Supporting Principal Leadership for P – 3rd Grade Learning Communities

CENTER ON ENHANCING EARLY LEARNING OUTCOMES

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

NATIONAL ASSOCIATION OF EARLY CHILDHOOD SPECIALISTS IN STATE DEPARTMENTS OF EDUCATION

MARCH 2, 2015

Purpose

- Enhance SEA and LEA leadership capacity for building P – 3 communities
- Learn about standards of effective practice for P-3 principals and related leaders
- Explore practical implementation strategies from an elementary school principal and state early education leader
- Discuss implications for state policy makers, technical assistance and professional development providers

Agenda

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

- Experiences from the Field

    - Elementary Principal

   - SEA leader

- Discussion/Q & A

- Looking Ahead

Today's Registrants 600+

- 47 states - one foreign country
- 180+ Principals and Assistant Principals
- 65+ State Leaders
- 75+ District Leaders
- 50+ Community or Local Leaders
- 35+ Higher Education
- 75+ National, Regional Leaders

P – 3: An Evolving Context

- Parallel birth – 5 and K – 12 systems is counter-productive and passe'

- P – 3rd grade is the new paradigm

- Kindergarten is viewed as the fulcrum for bridging birth – 5 and K – 12

- Roles and responsibilities of elementary school principal are being redefined

- Limited early childhood professional preparation development opportunities nationwide for elementary principals
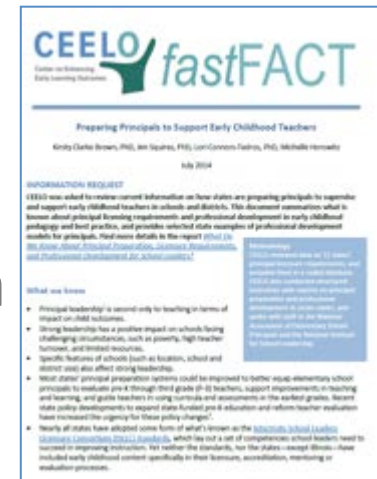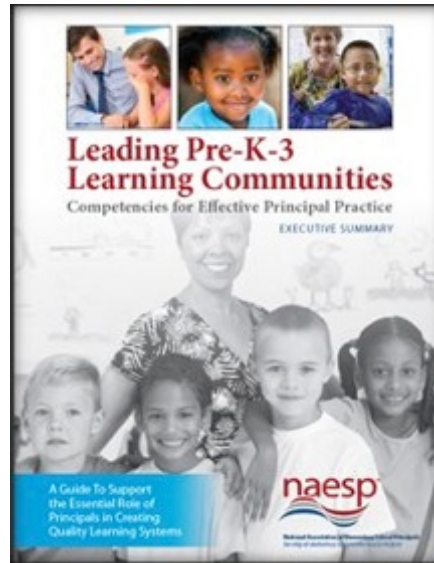
Today's Presenters

- **Kelly Pollitt**, Associate Executive Director
  National Assoc. of Elementary School Principals (NAESP)

- **Regina Birdsell**, Assistant Executive Director
  Connecticut Association of Schools

- **Jon Millerhagen**, Executive Director
  Minnesota Elementary Principals' Assoc.

- **Andrea Brinnel**, Education Consultant
  Connecticut Office of Early Childhood

- **Jim Squires**, Senior Fellow
  Center on Enhancing Early Learning Outcomes (CEELO)
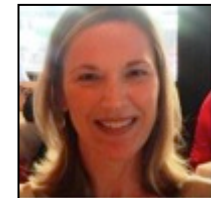 National Institute for Early Education Research (NIEER)

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

Kelly Pollitt
Associate Executive Director
National Assoc. of Elementary School Principals (NAESP)

Regina Birdsell
Assistant Executive Director, Elem. Programs and Services
Connecticut Association of Schools

Center on Enhancing Early Learning Outcomes | www.ceelo.org

A Shared Vision of Success for

Early Learning: Pre-K-3 Alignment
A National Call to Action

- What is Pre-K-3 Alignment ?

- Why is important?

- How can we advance the field?

Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice
www.naesp.org/llc

- Aligns to latest research on child development

- Focus on age three to grade three:
  - *Academic*
  - *Social*
  - *Emotional*
  - *Physical*

naesp

Leading Pre-K-3 Learning Communities

Competencies for Effective Principal Practice

A Guide to Support the Essential Role of Principals in Creating Quality Learning Systems

6 Competencies and Strategies to Guide Principals in Leading Pre-K-3 Learning Communities

1. Embrace the Pre-K-3 Early Learning Continuum
2. Ensure Developmentally Appropriate Teaching
3. Provide Personalized Blended Learning Environments
4. Use Multiple Measures To Guide Growth in Student Learning
5. Build Professional Capacity Across the Learning Community
6. Make Your School a Hub of Pre-K-3 Learning for Families and Communities

Competency 1
Embrace the Pre-K-3 Early Learning Continuum

Effective principals embrace a concept of high quality early learning from age 3 to grade 3 as the foundation for children's developmental growth.
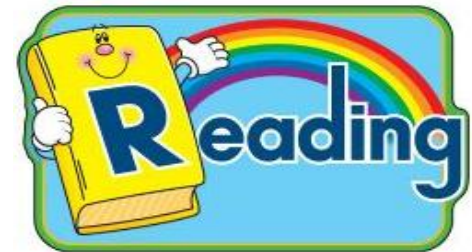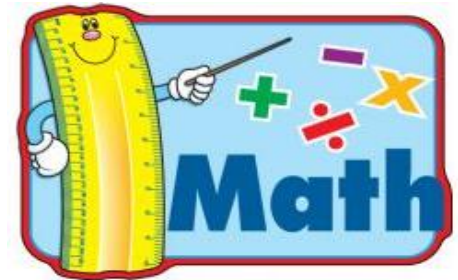
- The importance of the early learning continuum

- Your school's mission

- "Learning community"

Competency 2
Ensure Developmentally Appropriate Teaching

Effective principals ensure quality teaching, supported by a system of standards, developmentally appropriate curriculum and assessments

that work together to help foster

children's learning and growth.

Competency 3
Provide Personalized Blended Learning Environments

Effective principals provide welcoming, collaborative learning environments that support personalized learning, including the effective use of technology.

- Promote environments that blend face-to-face and technology-enhanced learning

- Facilitate the use of technology tools for learning

- Support instructional use of appropriate technology and interactive media to support learning and development

Competency 4
Use Multiple Measures of Assessment To Guide Growth in Student Learning

Effective principals must use multiple measures to assess student progress and support student learning growth.

- Build an understanding of different student assessments

- Support teachers in using multiple forms of assessments

- Support open and collaborative discussions about assessment data with parents and community

Competency 5
Build Professional Capacity
Across the Learning Community

Effective principals build collaborative working environments that support the professional growth of all who work in them.

- Build principal professional knowledge about what is age, and developmentally, appropriate

- Support ongoing, job-embedded professional learning opportunities for teachers

Competency 6
Make Your School a Hub of Pre-K-3 Learning for Families and communities

Effective principals work with families, prekindergarten programs and community organizations to build strong Pre-K-3 linkages.

- Develop a welcoming environment and sense of belonging

- Provide meaningful transitions between preschool and elementary school

- Develop out-of-school and summer learning opportunities

Using This Guide as a Tool to Improve Practice

This guide was developed to support the essential role of principals and others who care about creating quality learning systems. It identifies important areas of focus and how to:

- Identify quality indicators of effective Pre-K-3 systems

- Understand providing a student-centered, personalized and well-rounded approach from age 3-8

- Use the principal's role as a link between prekindergarten and primary grades

- Build understanding among parents, community members and others in the learning community

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Using This Guide as a Tool to Improve Practice

Continued…

- Work effectively with parents and families

- Increase awareness among policymakers at the federal, state and local levels

- Develop a keen understanding of the role of appropriate assessments

- Advocate for high-quality early learning experiences-at their school level as well as at district, state and federal levels

Key Elements of Effective Pre-K-3 Programs

- High-quality, voluntary, universal Pre-K for all children 3 - 4 years old

- Full-day kindergarten

- Qualified teachers who have both a bachelor's degree and specialized training in how young people learn

- Opportunities for teachers to share data, planning and professional development across grade levels

- Strong leadership committed to providing to children a seamless educational experience

- Quality, developmentally-appropriate curriculum and standards

- Shared accountability, between preschools, public schools, parents and communities

Leading Pre-K-3 Learning Communities: Perspective of an Elementary Principal

"Pre-K Your Way to Closing the Achievement Gap"

Jon Millerhagen

Executive Director

Minnesota Elementary School Principals' Association

Prenatal – 3rd Grade Pathways to Readiness

6-8yrs — Grades 1-3: Foundation for Lifelong Learning

Before / After / Summer School Programs

5yrs — Full-day K: Universal Transition Year

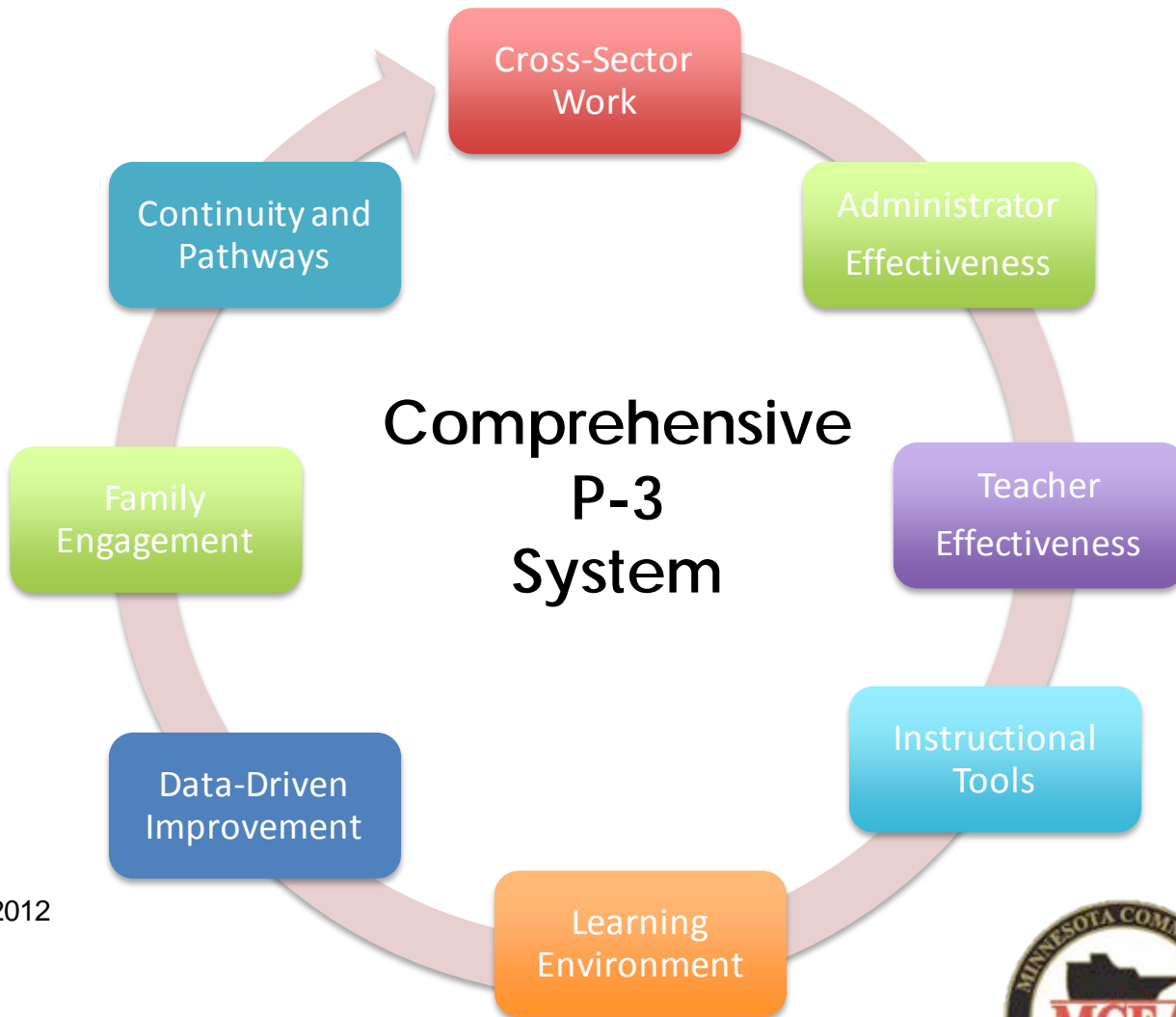**3-4yrs** — High-Quality PreK: Foundation for K-12 Education

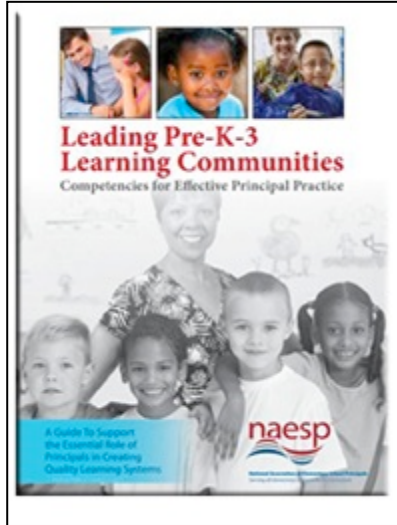**0-2yrs** — Birth to 3: Crucial Brain Development
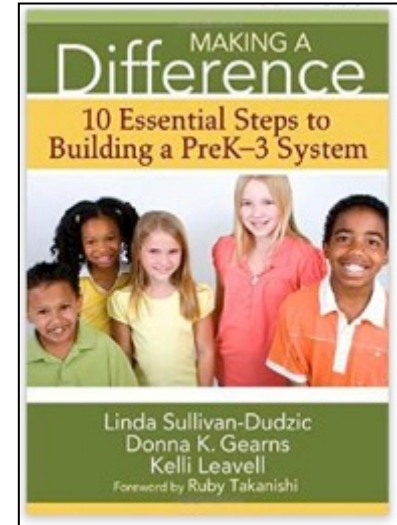
Transition Plans in Place

P – 3rd Grade Framework

Cross-Sector Work

Administrator Effectiveness

Continuity and Pathways

Comprehensive P-3 System

Teacher Effectiveness

Family Engagement

Instructional Tools

Data-Driven Improvement

Learning Environment

Kauerz & Coffman, 2012

Minnesota Department of Education

education.state.mn.us
www.mespa.net

Getting Started

Bloomington KinderPrep Program

- 2.5 hrs/day, 5 days/wk; Literacy, Numeracy, Exec. Function; Reading Corp, Para-Professional, & Licensed Early Ed. Teacher

- Funded by Grants and Title I

- Parent Learning Academy School/Parent Liaison

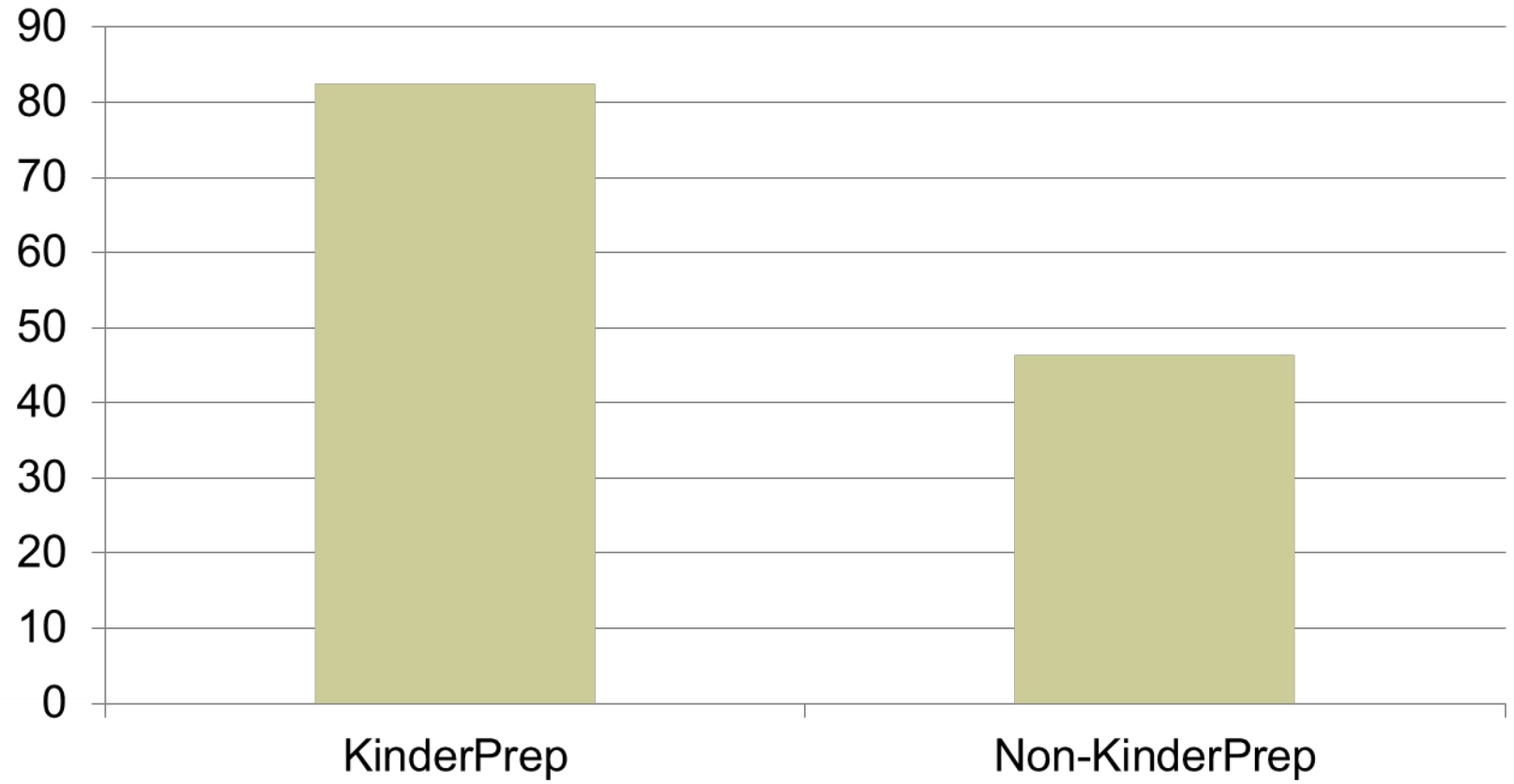- Vertical, Horizontal, and Temporal Alignment for Instruction

It Works

- 10 years of Bloomington data

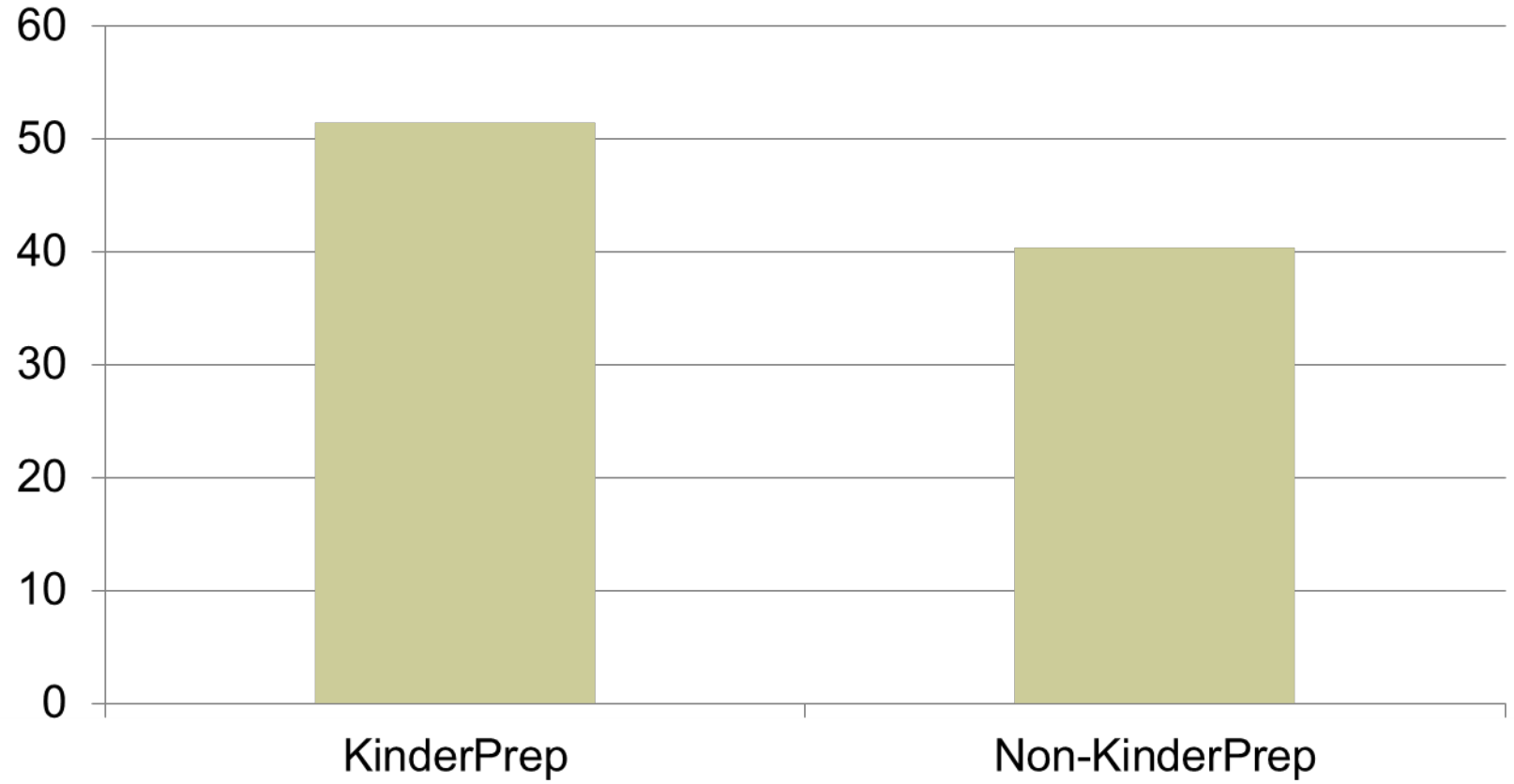- National research ROI

- Replicated results

KinderPrep Students Had Significantly Higher Total Literacy Scores at Beginning of Kindergarten

Beginning of Kindergarten Total Literacy

KinderPrep Students Had Significantly Higher Total Math Scores at Beginning of Kindergarten

Beginning of Kindergarten Total Math

My Recommendations

- Start the conversation
- Agree on goals – outcomes – measures
- Work as a team
- Learn from your neighbors
- Join a cohort

Leading Pre-K-3 Learning Communities: Perspective of a State-Level Leader

Andrea Brinnel

Educational Consultant

Connecticut Office of Early Childhood

PreK-Grade 3 Leadership

weaving a strong fabric

2010

Harvard PreK-3rd Institute

2011

Awareness Sessions

Closing the Achievement Gap: Getting PreK-Grade 3 Right

2012 & 2013

PreK-3rd Institutes

2 one year convening's

8 Communities

National Governor's Association Policy Academy

Building a Foundation for Student Success – State Strategies to Improve Learning Outcomes from Early Childhood through 3ʳᵈ Grade

- **Age 3 to grade 3 as a key policy agenda**
- **Foundational importance of CT's ELDS**
- **Importance of leaders and leadership**
  - **Teacher evaluation**
 - **Principal's Guide to ELDS**

Proposed Strands of Study

- Curriculum and Instruction
- Assessment of Young Children/Teacher and
- Program Evaluation
- Leading for Equity, Excellence and Early Success

Expert Advisory Panel:
Local and National Expertise

Leadership

The fabric of what we are doing will be stronger as a result of leadership being the thread that holds it all together.
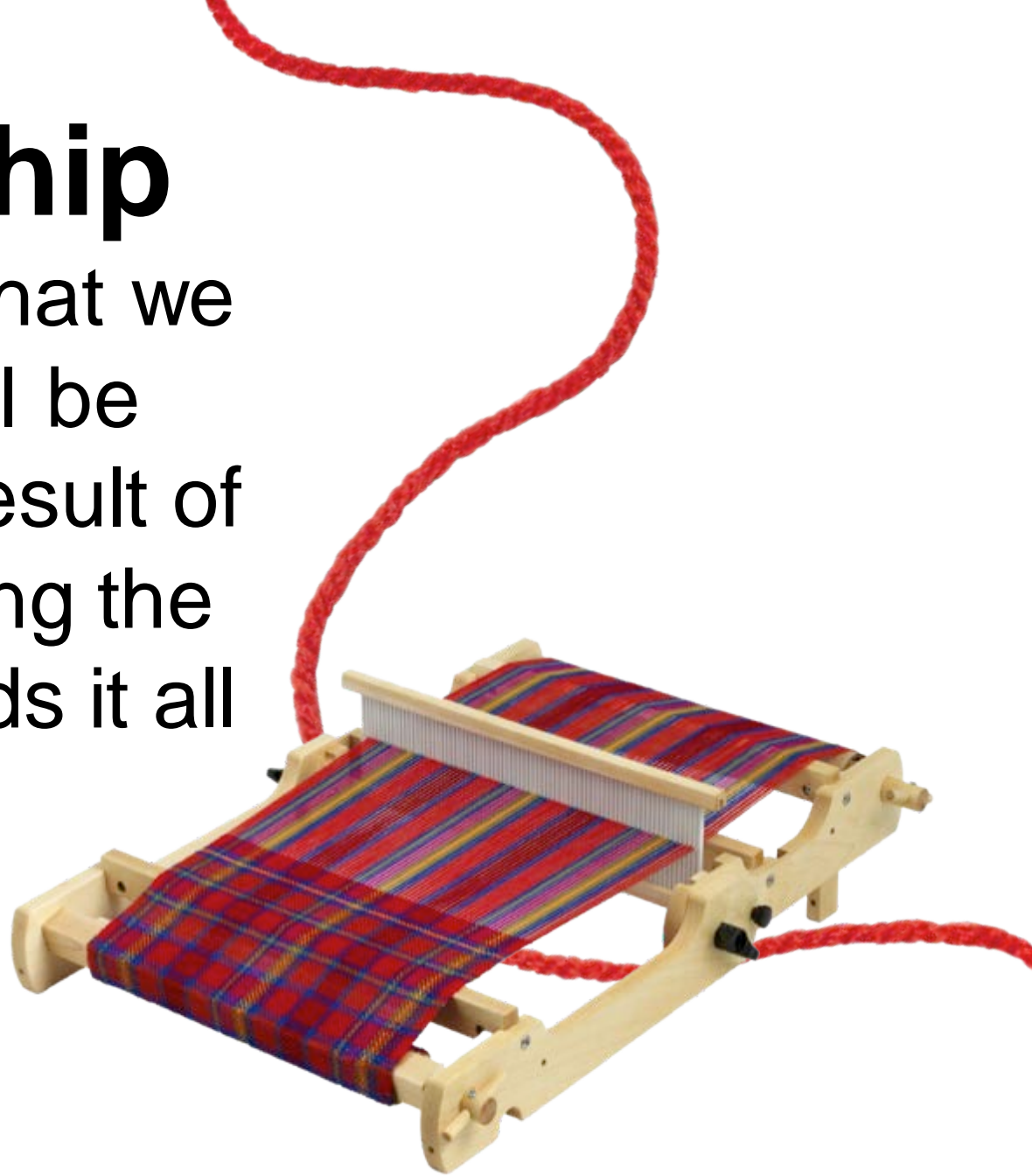
Principal's Bookshelf

- *Framework for Planning, Implementing & Evaluating PreK-3rd Grade Approaches* (Kauerz & Coffman)

- *Making a Difference: 10 Essential Steps to Building a PreK-3 System* (Sullivan-Dudzic, Gearns & Leavell)

- *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8 (3rd ed.)* (Copple & Bredekamp)

- *Promoting a Pre-K to Three Vision for Early Learning* (NASBE)

- *America's Vanishing Potential: The Case for PreK-3rd Education* (Foundation for Child Development)

- *PreK-Third Grade: A Paradigm Shift* (Ruby Takanishi)

- *The Case for Investing in PreK-3rd Education: Challenging Myths about School Reform* (Rima Shore)

- *PreK-3rd Grade Key Resources* (Foundation for Child Development)

Additional Resources

Birth Through Third Grade Learning Hub

BUILD Initiative

Foundation for Child Development

National Association of Elementary School Principals

National Governors Association Center for Best Practices

National P-3 Center/ University of Washington

PreK – 3rd Grade National Work Group

Looking Ahead

- NAESP
- CEELO
- NAECS-SDE
- Final Thoughts

THANK YOU!

Contact Information
- [Andrea Brinnel](#)
- [Jim Squires](#)
- [Jon Millerhagen](#)
- [Kelly Pollitt](#)
- [Regina Birdsell](#)

Slides and a **recording** of the webinar are available on the [CEELO website](#).

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