

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

It is essential that the school and community embrace the birth to 3rd grade continuum. Community leaders create a culture and align organizational structures to ensure the quality of birth to 3rd grade learning.

STAKEHOLDERS

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

Implementation Indicators

Data Collection and Analysis Options

Evidence

Resources

Visible Leadership

Superintendents, Principals, Teachers, Staff and Community-based Partners

Strengthen and increase partnerships between districts, Head Start/GSRP grantees, child care organizations, extended-learning programs, and other community based organizations with early learning initiatives.

Clear and consistent communication about birth through 3rd grade as a priority in both internal (e.g., district strategic plans, teacher newsletters, Board of Ed reports) and external (e.g., web sites, family newsletters) platforms.

Expectation that principals and program administrators focus on core birth through 3rd grade goals and minimize the number/variety of initiatives that compete for teachers' attention.

Perception data

Establish baseline data (provide example in tool kit such as involvement of teacher or connections of teacher in the community).

Agendas and minutes to reflect this as a priority.

School Improvement plan goals will be connected to birth through 3rd grade alignment.

Administrators are active leaders in partnerships that are demonstrated to be:

- Collaborative Inclusive of multiple partners
- Effective at creating change
- Visible to the public (e.g., families and community)
- Credible to policymakers

Proper alignment of funding, resources and governance to support birth through 3rd grade alignment.

Seamless Learning experience for children

A defined continuum

- [Framework for Planning, Implementing, and Evaluating Pre-k-3rd Grade Approaches](#)

- [Leading Pre-k-3 Learning Communities – Summary](#) (utilized entire guide)

- [PreK-3rd: How Superintendents Lead Change](#)

Leadership: Birth through Third Grade –continued

| Example Implementation Indicators | Data Collection and Analysis Options | Evidence | Resources |
|---|--|---|--|
| <p><u>Principals/Site Administrators</u> Strong partnerships between elementary schools, early learning programs and families.</p> <p>Clear and consistent communication about birth-3rd grade as a priority in both internal (e.g. district strategic plans, teacher newsletters) and external (e.g. websites, family newsletters and business partnerships) platforms</p> <p><u>School Board Members</u> Communicate to stakeholders the long term value of early and inclusive learning for children birth to third grade, and how it is fundamental to the district's mission.</p> | | | |
| <p>Foster Teamwork:</p> <p><u>District Administrators</u> Engage with policy makers and decision makers so that resources (policies, annual calendars, daily schedules, and structures) support birth to 3rd grade alignment and initiatives.</p> <p><u>Principal/Site Administrators</u> Regularly engage Pre K- third grade teachers and community partners (both horizontal/vertical teams) in professional learning communities.</p> | <ul style="list-style-type: none"> • Meeting agendas and minutes • School improvement plans • Longitudinal student growth data • Perception data | <p>District Administrators establish a vision and expectations for principals/administrators to build and support constructive teamwork among teachers, including horizontal and vertical collaboration, to strengthen the alignment between birth and 3rd grade.</p> <p>Principals/Site Administrators build and support constructive teamwork among teachers, including horizontal and vertical collaboration, strengthen the alignment between birth and 3rd grade.</p> <p>Mapping of relationships between schools, early learning and community-based programs.</p> <p>Schedules that support regular vertical and horizontal team meetings.</p> | <ul style="list-style-type: none"> • <u>All Things PLC</u> • <u>Making Your PLCs More Productive</u> • <u>Professional Learning Communities Impact Student Success</u> • <u>How to Lead Data Discussions</u> • <u>Scaffolding by Grade Levels</u> • <u>Vertical Teaming</u> • <u>Afterschool Alliance</u> • <u>Transitions to Kindergarten</u> |

Leadership: Birth through Third Grade –continued

| Example Implementation Indicators | Data Collection and Analysis Options | Evidence | Resources |
|---|--------------------------------------|---|---|
| | | <p>Regularly scheduled time for school and community based staff to work together across different daily, weekly, quarterly and school year calendars.</p> <p>Articulated and implemented transition plan that includes public and private Pre-K, families and Kindergarten.</p> | |
| <p>Instructional Leadership</p> <p><u>District Administrators</u> Develop and cultivate their own, and others' leadership skills around improving learning opportunities for young children.</p> <p><u>Principal/Site Administrators</u> Data informs decisions about professional development decisions that support Birth to 3rd grade alignment</p> <p>Ongoing professional learning related to child development and developmentally appropriate practices for children birth to Third grade.</p> <p><u>Teachers</u> Developmentally appropriate practices are aligned birth to 3rd grade vertically as well as horizontally.</p> | | <p>Enact and support cross sector and cross grade level professional learning opportunities that reflect best practices.</p> <p>Assign highly qualified teachers with Early Childhood background to Pre-K to 3rd grade classrooms.</p> <p>Develop classrooms that are instructionally an and relationally responsive (i.e., class size, appropriate environment, developmentally appropriate practice*, appropriate materials</p> | <ul style="list-style-type: none"> • *link to NAEYC 2009 position statement • Alignment of Pre-1st ELA standards • *Add Alignment of Pre-1st Math when available • http://www.edcentral.org/kinder-commoncore/ Why We Don't Need to get Rid of Common Core to Have Play in Kindergarten |