PreK-3rd Essentials

**The P Part**

*High quality* learning opportunities pre-school ("P") help children be ready for school.

**FDK**

*High quality* Full-Day Kindergarten is a transition year for all children.

**Grades 1-3**

*High quality* early grades sustain the gains and lay the foundation for later learning.
Putting the Pieces Together

Blocks

Pop-Beads
PreK-3rd Improves Each Grade Level and Aligns Across Grade Levels
Overarching Goals of PreK-3rd

1. Develop strong foundational cognitive skills (literacy/communication and math).

2. Develop social and emotional competence.

3. Establish patterns of engagement in school and learning.
Beyond Conceptual: “Doing” PreK-3rd
If We Know What PreK-3rd Is Not... 

- A short-term “initiative.”
- An effort solely to expand access to high-quality preschool.
- A collection of unrelated events that occur during the PreK-3rd grade years.
...then, What IS it?

- What are the key elements?

- Beyond general concepts (e.g., alignment), what are we supposed to do?

- When is enough enough? When are we “doing PreK-3rd”?

- How do we evaluate what we’re doing?
Some General Principles

- There is no ONE right approach.
- Yet, there are essential elements that must be present in order to “do PreK-3rd”.
- Some schools, districts, and communities undertake robust implementation; others take a more incremental approach.
Framework to Plan, Implement, and Evaluate PreK-3rd Grade Approaches

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Eight Elements ("Buckets") of PreK-3rd Approaches
Resources for Cross-Sector Work

- Shared leadership/"governance"
- Strategic plans
- Funding and finance mechanisms
Administrator Quality and Capacity

- Build and support relationships, internal and external
- Foster teacher teamwork
- Provide instructional leadership
Teacher and Teaching Quality

Engage in effective and meaningful professional development

Focus on effectiveness in the classroom

Work as teams, horizontally and vertically
Instructional Tools

- Aligned standards
- Balanced, developmental, and common curricula
- Comprehensive assessment system
- Instruction based on curricula and assessments aligned to standards
Learning Environment

- Attention to structural quality
- Climate supports relationships (children’s’ and adults’)
- Space and materials support range of abilities and preferences
Data-driven Improvement

Child-based data used to identify and focus on achievement gaps

Other data markers used to identify targets and to re-align resources
Engaged Families

- Priority for all school- and program-based staff
- Schools report meaningful and balanced progress to families
- Shared responsibility for student success
Access, Transitions, and Pathways

Expanded and extended access to high quality learning opportunities

Focus on the continuum provided to each child
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