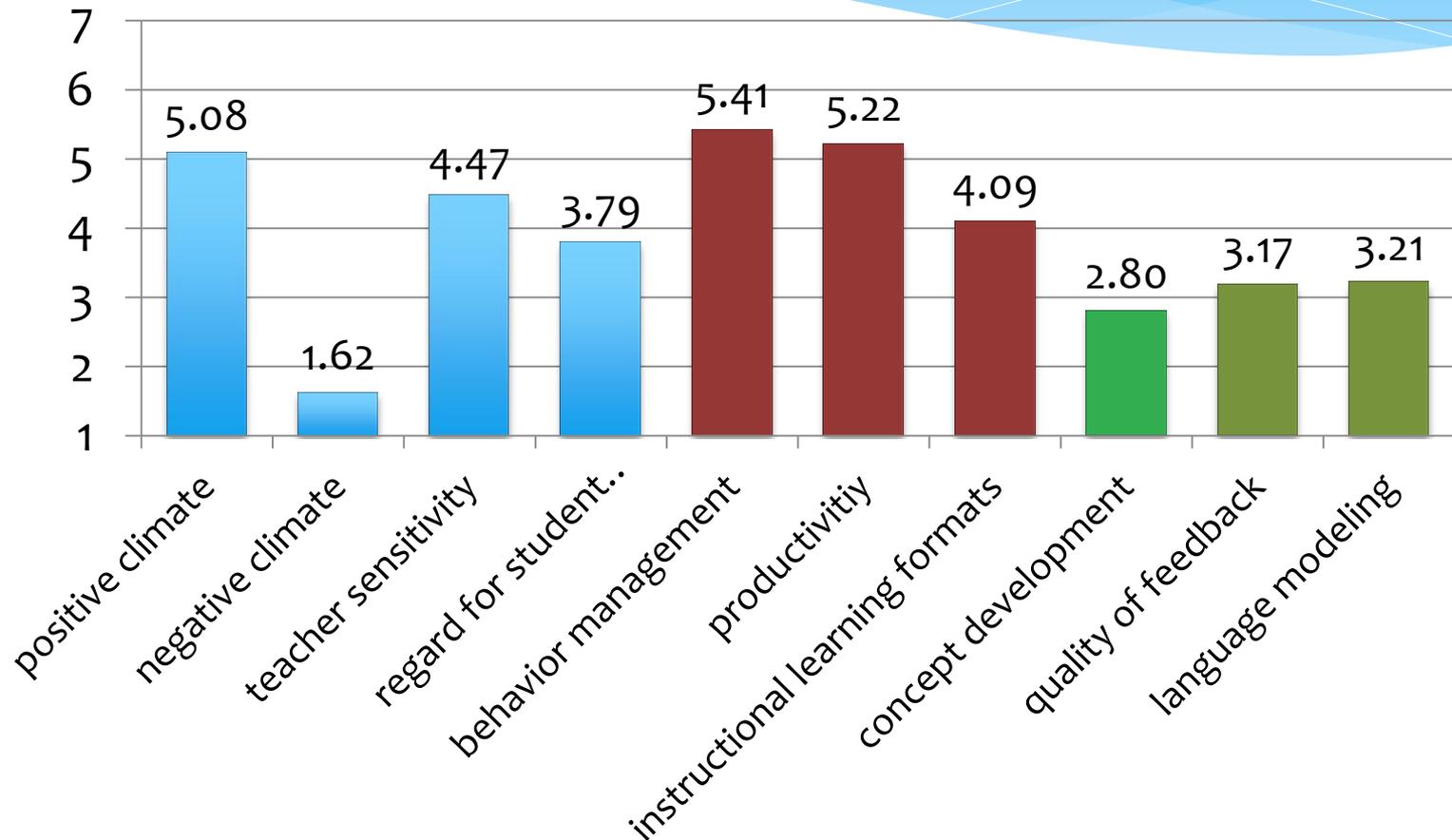
CLASS: Classroom Assessment Scoring System



CLASS Averages: Across PreK-Third Grade FirstSchool Classrooms



CLASS Dimension Averages: Across PreK-Third Grade FirstSchool Classrooms



Thank you!



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research and outreach have shaped how the
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