

P3 Planning, Implementation and Revision Panel Discussion

DIANE SCHILDER

CEELO AND EDUCATION DEVELOPMENT CENTER, INC.

PEG DRAPPO, WATERTOWN & TARA MARSHALL, NEWBURGH

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Overview

- Hear about two district's approaches to P3
 - Engage in conversations about promising practices in implementation
 - Learn about what to avoid
- Provide participants with resources



What is P3?

P3 is a conceptual framework but how do you describe what you are doing?

- Use language aligned with district priorities



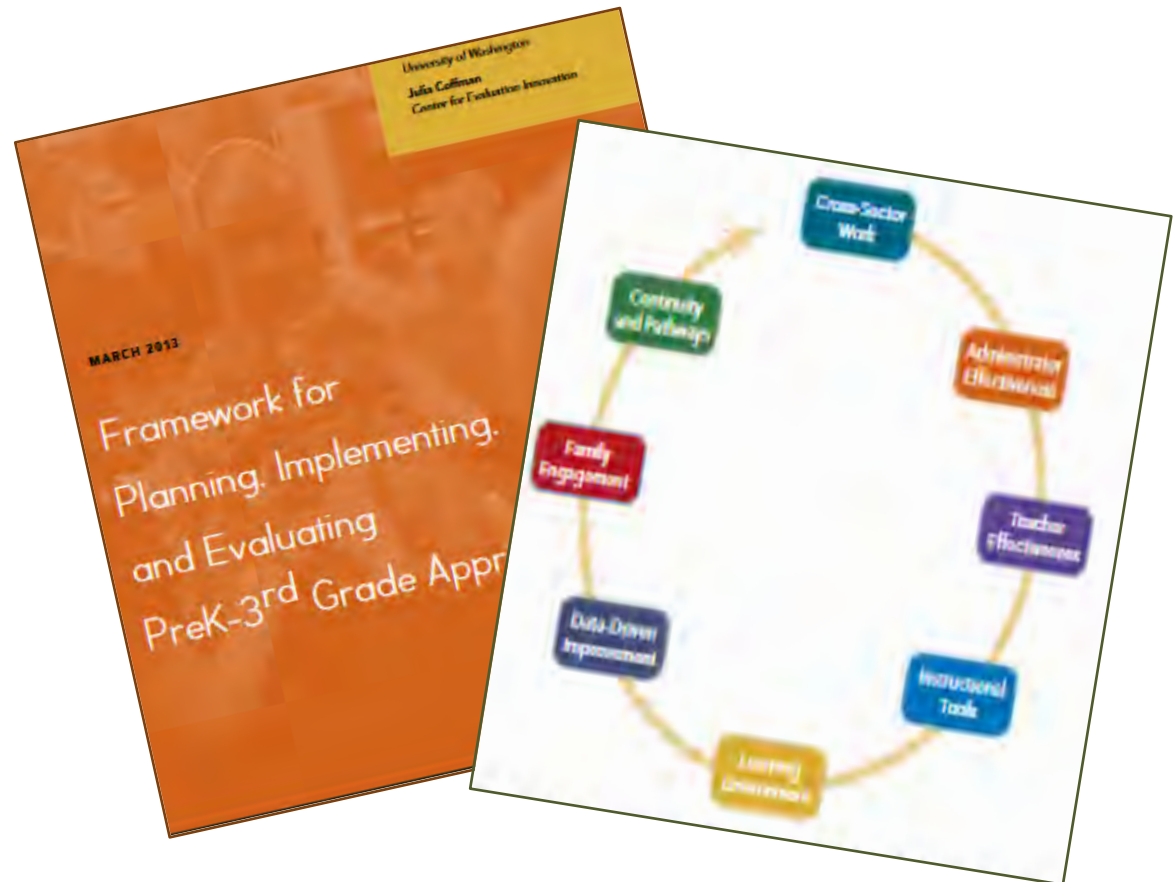
Key Points from Past 2 Days

- **P3 is an important conceptual framework** to align education from pre-k through age 8
- **P3 is most effective when aligned with existing priorities and initiatives**
- **Districts are most effective** when they frame **P3** around **specific initiatives** such as third grade reading or math outcomes



How many of you have used this?

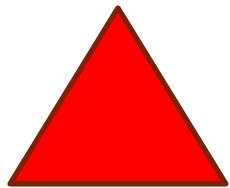
PreK-3 System Comprehensive Aligned Cross-boundary Coherent



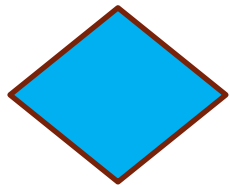
Source: Kauerz, K. & Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington. Retrieved from: https://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf



Have you used the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches?



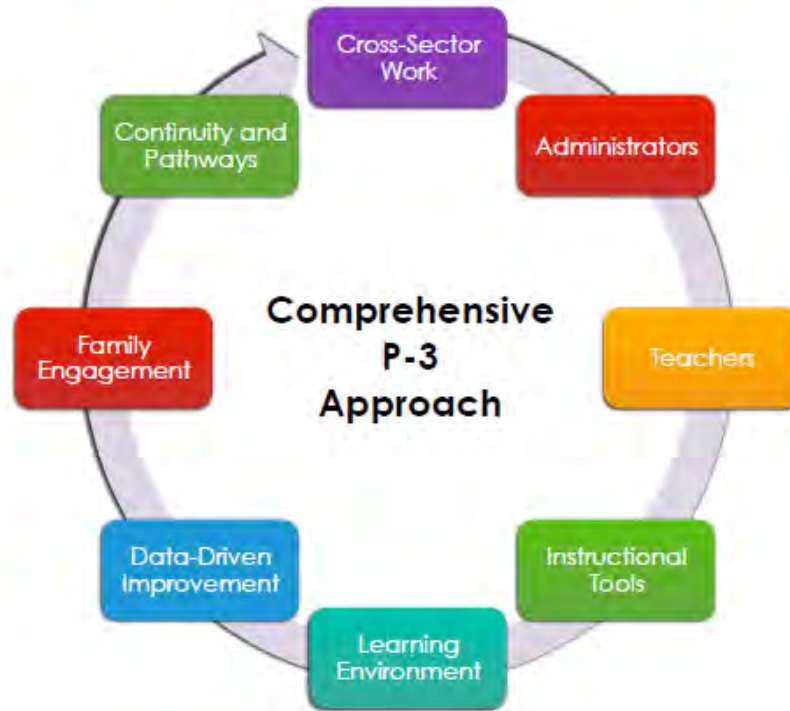
Yes



No



P-3 Alignment Framework



Kauerz, K. and Coffman, J. (2013). *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, University of Washington.



P3 and Improved Outcomes

- What can we learn from districts?
- What promising practices exist?
- What pitfalls should we avoid?



Working Together for Better Outcomes



What P3 Looks Like in Action

What prompted your interest in P3?

- Watertown
 - Third grade reading
 - Lack of developmentally appropriate curriculum in the early grades
- Newburgh
 - Need for vertical and horizontal alignment



How did you get started?

- Align priorities with existing district initiatives (Newburgh)
- Use data (Watertown)



Who did you engage? How has the team changed over time?

- Pre-existing team, (Newburgh)
- New team, (Watertown)



What were your goals?

- Curriculum and instructional approaches, (Watertown)
 - Consistent curriculum across pre-K
- Vertical and horizontal alignment, (Newburgh)
 - Pre-K to kindergarten alignment



How did you select your focus?

- Brainstorm
- Build on existing initiatives
- Select a few priorities
- Don't focus on too many



How did you phase in?

- Pilot with a few early adopters
- Implement in one grade level and move up
- Make adjustments based on early implementation
- Engage champions (teachers and administrators)



What have you done to align philosophies and approaches among P3 teachers?

- Professional development
- Professional learning communities
- Peer to peer mentoring
- Common planning time



How do you get administrators and curriculum/instruction coordinators on board?

- Engage administrators early and often in the process (Watertown)
- Engage administrator to spearhead the effort (Newburgh)



How do you talk about this?

- Engage teachers and use language that is aligned with existing priorities
- Engage families through newsletters and technology
- Engage public through working with the media



Communication Strategies

- Newsletters
- Social media
- Communication Apps
 - Remind App
- Monthly parent workshops
- Celebrations
- Media



Common Pitfalls

- Insufficient time is allocated
- Scope and task is not clear
- Boundaries, roles and tasks are too vague
- A few loud voices can create resistance
 - Some educators believe they don't have permission to experiment
 - Myths exist that rigor of developmentally appropriate approaches are mutually exclusive
 - Veterans are not willing to accept new approaches for newer teachers
- Speed at which changes are made can create a challenge
- Churn in the system can thwart efforts



Pitfalls and Solutions

Pitfall	Solution
Identifying priority is difficult	Build on existing initiatives Use data
Scope, boundaries, roles and tasks aren't clear	Focus on a few and powerful priorities Articulate scope, roles and tasks the first few times you meet
A few louds voices create resistance	Rely on champions Engage leaders Focus first on early success
Myths exist that activities lack rigor	Use data and research to make the case
Change of leaders and team members creates challenges	Build a team that includes key representatives and consider transition plans
Timing can be a challenge	Set up regular meetings and celebrate early successes



How a Tool Can Help

- Provides a roadmap based on experiences of pilot districts
- Lists the issues and steps to consider
- Can be used much like a “cookbook” rather than as a non-fiction book to guide you through the process



What Are the Elements of the Tool?

- **Introduction:**
 - Overview of key concepts and guidance on why the tool can be useful.
- **Preparation and Design. If you are beginning the P3 planning process start here.**
 - Begin by reviewing and completing the preparation section
 - Provides instructions about setting up the P-3 process,
 - Provides a set of questions to assist those engaged in P-3 planning and implementation
- **Implementation and Revision. If you have a team in place and a process underway, start here OR once you have completed the prep phase.**
 - This section is organized into nine sub-sections based on topics.
 - Review the sub-sections associated with priority topics.
 - Reflect on what is in place and use this section to begin to select priority areas.
- **Resources.** This includes information about what P-3 is, how to engage in planning and examples of state and community P-3 planning and implementation efforts.



Next Steps

- Review the tool and consider what resonates
- Engage in brainstorming about what initiatives are currently underway in the district
- Consider what your data have been telling you
- Reflect on who needs to be engaged in the process
- Develop concrete next steps



Resources

Building State P-3 Systems

Kauerz, K. & Coffman, J. (2013). Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches. Seattle, WA: College of Education, University of Washington.

Cross-Sector Work

Connors-Tadros, L. (2017). Early Learning Programs: Ensuring Young Children are Successful Powerpoint Presentation. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Jacobson, D., (2016). Building State P-3 Systems: Learning from Leading States Policy Report. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Administrator Effectiveness

Clarke Brown, K., Squires, J., Connors-Tadros, L., & Horowitz, M. (2014). [Preparing Principals to Work With Early Childhood Teachers.](#)

Herzfeldt-Kamprath, R., & Ullrich, R. (2016). [Teacher Effectiveness Examining Teacher Effectiveness Between Preschool and Third Grade.](#)



Resources

Instructional Tools

Mathematica Policy Research (2016). [Preschool Academic Skills Grow Stronger When Quality of Instruction Improves but Only When Quality Is in Moderate to High Range.](#)

Leaning Forward and Education Counsel (2017).). [A New Vision for Professional Learning: A Toolkit to Help States Use ESSA to Advance Learning and Improvement Systems.](#)

Learning Environment

Tarrant, K. (2015). [Sharpening the Focus: State Policy to Promote Effective Teaching that Improves Learning.](#)

Data-driven Improvement

Connors-Tadros, L., Martella, J., Mathias, D., & Tarrant, K., (2015) The Common Thread: Crafting a Coherent Accountability System Focused on Great Teaching.

Hesel, F., Jones, J., Pruette, J., Schultz, T., & Martella, J. (2013). [Using Assessments to Improve Transitions to Kindergarten.](#)



Resources

Engaged Families

Dahlin, M. (2017). [State Approaches to Family Engagement in Pre-K Programs](#). This brief focuses on approaches to family engagement in state funded pre-K programs. It discusses why family engagement is important, describes approaches to developing program guidance, and offers strategies to support effective implementation.

Van Voorhis, F., Maier, M., Epstein, J., & Lloyd, C. (2013). [The Impact of Family Involvement on the Education of Children Ages 3 to 8: A Focus on Literacy and Math Achievement Outcomes and Social-Emotional Skills](#). This report summarizes research conducted primarily over the past 10 years on how families' involvement in children's learning and development through activities at home and at school affects the literacy, mathematics, and social-emotional skills of children ages 3 to 8.

Continuity and Pathways

Schultz, T., (2013). [Promoting Holistic, Shared and Consistent Birth-3rd Grade Pedagogy and Practice](#) This Powerpoint explains why improving early learning opportunities birth through third grade is an urgent priority, describes how young children are doing in birth through third grade, and explains what we know about birth through third grade pedagogy and practice.



Resources

STEM resources:

- Next Generation Science Standards focus on inquiry-based approaches
- Betsy Zan has written about this:
- <https://www.amazon.com/STEM-Learning-Young-Children-Childhood/dp/0807757497>
- Andres Bustamante has information about play. See: <http://ceelo.org/ceelo-events/ceelo-roundtable/2018-roundtable/>
- <https://www.edutopia.org/blog/stem-engagement-maker-movement-annmarie-thomas>

