FROM A CRAWL TO A RUN:
ENHANCING AND SUSTAINING CHILDREN’S LEARNING BIRTH THROUGH THIRD GRADE

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Agenda

- What is a B – 3rd grade (B – 3) framework and what are its benefits?
- What does B – 3 look like in practice?
- What promotes and hinders B - 3?
- What role can state agencies, programs, administrators, policymakers, providers, and parents play?
What I learned about Mississippi

- Children
- Poverty
- Access to early education
- Quality of early education accreditation
- Third/fourth grade reading
- High school completion
Where are you on the scale?

- Families fully understand what is **expected of their children’s** learning.
- I am familiar with learning and development standards for the ages and grade **below** the age group with which I work.
- I am familiar with learning and development standards for the ages and grade **above** the age group with which I work.
- The impact I have on children is **sustained and built upon** in subsequent years.
- My colleagues and I have all of the **necessary knowledge, skills and support** to enhance the development and learning of children with whom we work.
A Tale of Two Systems

- Kindergarten through grade 12
- Birth to 5 years

What’s wrong with a dual system approach?
## Same and Different

<table>
<thead>
<tr>
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<th>0-5</th>
<th>K-12</th>
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<tbody>
<tr>
<td><strong>Approach</strong></td>
<td>• Developmental</td>
<td>• Academic</td>
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<tr>
<td><strong>Enrollment</strong></td>
<td>• Choice/optional</td>
<td>• Universal</td>
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<td></td>
<td>• Targeted</td>
<td>• Mandatory</td>
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<td></td>
<td>• Universal</td>
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<td><strong>Governance</strong></td>
<td>• Federal, State, District, private</td>
<td>• State Board of Education</td>
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<td>• Health/Human Services/Ed, other entity</td>
<td>• DOE</td>
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<td>• Local school board</td>
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<td><strong>Standards</strong></td>
<td>• State: Birth – 3, Pre-K, Birth – K</td>
<td>• K-12 Curriculum Frameworks</td>
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<tr>
<td></td>
<td>• Federal: Head Start Child Outcomes</td>
<td>• Common Core/CCR/Next Gen</td>
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<td>• Comprehensive domains</td>
<td>• Content-specific</td>
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<td><strong>Curriculum</strong></td>
<td>• Self-selection</td>
<td>• State or local required</td>
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<td>• 180 days or year-round</td>
<td>• 180 days</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>• Required and optional</td>
<td>• Defined points;</td>
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<td></td>
<td>• Variety of Measures</td>
<td>• Prescribed measures</td>
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<td><strong>Teacher Qual.</strong></td>
<td>• Varied by auspice (HS -&gt; MA)</td>
<td>• Defined by SEA or PSB (BA min)</td>
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<td><strong>Accountability</strong></td>
<td>• Varies from none or basic health/safety compliance to student/program outcomes</td>
<td>• Student-outcome based</td>
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<td>• School-/district level performance</td>
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<td></td>
<td>• SLDS</td>
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<tr>
<td><strong>Resources</strong></td>
<td>• Parent fees, federal, state, local</td>
<td>• Local, state, federal</td>
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Qualities of a B – 3 System

- Coherent
- Continuous
- Consistent
- Equitable
- Developmentally Appropriate/Effective
B – 3 Framework

B – 3 Alignment

Policies
Practices
Partnerships
Resource$
B – 3 Alignment

**Horizontal**
(within age or grade level)
B – 3 Alignment

**Vertical**
(range of age and grade over time)

**Horizontal**
(within age or grade level)
B – 3 Alignment

- **Vertical**
  (range of age and grade over time)

- **Institutional**

- **Horizontal**
  (within age or grade level)
B – 3 Makes Sense But It’s Not Easy
INGREDIENTS FOR IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN = IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN = CONFUSION

VISION + INCENTIVE + RESOURCES + ACTION PLAN = ANXIETY

VISION + SKILLS + RESOURCES + ACTION PLAN = SLOW CHANGE

VISION + SKILLS + INCENTIVE + ACTION PLAN = FRUSTRATION

VISION + SKILLS + INCENTIVE + RESOURCES = FALSE STARTS/ TREADMILL

From T. Knoster (1991)/ Enterprise Group Ltd.
Small Group Activity

Create a policy that supports and sustains early development & learning.

1. Identify a barrier to improving children’s successful transition to kindergarten.
2. “If we were in charge, we’d require . . .”
National Assoc. of Elementary School Principals suggest that principals:

- Embrace the pre-K-3 early-learning continuum;
- Ensure developmentally appropriate teaching;
- Provide personalized learning environments;
- Use multiple measures of assessment to guide student learning growth;
- Build professional capacity across the learning community; and
- Make the schools a hub of pre-K-3 learning for families and communities.
Same
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
Clears the path for everyone!
Additional Resources

PreK – 3 National Work Group
http://prek-3rdgradenationalworkgroup.org/

Foundation for Child Development
http://fcd-us.org/our-work/prek-3rd-education

National Association of Elementary School Principals
www.naesp.org

National Governors Association
www.nga.org

CEELO www.ceelo.org