

P-3 Leadership: Building the Pathway to Success

Dr. Molly Branson Thayer
*National P-3 Center,
University of Washington*



Session Goals

- Review drivers of P-3 work
- Provide a literacy frame to the P-3 continuum
- Examine what is needed to create a successful literacy P-3 Pathway

Starting at the End: What Are We After?

Better Outcomes for Children

1. Strong foundational cognitive skills (literacy/communication, and math).
2. Strong social and emotional competence.
3. Consistent patterns of engagement in school and learning.

P-3 Drivers

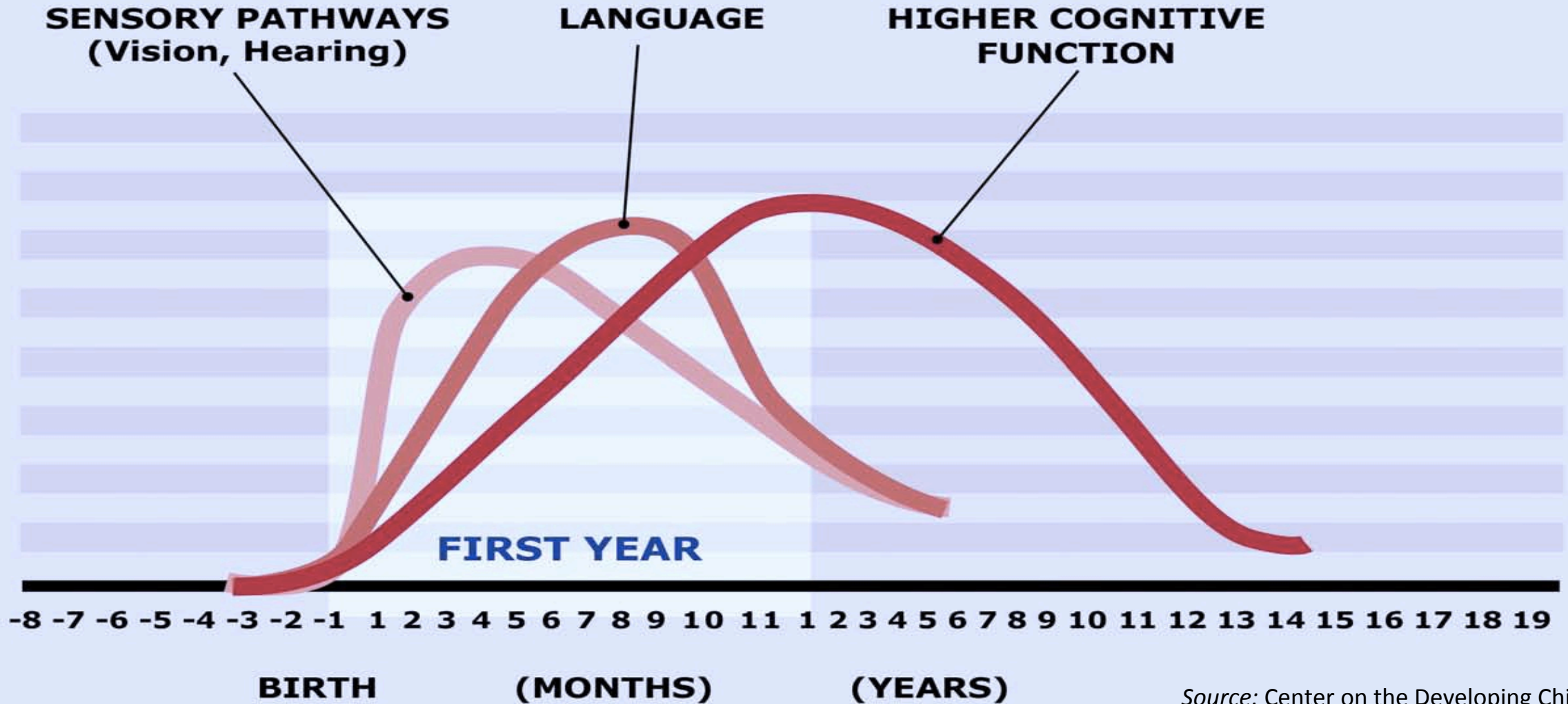
Child Development

Equity

Driver #1:

Understanding the Developmental
Continuum, Birth through Age 8

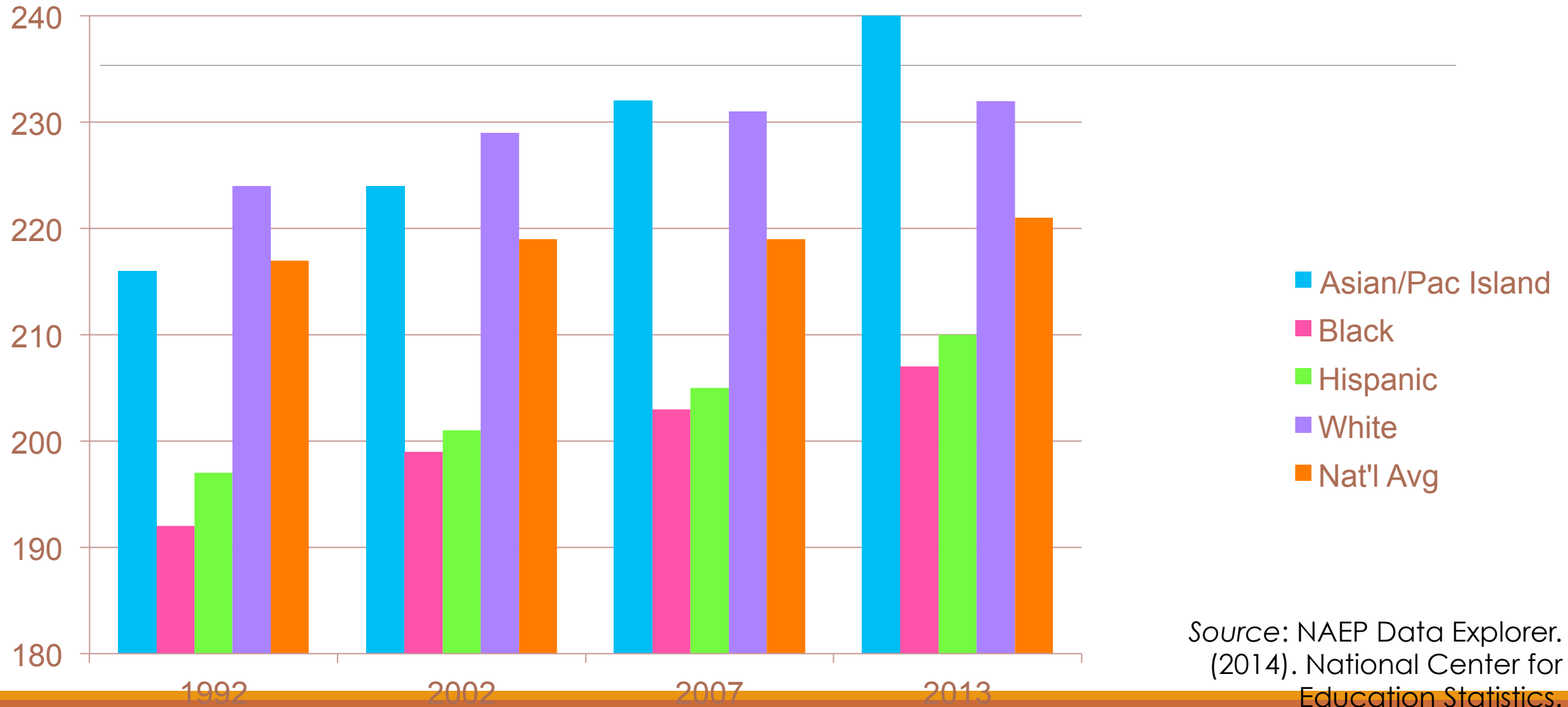
Brains are Built from the Bottom Up (Skill begets skill)



Driver #2:

Embracing and Enacting Equity

Average Nat'l NAEP Reading scores: Grade 4 by Race/Ethnicity



Source: NAEP Data Explorer.
(2014). National Center for
Education Statistics.



EQUALITY



EQUITY

Research Behind P-3

Timing

- When intervention starts

Quality

- Intentional instructional component
- Focus on social-emotional

Dosage

- Day-to-day basis (e.g., half-day vs. full-day)
- Cumulative, over time (e.g., attendance; year-to-year)

So...if we know what to do,
why do we have persistent
achievement gaps??

Many Literacy P-3 Approaches:

The P Part

Focus only on PreK for 3- and 4-year olds and do not acknowledge infants, toddlers, and 0-3 programs

FDK

Narrowly focus on transition activities between PreK and Kindergarten

Grades 1-3

Shortchange the importance of first through third grade

WA Early Learning Guidelines, and Brain Science

	Language, Literacy/Writing, & Cognition
<i>Ages 0-1</i>	<i>Listen and attend to language</i> <i>Coo in response to speech and interaction</i> <i>Begin to distinguish sounds of home language</i>
Ages 1-18mos	Listen to stories and caregivers narrate surroundings, Begin to say words and identify objects by name Use one word to convey meaning (e.g. “up”)
Ages 16 mos-3	Listen to stories and ask questions Recount an event with help Communicate about recent activities

Teaching Strategies Gold, WaKIDS, and WA Early Learning and Development Guidelines:

	Language, Literacy/Writing, & Cognition
14b Ages 3&4	<i>Engage in sociodramatic play</i> <i>Adopt a variety of roles and feelings during pretend play</i>
18c Ages 4&5	Retell stories Tell some details in a sequence of events Tell short make believe stories with adult help
19b Ages 3&4 Ages 4&5	Write to convey meaning Draw shapes and lines using crayons or pencils Write some letters and numbers

Common Core State Standards: Speaking and Listening

Kinder	describe people, places and events
1st	describe people, places and events with detail and express feelings
2nd	tell a story or recount experience with relevant facts and descriptive details
3rd	Report on a topic or text, tell a story or recount an experience with relevant facts and descriptive details, in a coherent way with appropriate pace

Common Core State Standards: Writing

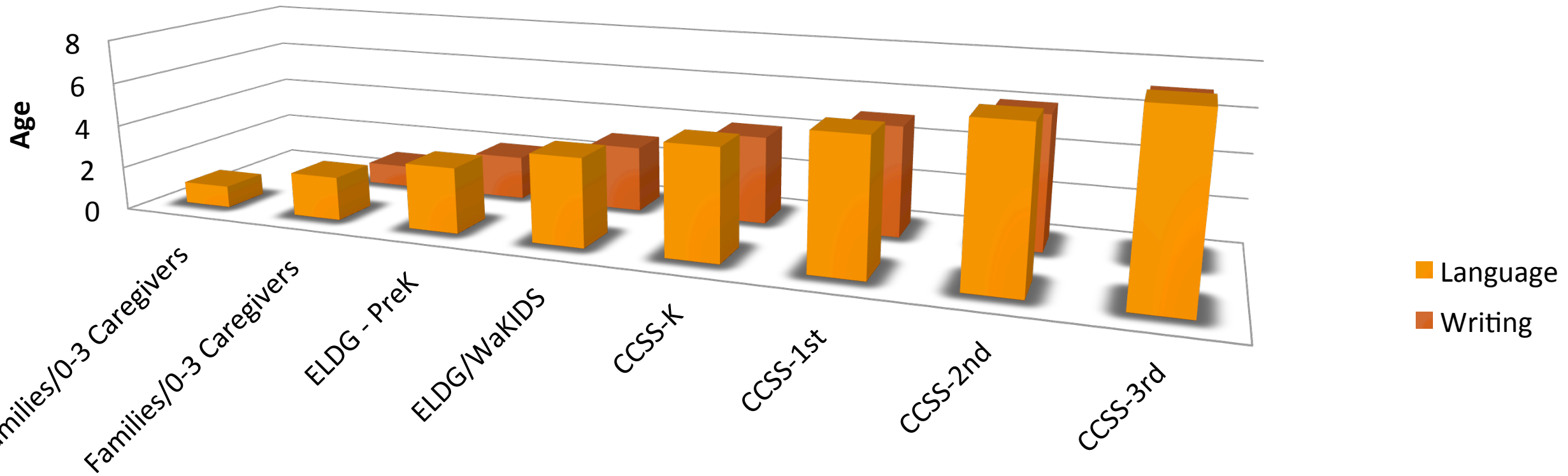
Kinder	Use a combination of drawing and dictating to narrate
1st	Write narratives with more than two sequenced events
2nd	Write narratives with well elaborated sequence of events, details and closure
3rd	2 nd grade plus... Establish the story with characters and setting, and provides dialogue

WA-ELDG, CLASS and TPEP Observation

WA Early Learning and Development Guidelines	CLASS: Instructional Support Domain (Language Modeling)	TPEP: Questioning and Probing; Danielson (distinguished)
Help children take turns listening and talking in conversations, Use a wide vocabulary, and ask children questions that require more than a one word responses	Repetition and extension honors and models language use Teachers ask Open-ended questions that require more language use	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition

Starting at birth and moving up...

Language and Writing Development



Sequence these pictures, and tell me a story...



Turn and Talk

Honing Our Understanding of Who and What Needs to Change

We observe P-3 approaches that are:

The Children

Limited to children in formal programs already connected to schools (e.g., ECEAP, Head Start) and do not acknowledge less formal feeders (e.g., child care, FCC, FFN)

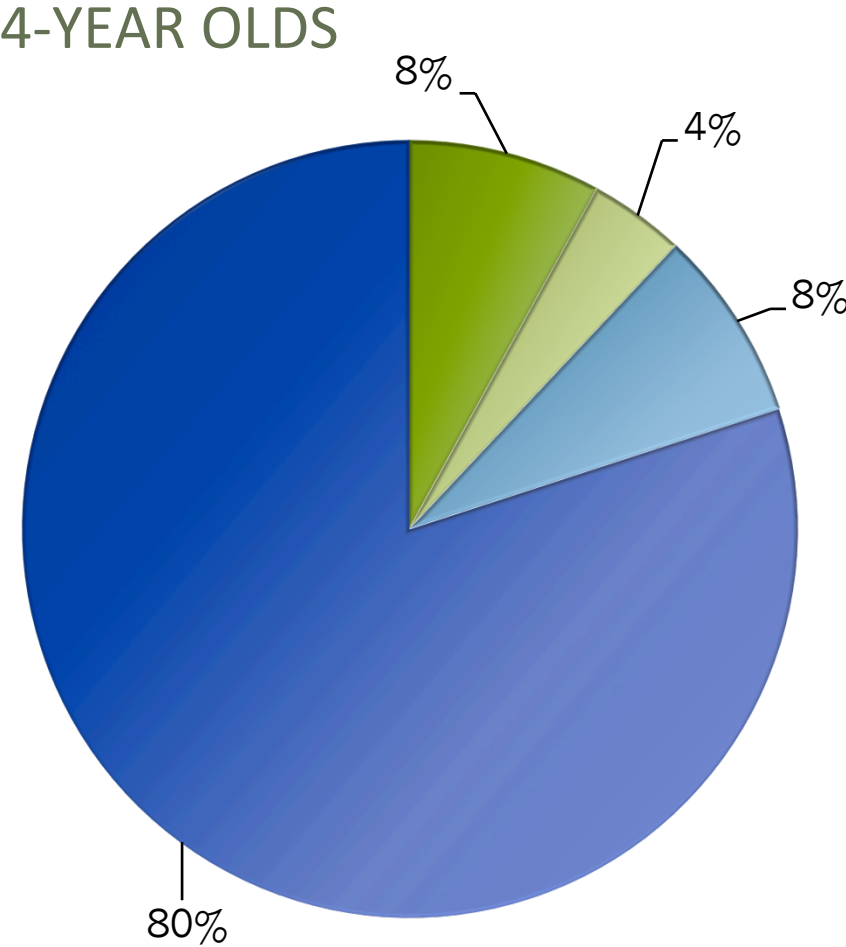
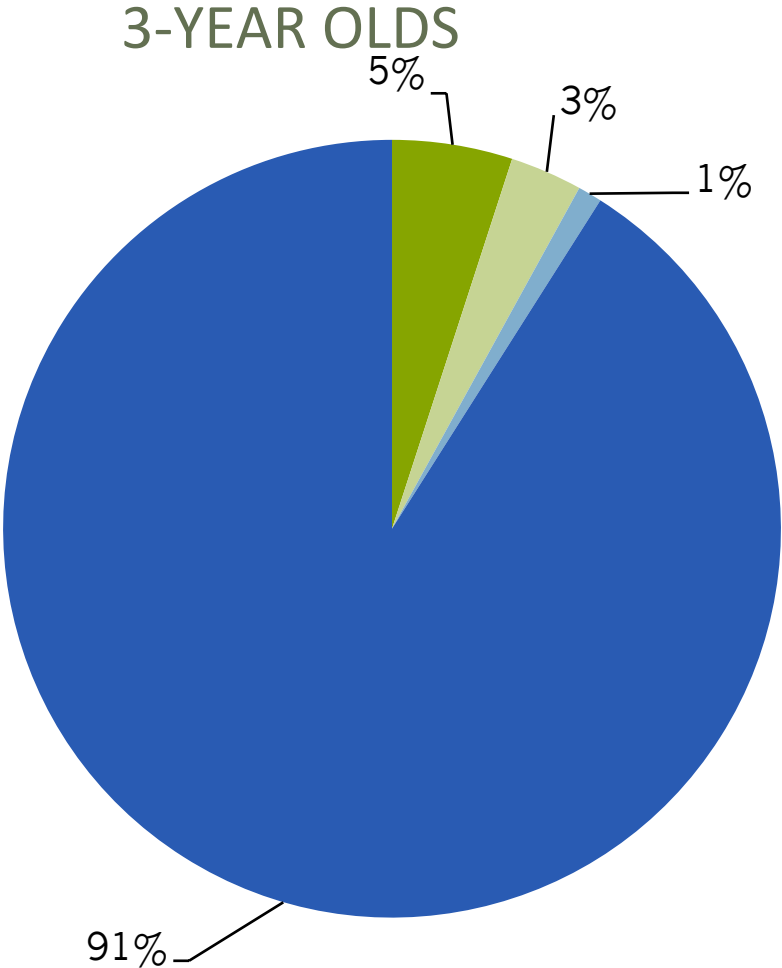
The Teachers

Without specific adult behavior change goals, metrics, and accountabilities

Project Approach

Centered on one grade, school, or program within a larger district/community; limited impact on “the system”

Pre-school Program Enrollment in Washington (2013)

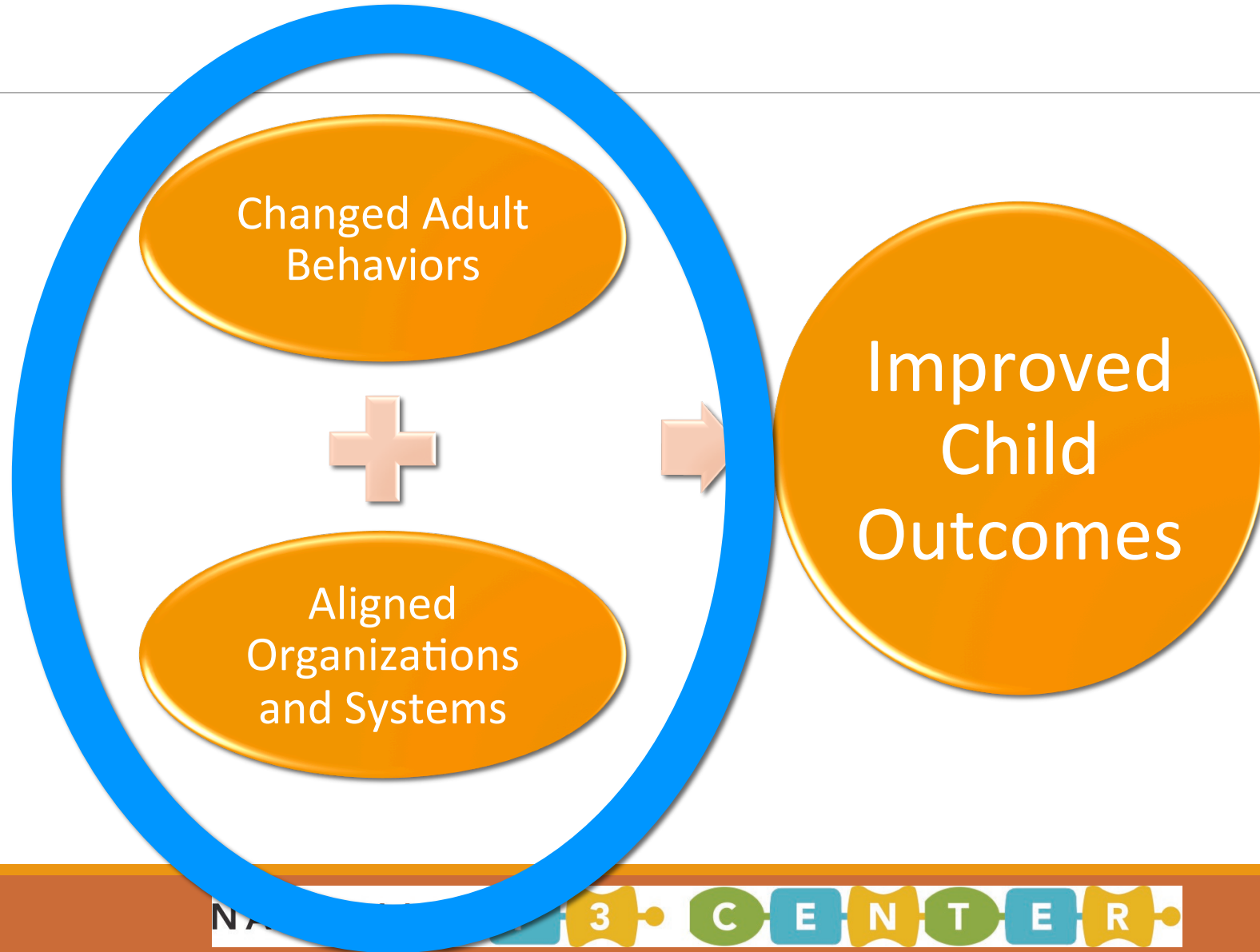


- Head Start
- Special Ed
- ECEAP
- Other/None

- Head Start
- Special Ed
- ECEAP
- Other/None

Source: NIEER, State of Preschool Yearbook 2013

Getting to Child Outcomes...



Systems Maps

Key ingredients to a good systems map:

1. One-page document that visually and concisely conveys a comprehensive approach
2. Illustrates involvement of multiple partners (Cross-Sector)
3. Clearly conveys roles and authorities for various partners
4. Highlights key leverage points (i.e., some or all of the P-3 Framework buckets)
5. Illustrates an ideal P-3 system



	ECEAP	Head Start	Child Care	K-12
Cross-Sector	DEL (state)	HHS/ACF (federal)	DEL and DSHS (state)	OSPI, USDOE, PESB, 295dists.
Administrator Effectiveness	None?	None?	None?	M.A. + state certification
Teacher Effectiveness	A.A.&30 credits in ECE + 30 hrs. annual PD	B.A. in ECE (50%) + 15 hrs annual PD	HS diploma + 10 hrs annual PD	B.A. + state certification
Instructional Tools	WA EL&DG	HS Framework	None	CCSS WAKids (FDK only)
Learning Environment			Basic health and safety	
Data-Driven Improvement	TS GOLD Self-Assessment	Outcomes Framework/ CLASS		WAKids Smarter Balanced
Engaged Families	3 hours/year	3 home visits/year	Encouragement	No requirements
Continuity and Pathways	\$6,658/slot	\$9,311/slot		\$10,013/student

Administrators face many challenges...

- Few opportunities for Early Learning administrators and Elementary School administrators to **learn collaboratively**
- An onslaught of *reforms* – in both 0-5 and K-12 – that require strong and **strategic leadership** skills to implement
- **Lack of time** to plan and implement action-able change that will create **alignment between 0-5 and K-12** partners



Administrators are effective levers for closing the achievement gap...

- Principals and Directors **provide a vision** and support staff in achieving high quality instruction
- Principals and Directors **determine resource allocations**, professional development and scheduling priorities, partnerships, and more
- Principals and Directors influence feeder patterns and **build important pathways**



Attempts at solutions...

- Curriculum and pacing guides
- Assessments and interventions
- Extra support (aids, volunteers, and specialists)
- Pilots, and special projects

Aligned P-3 Approaches, and Expert Practitioners

1. Engage and support parents as partners in early language and literacy development
2. Build a P-3 Pathway, and lead with influence versus authority
3. Adopt comprehensive (0-8) language and literacy standards to inform curricula and assessments.
4. Equip 0-8 educators with the necessary skills and knowledge for improving language and reading proficiency.