Research/Evidence-based Practices: Birth through 3rd Grade

MISSION

The variety and quality of experiences during the first eight years of life provide the essential foundation for each child's future success. The purpose of this resource is to ensure continuity of practice among families, educators, and community partners that leads to optimal conditions for learning.

GOAL

Professionals and stakeholders will understand and implement research- based, developmentally appropriate practices; ensuring alignment birth through third grade.

STAKEHOLDERS

Children, Families, Community Partners, District Administrators, Principals/Site Administrators, Teaching Teams, Child Care Providers, Service Providers, Higher Education.

BIRTH TO THIRD GRADE ALIGNMENT TARGET

Knowing about Child Development and Learning

It is essential that the school, community, and families embrace the birth to 3rd grade learning continuum that builds a strong foundation of supports for children with a deeper understanding of appropriate teaching practices to help children be engaged and successful learners.

Knowing What Is Individually Appropriate

Understanding what children know and can do, how they process information, solve problems, and how they interact with other children and adults, guides student learning and growth along the birth to 3rd grade learning continuum.

Knowing What Is Culturally Appropriate

Educators must accept the legitimacy of children's home language, respect (hold in high regard) the home culture, and promote and encourage the active involvement and support of all families, including extended and nontraditional family units" (NAEYC 1995, 2).

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
Superintendents, Principals, Teachers, Staff, and Community-based Partners • Understanding of what young children, birth through third grade, need to know and be able to do • A learning continuum that supports individual children's continuous progress from year to year • Ongoing communication with families • A shared responsibility for children's learning	Focus group Observations Self-assessments Document review and alignment analysis Tracking Professional Learning activities Family participation in conferences and other school events Family responsiveness to school communications School responsiveness to family communications	Every child experiences success Schools are ready for children by providing a welcoming environment Lesson plans and observations reflect developmentally appropriate practices and align with standards Administrators and school staff are proactive by providing a welcoming and inclusive environment for families and timely sharing of information on child development, where their child is on trajectory, and how collaboration contributes to success Curriculum, pedagogy and developmental continuum are aligned	• NAEYC DAP Position Statement 2009 • Math and Literacy alignment PreK-1st • NAEYC Dev Appropriate Practice Resource Books • National Association for the Education of Young Children • Message in a Backpack-Communication for Families • Contact local Great Start Collaborative Representative or Great Start to Quality Resource Center • Harvard Family Research Project-Early Childhood Link

Research/Evidence-based Practices: Birth through 3rd Grade —cont.

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
Families Familiar with educational standards and how they are used in school Support child's learning at home Ongoing two-way communication with school personnel	A data-shared method to keep families informed of child's developmental and academic progress Feedback surveys from stakeholders (parents, teachers, K & Preschool, administrators) related to developmentally appropriate practices	Strategies are provided to support parents in understanding the importance of children's attitude towards school and learning	• NAEYC Early Childhood Academic Rigor • Michigan Early Childhood Standards of Quality • K-3 Essential Instructional Practices in Early Literacy • Prekindergarten Essential Instructional Practices in Early Literacy • High Quality Pre K -3rd in the age of Common Core • Closing the Achievement Gap on Academic Performance • Birth to College Collaborative Tool Kit
Superintendents, Principals, Teachers, Staff and Community-based Partners Instruction and curriculum that includes alternatives to make it accessible and applicable to individual students with different backgrounds, learning styles, and abilities Know about whole child (ways they learn best, environment they thrive in, movement needs) Focus on child and family strengths Ongoing two-way communication with child's family Engaged in formative assessment cycle which includes a feedback loop		Formative assessments that are tied to planned individual instruction Learning environment is conducive to the whole child Teachers who are highly trained in the use of formative assessment and individualization School personnel conduct home visits prior to the start of school School personnel meet with previous teacher to discuss individual needs of child and family Articulated communication expectations for staff and families	• What is Universal Design for Learning? • Formative Assessment: Guide for Early Childhood Policymakers • Strengthening Families Program

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Research/Evidence-based Practices: Birth through 3rd Grade —cont.

Example Implementation Indicators	Data Collection and Analysis Options	Evidence	Resources
Families Ongoing two-way communication with school personnel		Regular communication and meetings between staff and families regarding student progress seeking input from families	
Superintendents, Principals, Teachers, Staff and Community-based Partners The unique needs of children and families, including the cultural and linguistic backgrounds are considered A welcoming environment and sense of belonging that cultivates a shared responsibility for children's learning from birth to 3rd grade Support each child's development within the family as complex and culturally-driven ongoing experiences A culture of intentionality around increasing school's level of cultural competence so that it is understood that cultural competence is an integral part of providing a high-quality program **Families** Actively work with school personnel to ensure that they are given meaningful opportunities to participate in the program		Programs have policies and practices in place that encourage family involvement in the administration of the program and that reflect the traditions of the children enrolled in the program Classrooms, materials, curriculum, and interactions reflect value for children's home languages and culture (CLASP) Professional development plans for staff include trainings on communication with diverse families (translation, interpretation, use of cultural mediators, and other cultural and family practices) and understanding of the cultural practices relative to children served (CLASP) School personnel work to ensure that communication with families about their child's assessment findings is sensitive to family values, culture, identity, and home language (NAEYC) Program staff members are aware of culture's influence on their own beliefs and practices Communication methods to family and staff (parent handbook, policy manual, newsletters, etc.) must be translated into the preferred language of families of children enrolled in the program	• [Quality Benchmark for Cultural Competence Project](#) • [Promoting Cultural & Linguistic Competency Self Assessment](#) • [National Education Association (NEA): Diversity Resources](#) • [Institute for Education Sciences: Improving reading comprehension in Kindergarten through 3rd grade practice guide](#) • [Institute for Education Sciences: Foundational skills to support reading for understanding in Kindergarten through 3rd grade](#) • [Institute for Education Sciences: Practice guide on teaching math to young children](#)