

PreK-3rd: Doing the Right Things (and Doing Things Right)


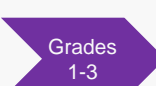
Kristie Kauerz, Ed.D.







New Britain, CT
August 18, 2011

What We Know

- Achievement gaps exist early...and persist.
- Pervasive low quality (in PreK and elementary classrooms)
- Fragmented alignment (within PreK, across PreK/K-3, and within K-3)

More That We Know

-  • **High quality** PreK closes early achievement gaps and helps children be ready for school.
-  • **High quality** Full-Day Kindergarten is a transition year for all children.
-  • **High quality** early grades build strong foundations for lifelong learning.

1. There is no silver bullet; every year matters. 
2. We need to improve the quality of learning opportunities,  PreK,  0-3,  1st Grade,  2nd Grade, and  3rd Grade. We need to increase the **continuity** and improve the **alignment** across programs and across classrooms.

Definition of PreK-3rd

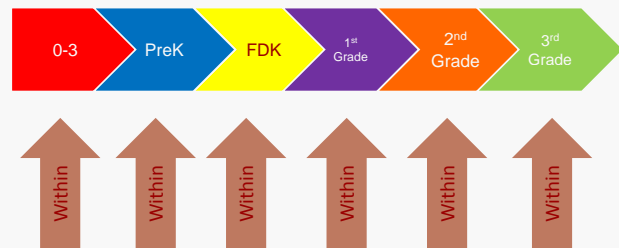
The continuum of learning that spans the traditional boundaries of **PreK**indergarten (learning-based programs children experience before they enter school) and the early grades (K-**3**).

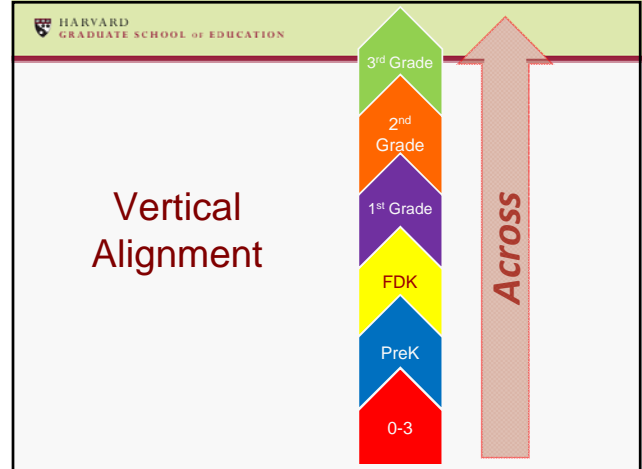
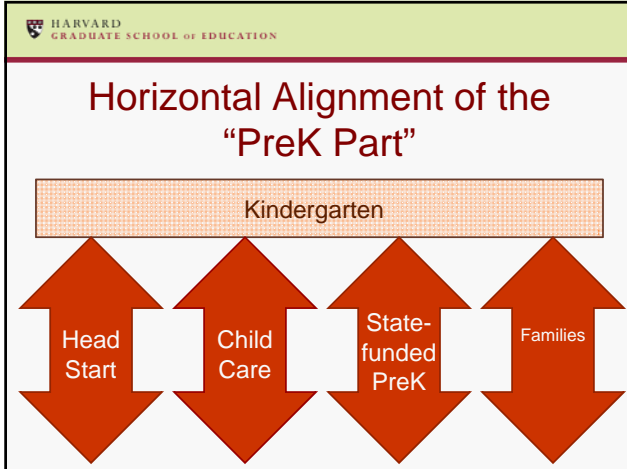
PreK-3rd: Primary Goals

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.

PreK-3rd as System Reform

Horizontal Alignment





HARVARD GRADUATE SCHOOL OF EDUCATION

What PreK-3rd is not:

A collection of events . . .
 . . . unrelated to each other that
 . . . lack an overarching strategy and
 . . . are not tied to meaningful change of children's opportunities to learn.

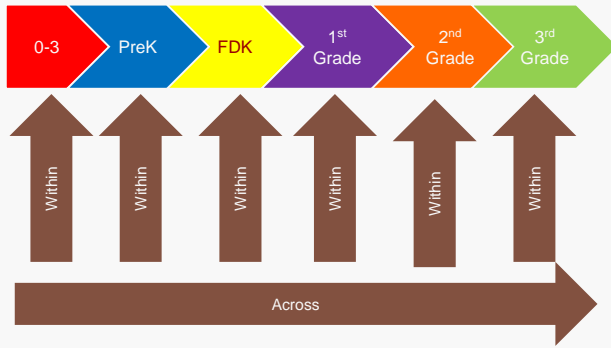
HARVARD GRADUATE SCHOOL OF EDUCATION

What PreK-3rd is:

A systemic approach to . . .
 . . . doing the right things and
 . . . doing those things right.*

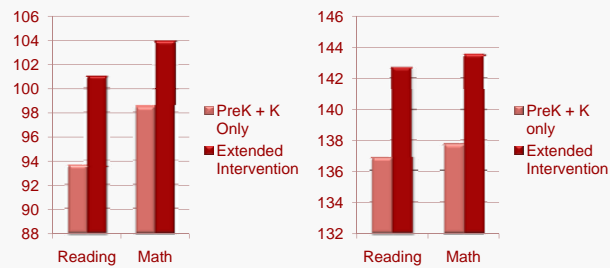
* borrowed from Peter Drucker who said "Management is doing things right; leadership is doing the right things."

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



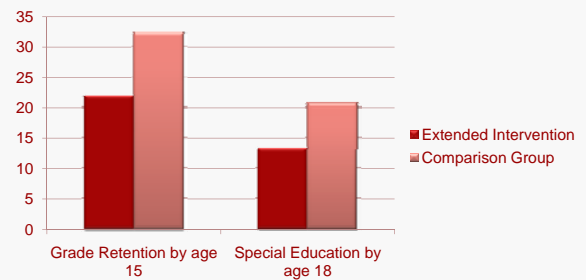
How do we know PreK-3rd works?

CPC Achievement Scores



Reynolds, A. J., & Temple, J. A. (1998). Extended early childhood intervention and school achievement: Age 13 findings from the Chicago Longitudinal Study. *Child Development, 69*, 231-246.

CPC's K-12 Outcomes



Reynolds, A. J., Temple, J. A., White, B. A. B., Ou, S.-R., & Robertson, D. L. (2011). Age 26 cost-benefit analysis of the Child-Parent Center Early Education program. *Child Development, 82*(1), 379-404.

Doing “The Right Things” in PreK-3rd

Categories of PreK-3rd Work

1. Means for Keeping the Work a Priority
 - Governance, strategic plans
2. Administrator-Leadership Quality
 - Leadership is inclusive/facilitative and focused on instruction
3. Teacher Quality and Capacity
 - Credentials and continuing education; community of learning
4. Instructional Tools and Practices
 - Curriculum content; alignment of standards and curricula; pedagogical methods

Categories of PreK-3rd Work

5. Instructional Environment
 - Student-centered learning culture (classroom and school)
6. Data and Assessments
 - Data and assessment used to improve instruction
7. Engaged Families
 - Families and communities support student learning
8. Transitions and Pathways
 - Focus on children’s movement through the continuum

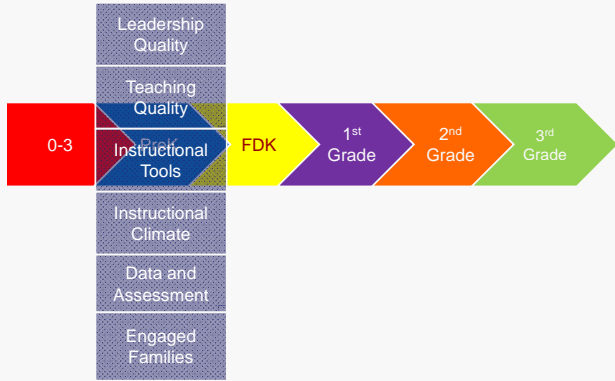
Do we have an effective PreK-3rd System?

Means for Keeping Alignment a Priority

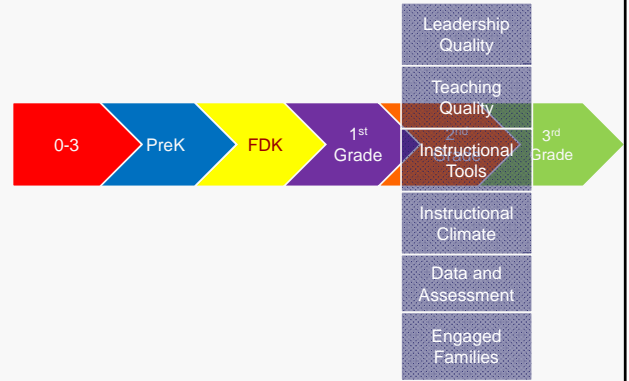


A Focus on Children’s Pathway through this System

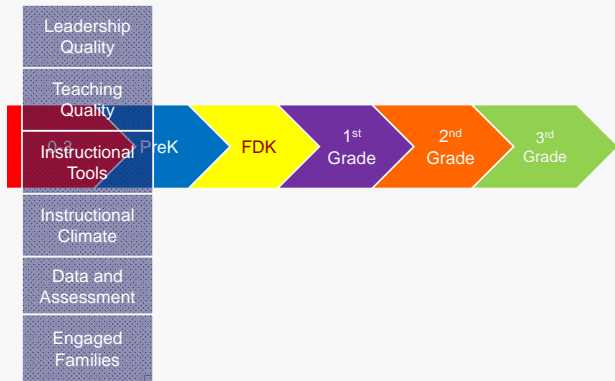
Is an effective system in place at each level?



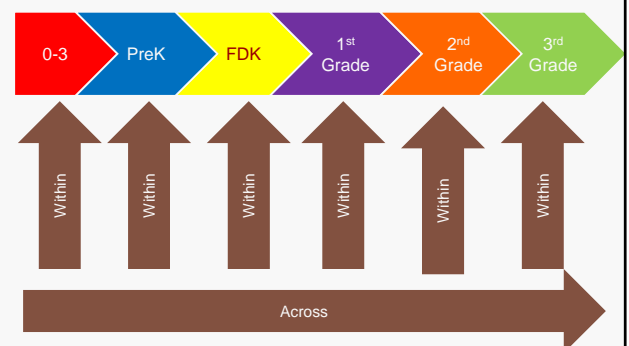
Is an effective system in place at each level?



Is an effective system across levels?



PreK-3rd is a System



How do we know we're
"Doing These Things Right"?

Implementation Challenges

- #1 Words/terms translate easily.
The underlying concepts, thinking, and necessary actions do not.
- #2 Visions and intentions often collide with messy reality.
Multiple, often competing priorities and initiatives need to be minimized.

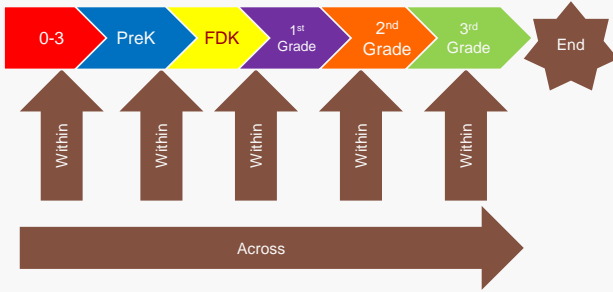
Implementation ("Doing things right")

- Intentionality and strategic plans
- Focused leadership
- Fidelity to best practices
- Discipline to reduce distractions
- Teamwork

Evaluation Problems

- Premature and over-reliance on the end result (3rd grade scores).
- Under-reliance on evaluating the parts and the interconnections of the system (including scale of involved people).
- Lack of using evaluation for strategic learning (use of knowledge).

Three Types of Results



PreK-3rd Implementation and Evaluation Framework

- Co-funded by Foundation for Child Development; W.K. Kellogg Foundation; Gates Foundation; and Stone Foundation
- Co-developed with Julia Coffman at the Center for Evaluation Innovation

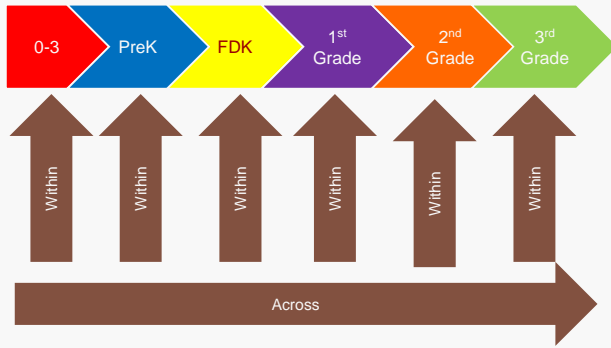
PreK-3rd Implementation and Evaluation Framework

- Implementation Strategies (“the right things”) – October 2011
- Indicators of fidelity (“doing things right”) – October 2011
- Evaluation Approaches – June 2012



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2. We need to improve the **quality** of learning opportunities, PreK-3rd.
3. We need to increase the **continuity** and improve the **alignment** across programs and across classrooms.

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



PreK-3rd Listserv

Send a message to:

prek-3rd@list.gse.harvard.edu

with "subscribe" in the subject line

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