

CAPSS

Leading Transformational Learning

3.20.2024



Make a difference in PK-3rd grade to
improve outcomes through high school

**Children make up less than 25% of CT's population
and they are 100% of Connecticut's future.**

James Heckman, a Nobel prize winning economist at the University of Chicago, has shown investments in early childhood education pay for themselves.

He argues that they pay 7% return or more – better than investments on Wall Street.

Nicholas Kristof, NY Times



Session Goals

- ❖ Share research regarding neuroscience, brain development, and stressors
- ❖ Establish common ground and understanding of the importance of the PK-3 continuum
- ❖ Leading for high quality PK-3 teaching and learning
- ❖ Connecting with constituents

Starting at the End: What are we after?*

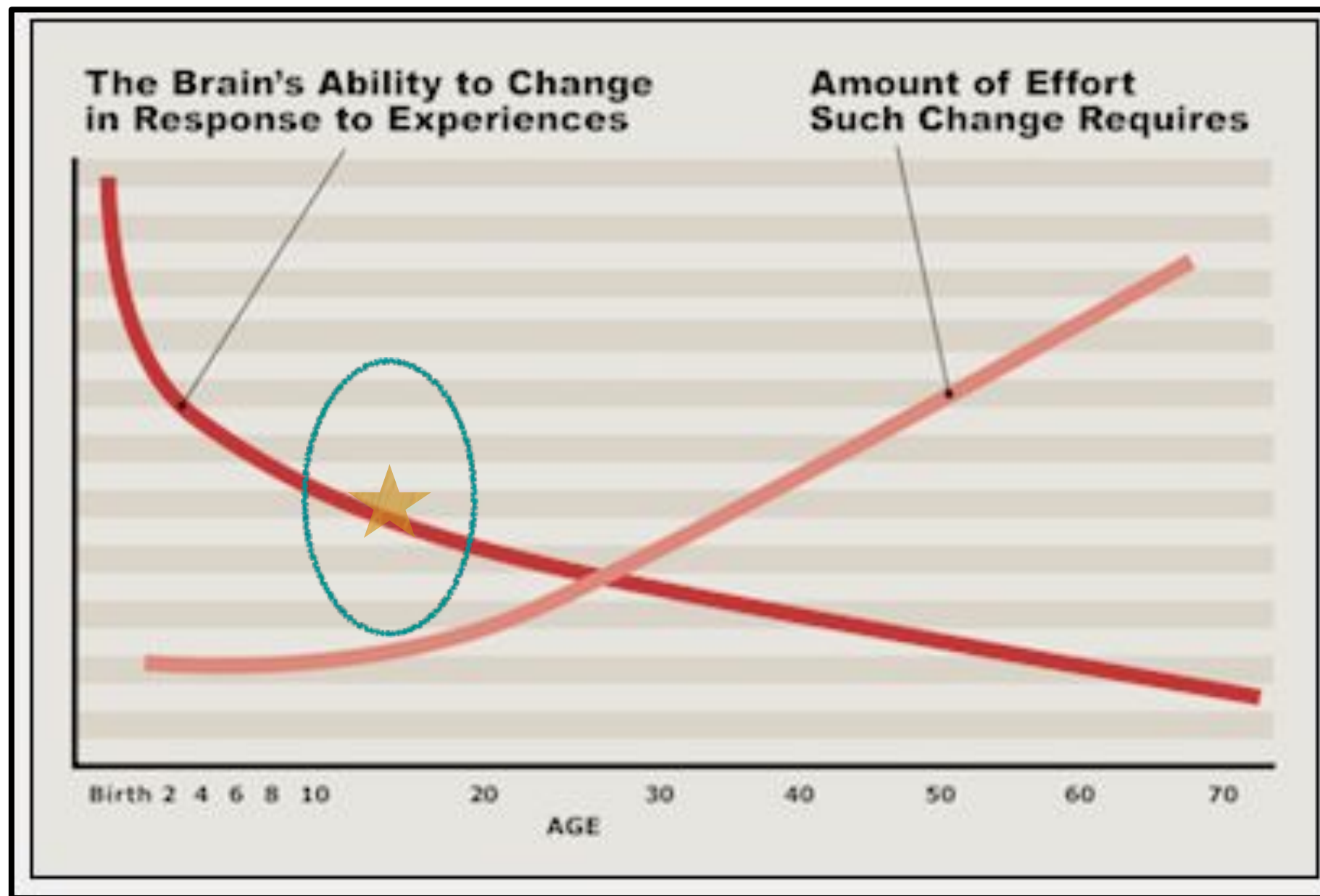
Better Outcomes for Children

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

* Kristie Kauerz Presentation 7.12.22

Key Elements for Child Development

- Early experiences in life build brain architecture
- Genes and environment together interact together to shape the architecture of the brain
- Cognitive, emotional, and social capacities are inextricably intertwined
- “Toxic stress” and adverse experiences derail healthy child development
- Brain plasticity and the ability to change behavior decrease over time
- Children develop in an environment of relationships



Source: Center on the Developing Child-Harvard University

Earlier is better!

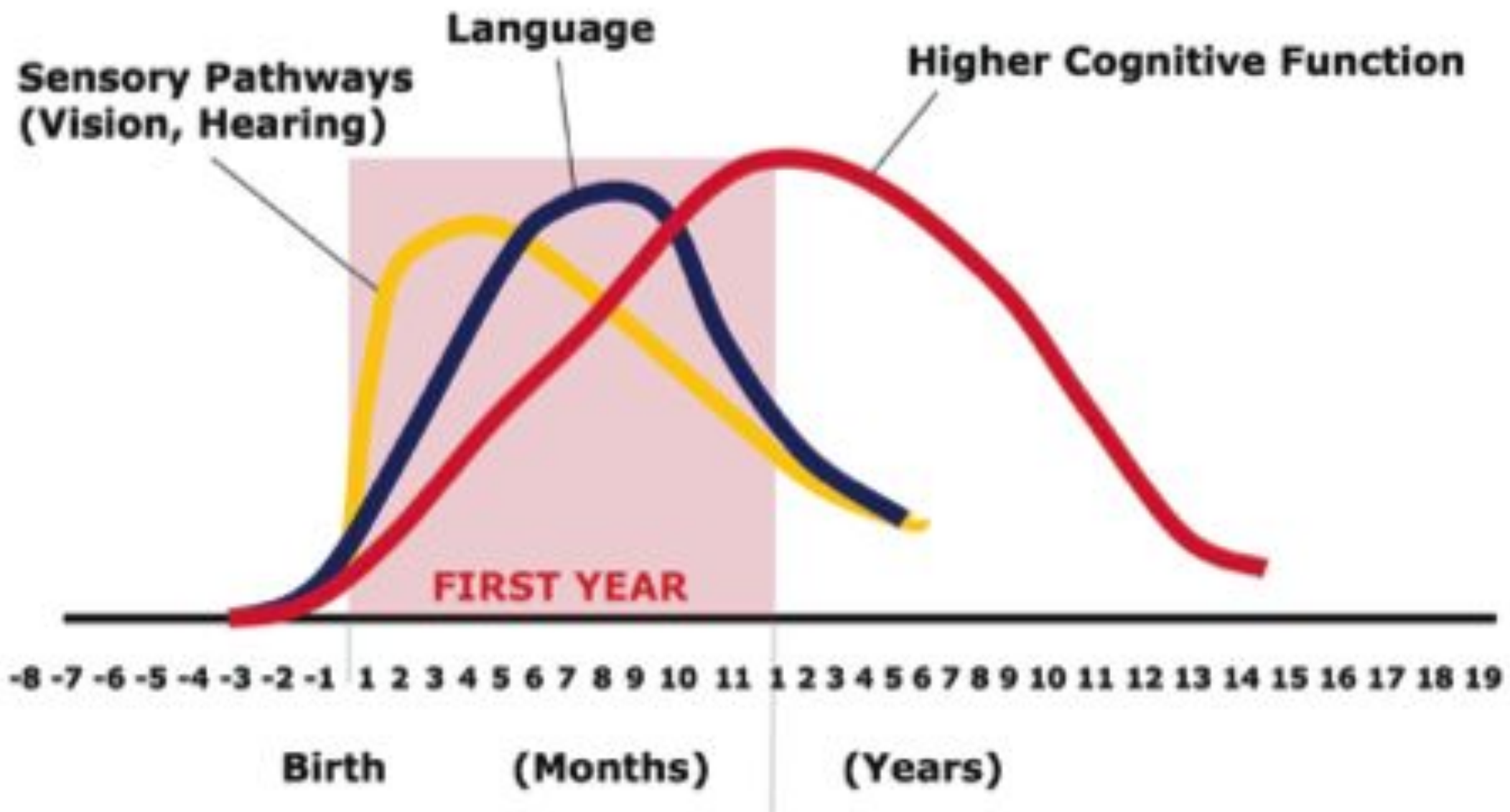


Earlier
is
Better



Human Brain Development

Neural Connections for Different Functions Develop Sequentially



Executive Function

Inhibitory control of actions and attention

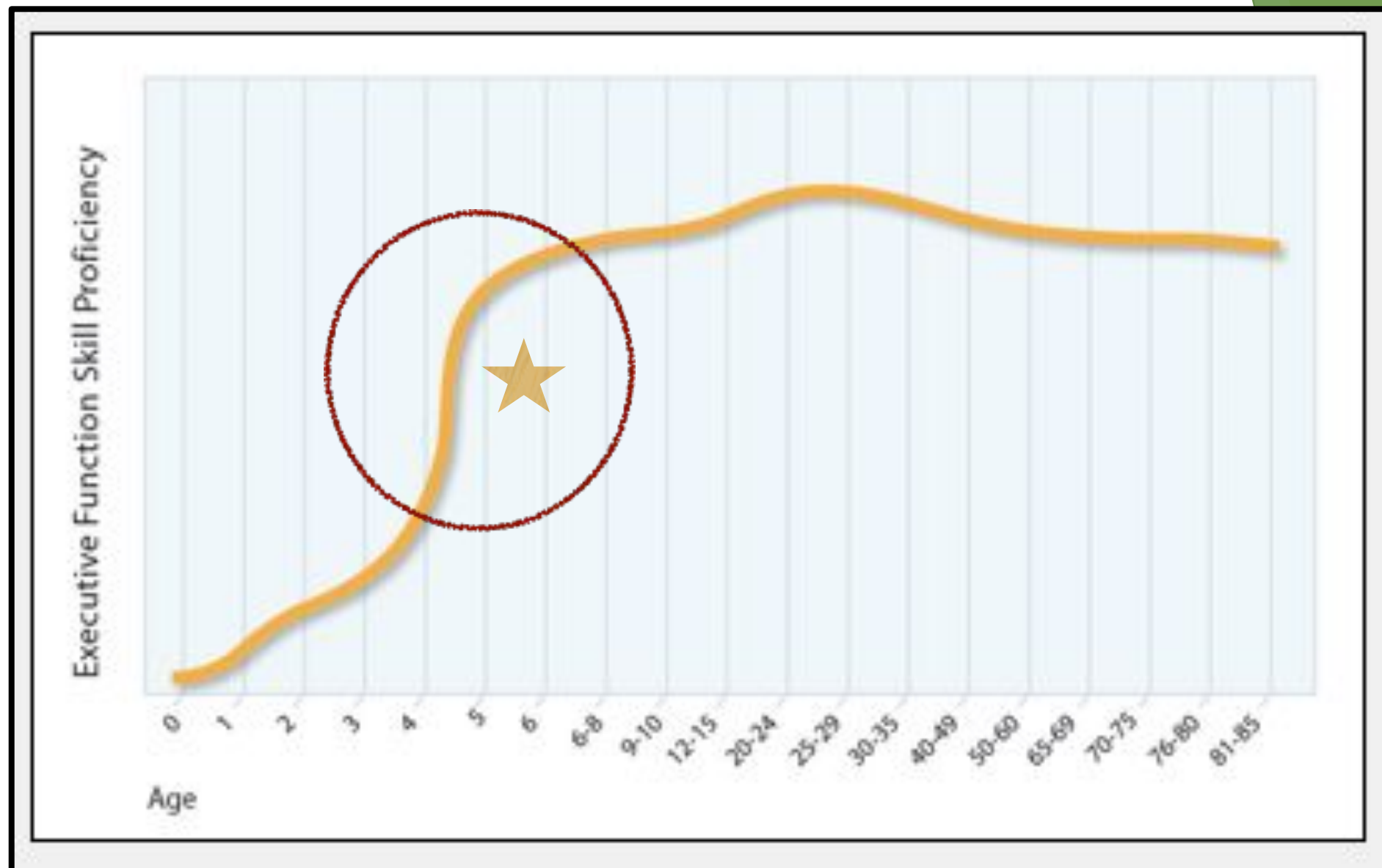
- ❑ self-control or discipline
- ❑ selective or sustained attention

Working memory

- ❑ holding information in mind & working with it

Cognitive flexibility

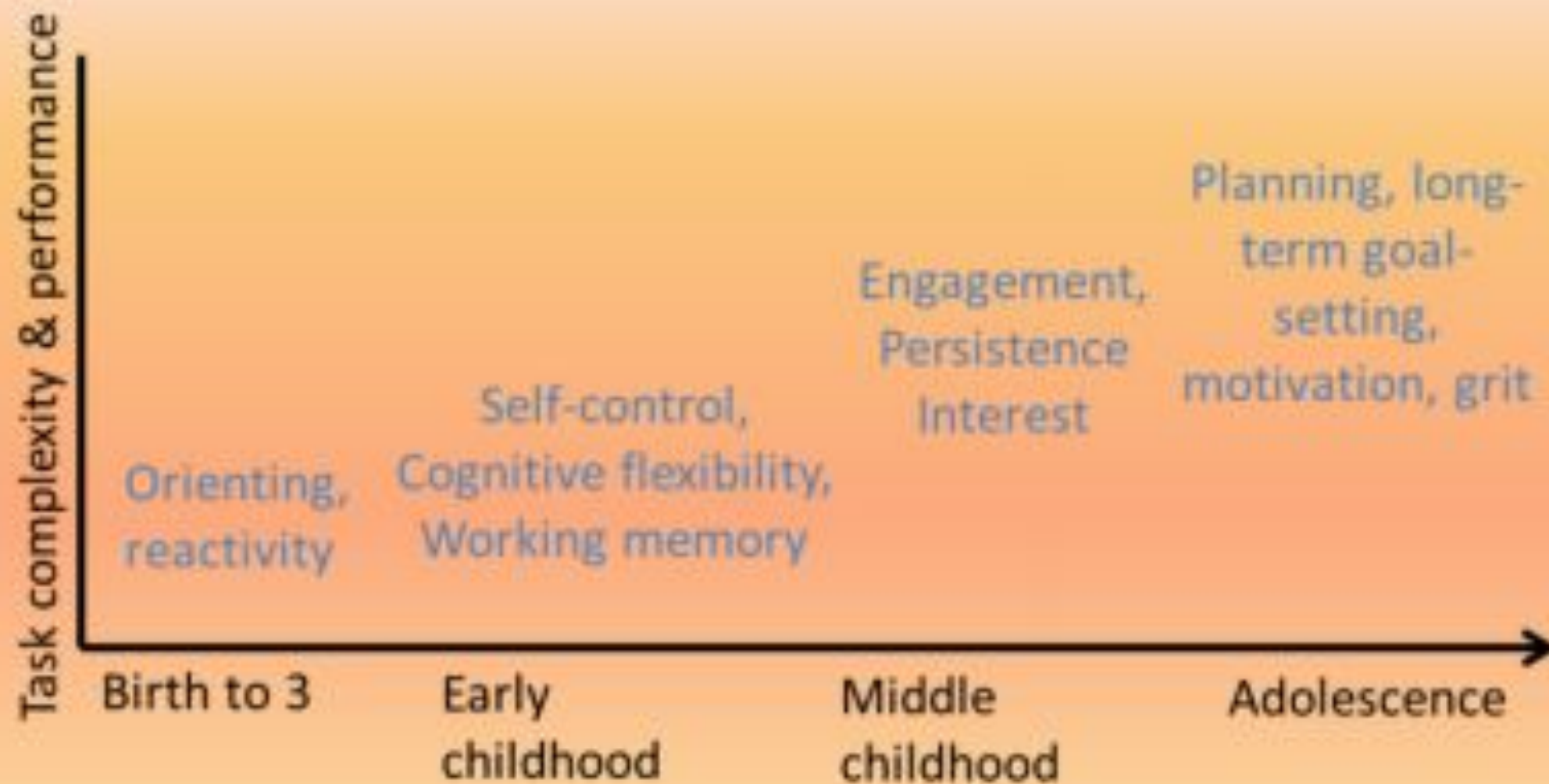
- ❑ thinking “outside the box”
- ❑ adapt to different rules



Source: Center on the Developing Child-Harvard University

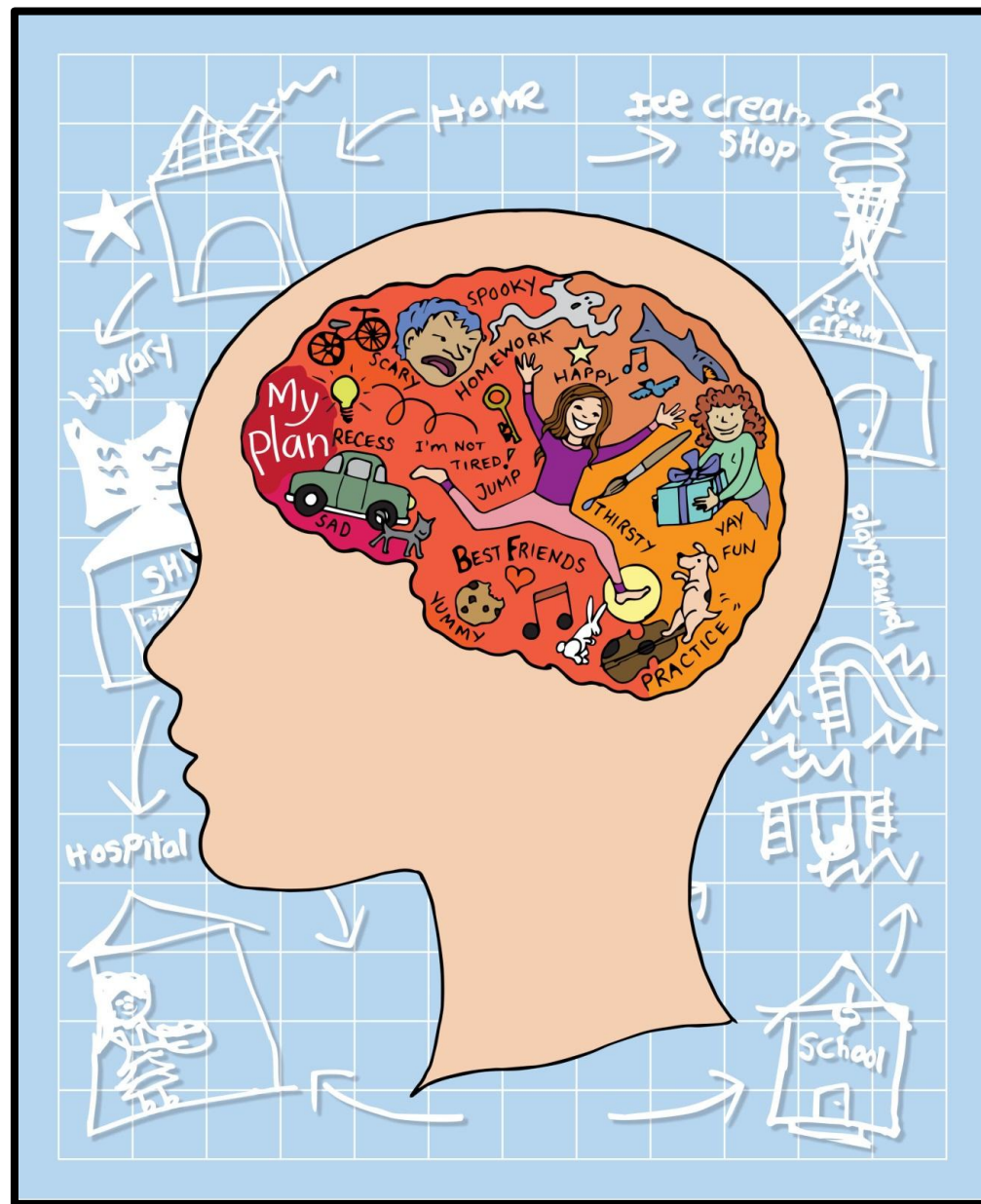
Executive Function Skills Build Throughout Childhood and Adolescence

EF over school-age development



Supporting Executive Function

Language, Literacy, and Mathematical Thinking



Positive impact of specific strategies on:

- Working memory
- Reasoning
- Math
- Attention
- Reading
- Vocabulary

Classroom Interventions can Improve Self-Regulation

High levels of dramatic play improves self-regulation when children practice making the rules and then follow them by regulating their own and their playmates' behaviors.

Blair and Raver, 2015, Barnett et al, 2011,

Bodrova & Leong, 2003; Vygotsky, 1977





Reflection 1

Does the research regarding brain development, executive function, and play influence best practices in your district?

How?

Systemic Inequity?

When black boys make up 90% of the discipline referrals but only 18% of the school population, a clear message is sent to every adult and every child in the school that black boys are problems.

Not just an achievement gap!

Gaps in:

- ❑ Instruction
- ❑ Caring
- ❑ Access
- ❑ Relevant assessment
- ❑ Funding
- ❑ Research



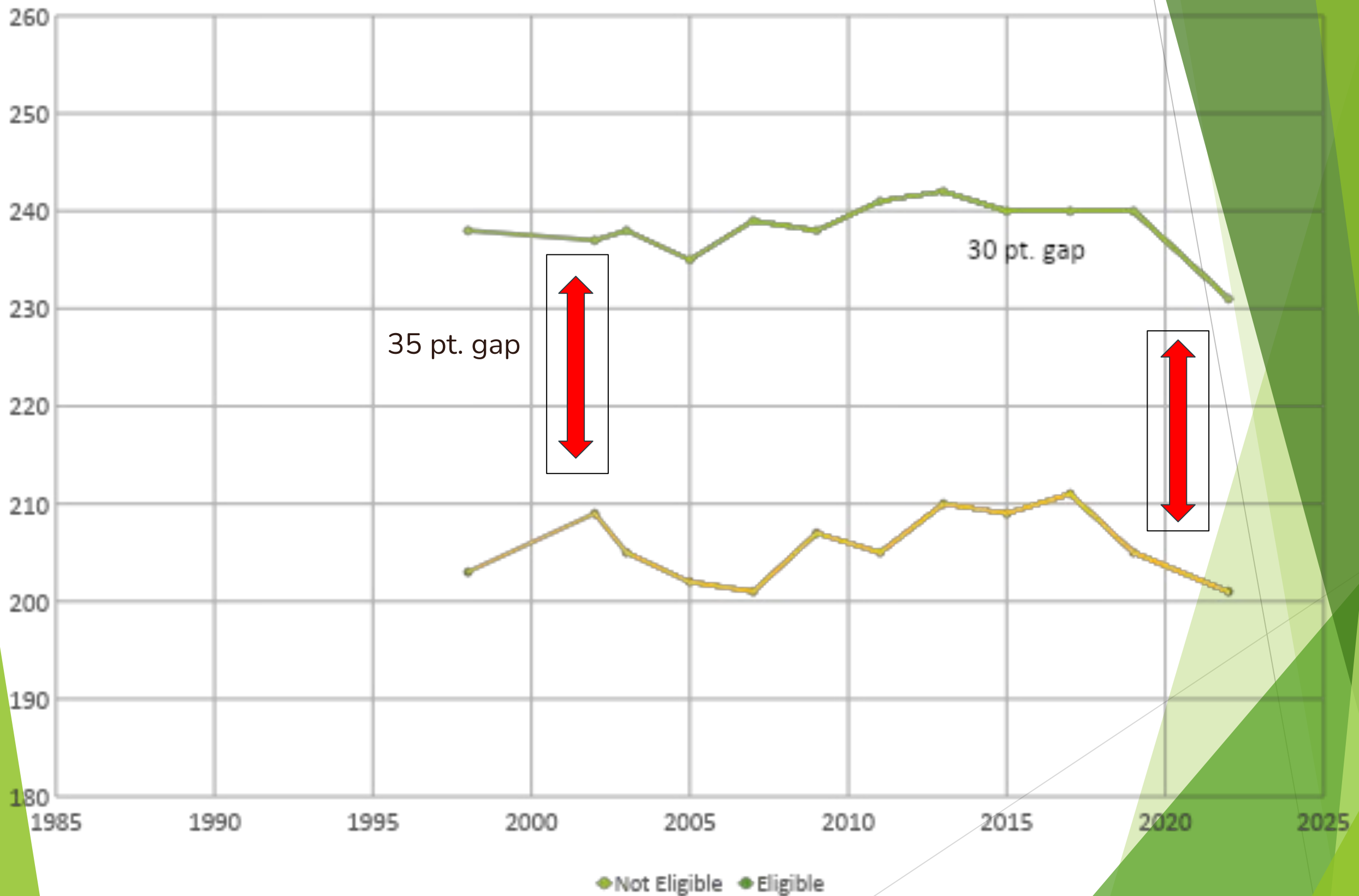
Without a high-quality early education, at-risk children are...

- 25%** More likely to **drop out** of school
- 40%** More likely to become a **teen parent**
- 50%** More likely to be placed in **special education**
- 60%** More likely **never to attend college**
- 70%** More likely to be arrested for a **violent crime**

Source:

http://www.healthychild.ucla.edu/wp-content/uploads/2015/05/BIHHD_Investing-in-Healthy-Human-Development-2-pager-May-7obk.pdf

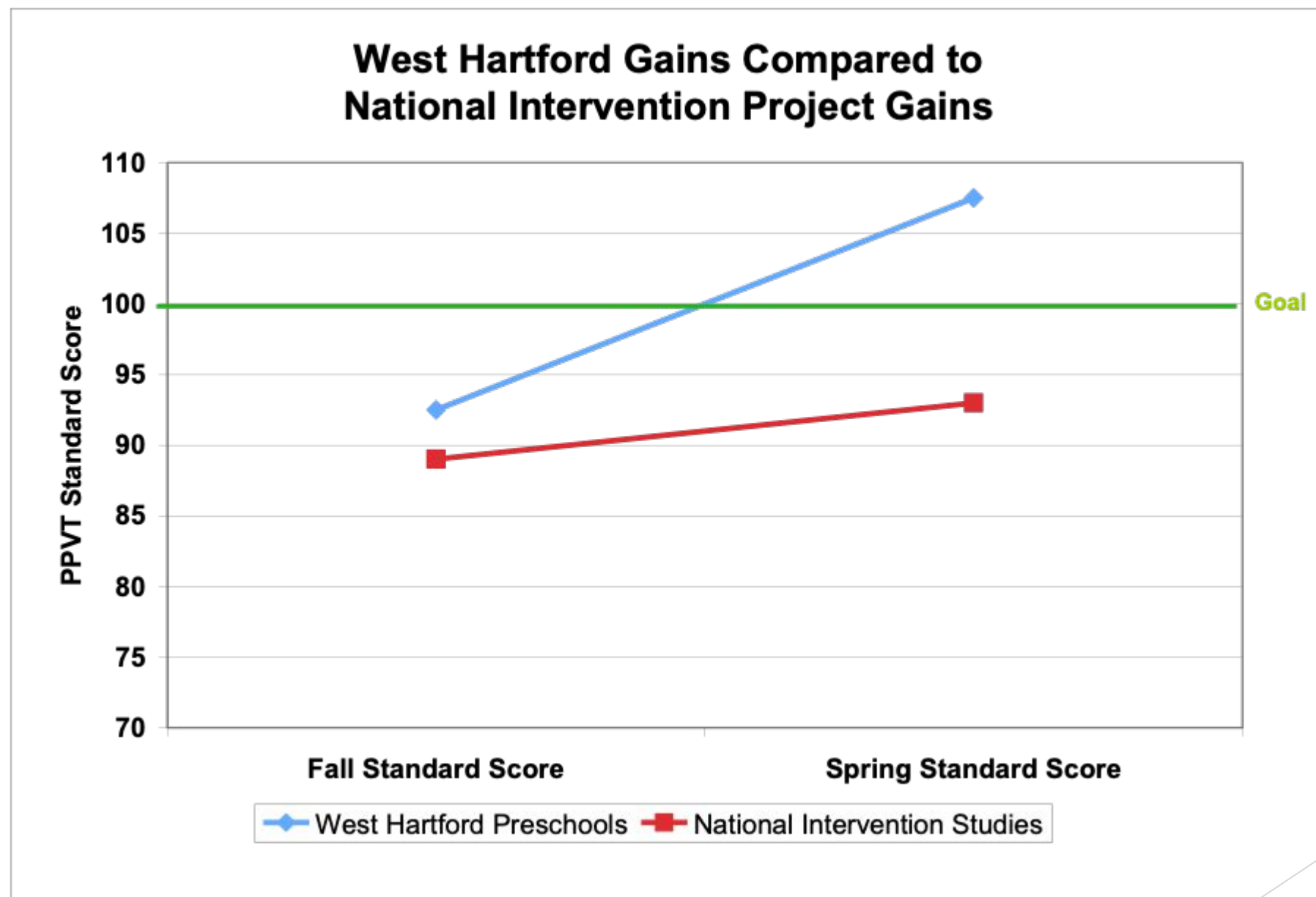
Average CT NAEP Reading: Grade 4 by National School Lunch Status



Average CT NAEP Mathematics: Grade 4 by National School Lunch Status



NIEER study: Does preschool intervention increase vocabulary beyond the expected increases that come with age?



Full day preschools with economically disadvantaged and not disadvantaged students

Dropout Prevention Starts Early

We need an approach to the early school experiences of our children of color and those who come from less advantaged home that makes school a **place** where they find themselves smart and capable and knowing they belong.

First School 2018





Charter Oak
INTERNATIONAL ACADEMY

Charter Oak International Academy

Edutopia Videos:

- Self-Regulation
 - Display
 - Problem Solving
 - Open-Ended Materials
- Following Children's Interests

PK in Action!



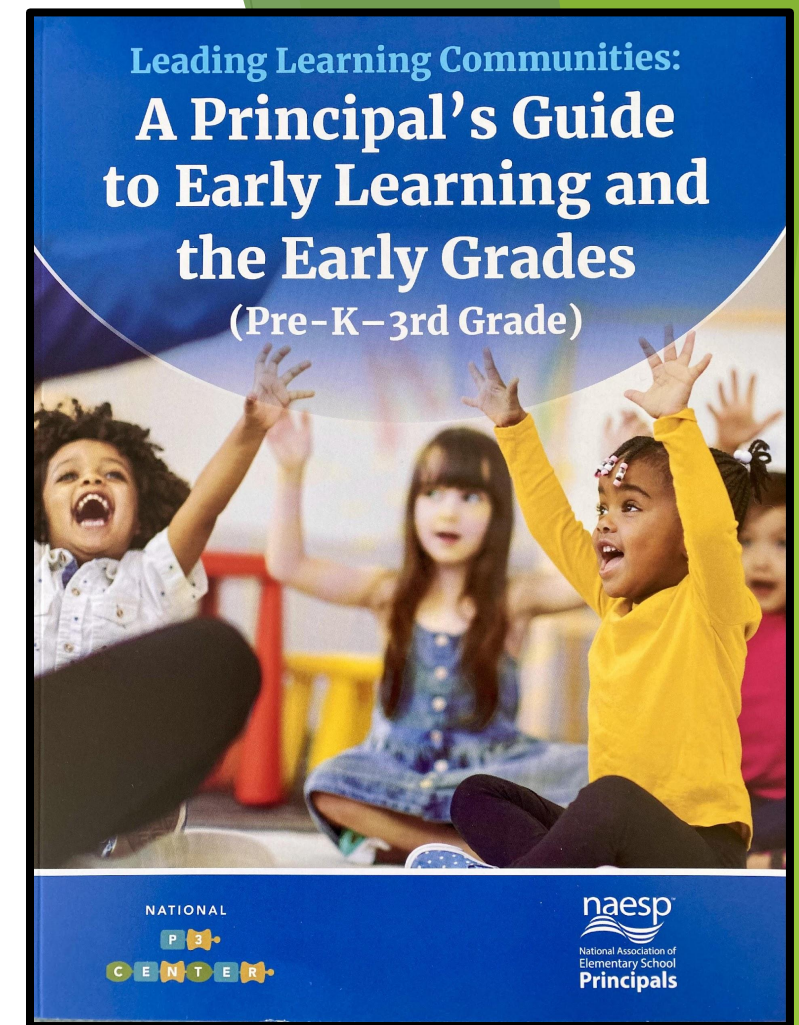
Charter Oak International Academy, West Hartford, CT
Contact Irene Garneau Department Supervisor for Early Childhood

What is PK-3?

The continuum of learning that spans the traditional boundaries of prekindergarten (learning-based programs children experience before they enter school) and the early elementary grades (K-3).

Competencies

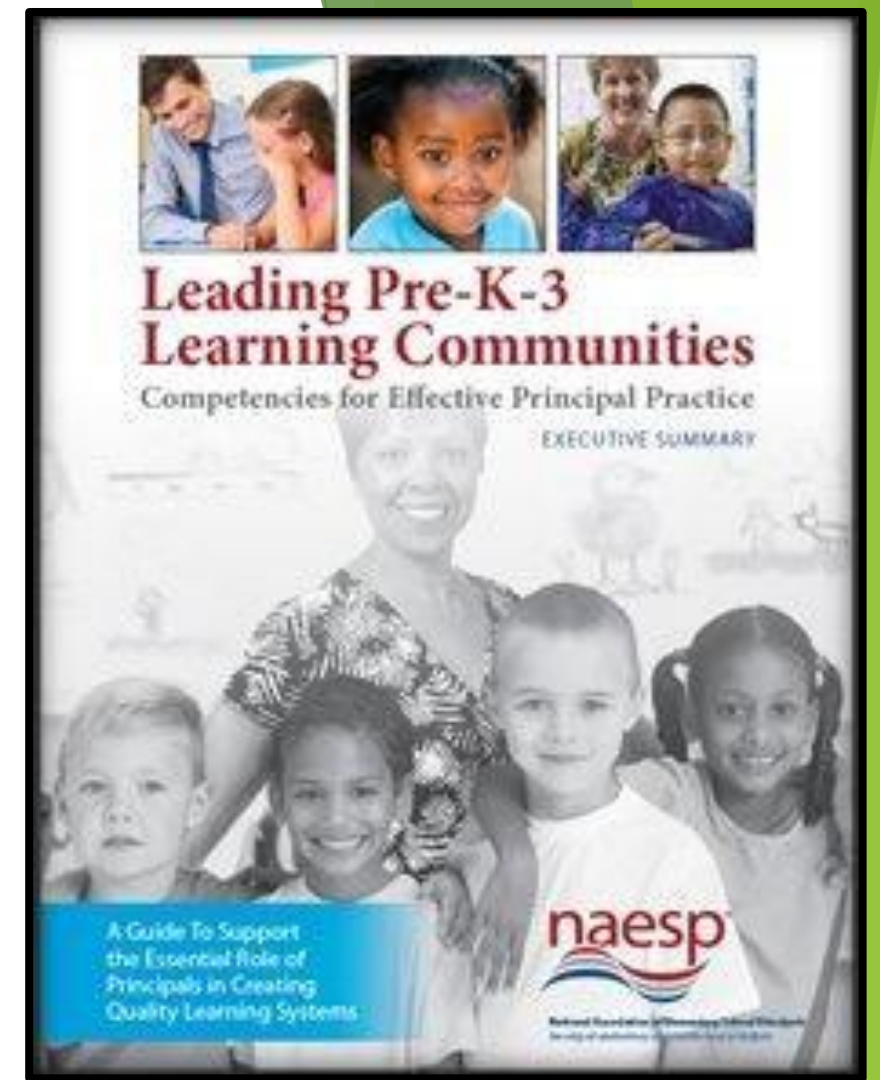
- ❑ Understand Child Development and Implications for High-Quality Instruction and Interactions, PK-3rd grade
- ❑ Develop and Foster Partnerships with Families and Communities
- ❑ Embrace and Enact a PK-3rd Grade Vision
- ❑ Ensure Equitable Opportunities
- ❑ Share Leadership and Build professional Capacity
- ❑ Promote a Culture of Continuous Improvement



Leading Pre-K-3 Learning Communities:
A Principal's Guide to Early learning and Early Grades
National Association of Elementary School Principals
National P3 Center

Key Elements

- ❑ High-quality PK for all
- ❑ Full-day kindergarten
- ❑ Highly qualified teachers (with at least bachelor's degrees)
- ❑ Sharing, planning, and professional learning across grade levels
- ❑ Strong leadership
- ❑ Quality, developmentally appropriate, aligned curriculum and standards PK to third grade
- ❑ Shared Accountability (preschools, public schools, parents, community)



Leading Pre-K-3 Learning Communities:
Competencies for Effective Principal Practice
National Association of Elementary School Principals

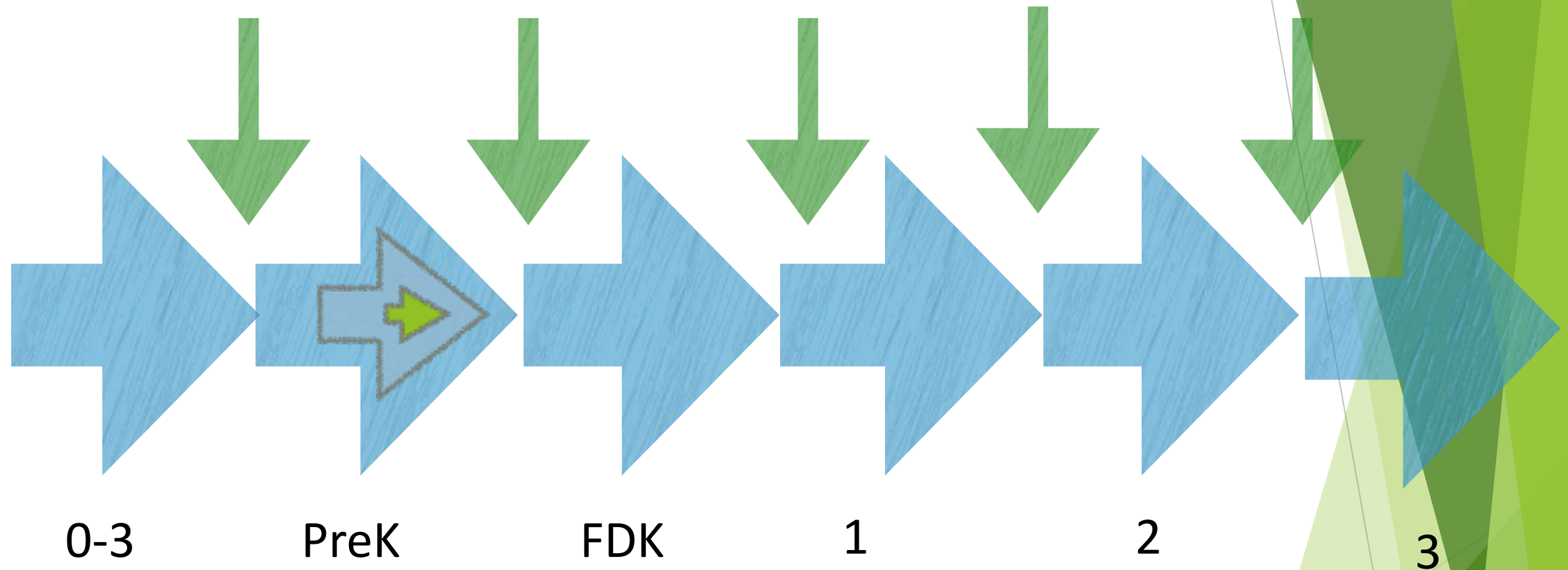
Studies Information PK-3

- ❑ Chicago Longitudinal Study
- ❑ Early Childhood Longitudinal Study, Kindergarten Class of 1998-1999
- ❑ Head Start Impact Study (Final Report-2010)
- ❑ National Head Start/Public School Early Childhood Transition Demonstration Study
- ❑ National Longitudinal Survey of Youth, 1979: Child Surveys
- ❑ National Institute of Child Health and Development (NICHD) Study of Early Childhood and Youth Development (SECCYD)

WHY?

- ❑ Issues of consistent quality in PK and K-3
- ❑ Lack of alignment within preK/K-3 and across PK/K-3
- ❑ The opportunity and achievement gaps start early...and continue...

Horizontal and Vertical Alignment



Improves EACH grade level and
ACROSS grade levels

Effective PK-3 Systems

- ❑ Quality
- ❑ Rigor
- ❑ Reduce Opportunity and Achievement Gaps
- ❑ Equity
- ❑ Alignment and coherence
- ❑ There is a focus on children's pathways through the system

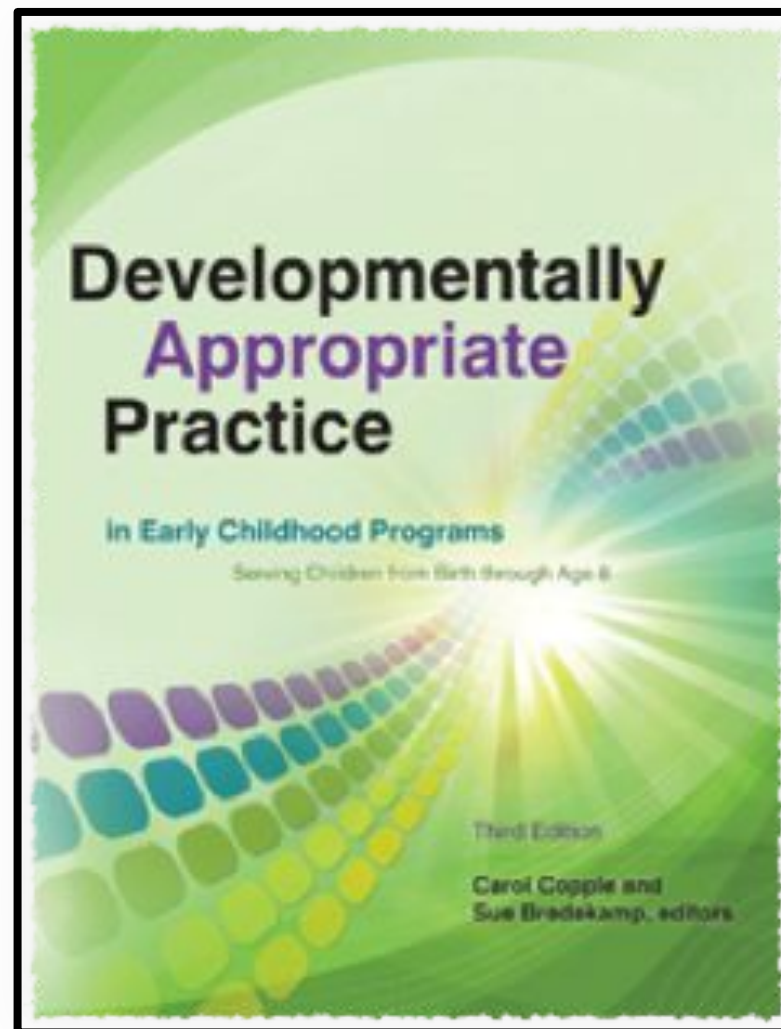
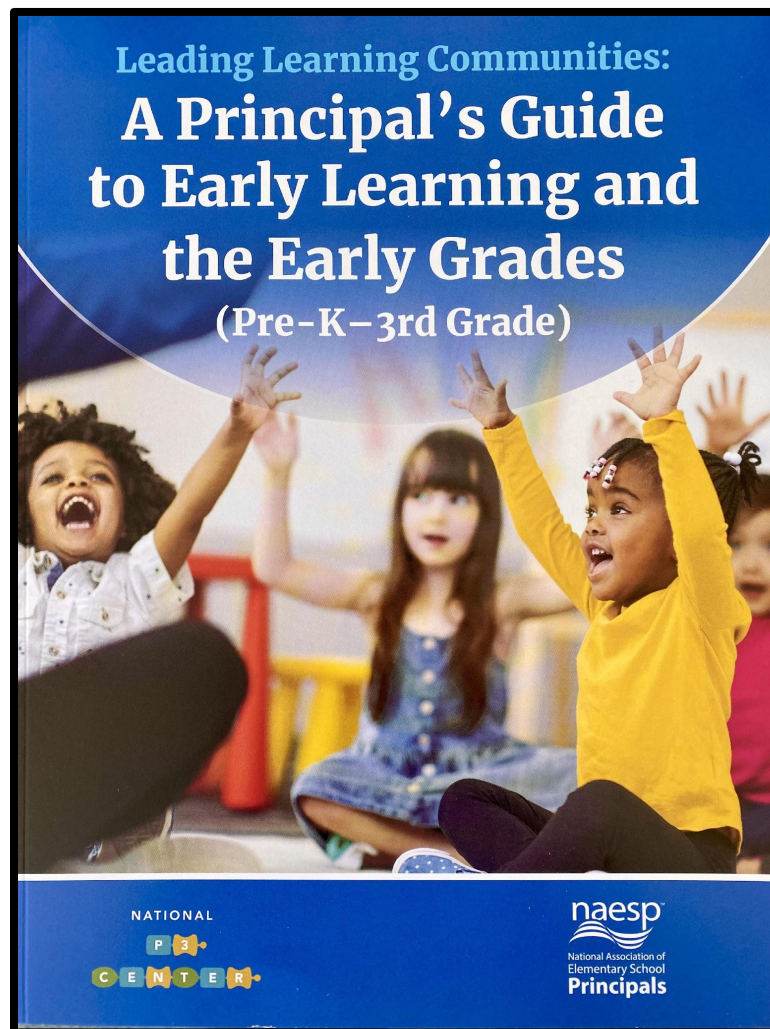


Reflection 2

Does the importance of the PK-3 continuum resonate with you?

Explain

Resources





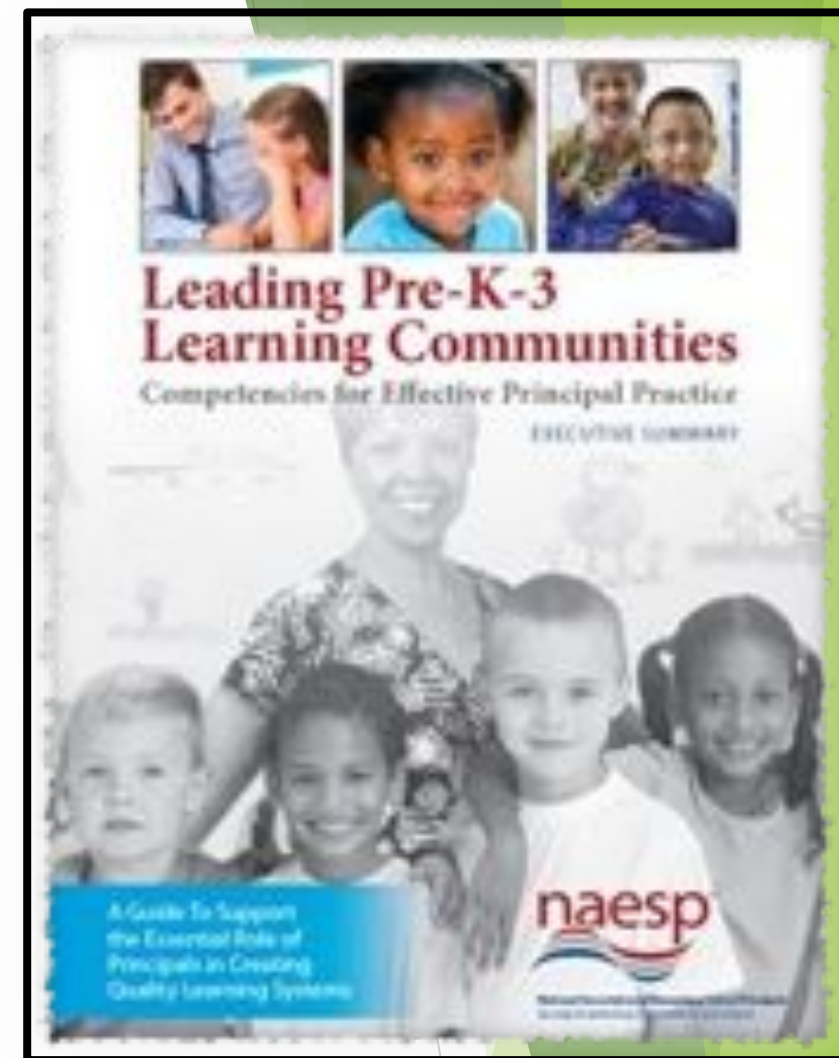
**CT ELDS TO KINDERGARTEN
STANDARDS CROSSWALKS**



[CT ELDS to Kindergarten Standards Crosswalks](#)

What can principals do?

- ❑ Embrace the PreK-3 early learning continuum
- ❑ Ensure developmentally appropriate teaching
- ❑ Provide personalized, blended learning environments
- ❑ Use multiple measures to guide growth in student learning
- ❑ Build professional capacity across the learning community
- ❑ Make your school a hub of PreK-3 learning for families and communities

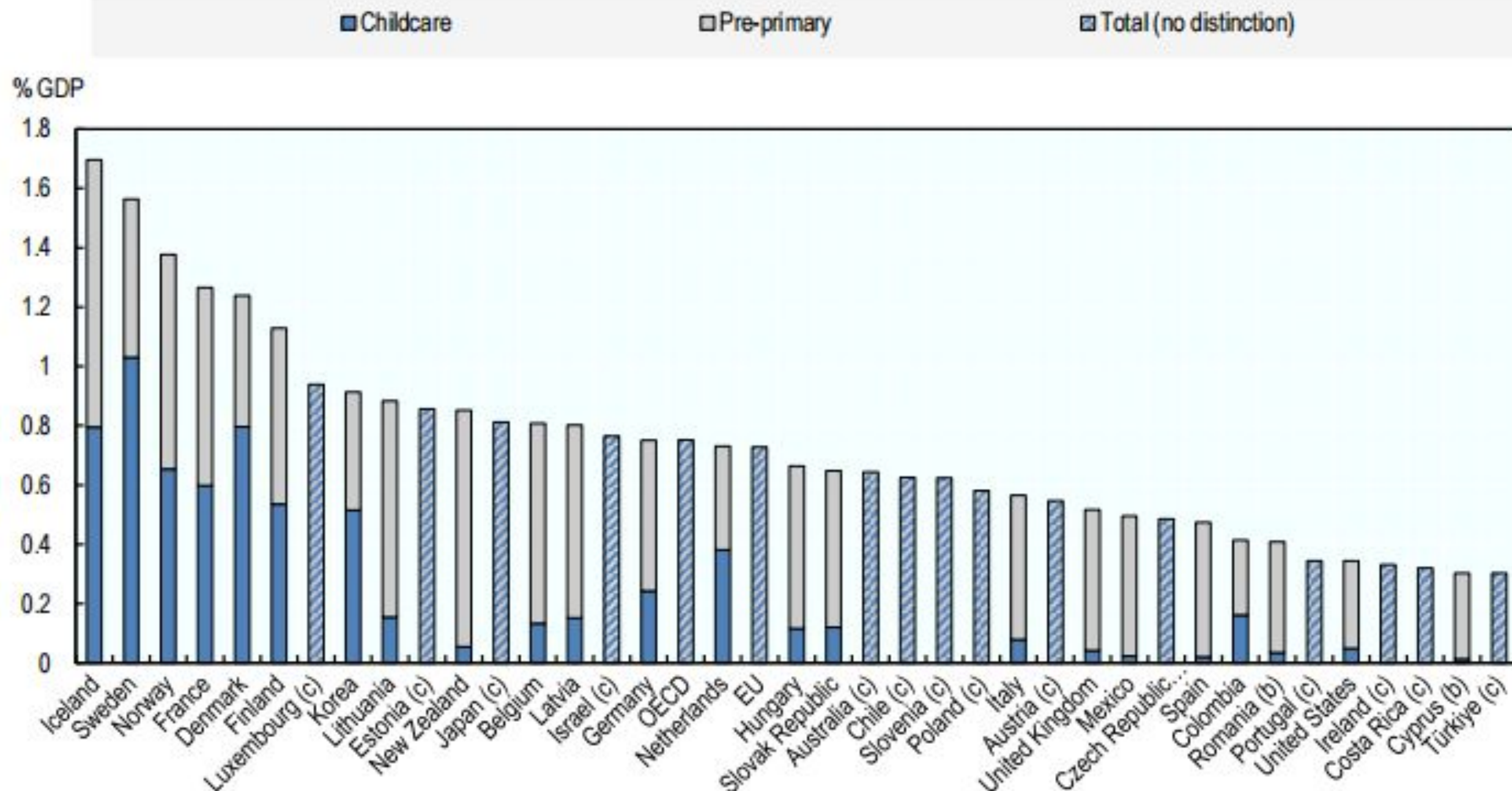


What can superintendents do?

- ❑ Keep it simple and focused
- ❑ Support joint professional development
- ❑ Focus on results (with appropriate time frames)
- ❑ Create a PreK-12 culture where early childhood education is valued

Chart PF3.1.A. Public spending on early childhood education and care

Public expenditure on childcare and pre-primary education and total public expenditure on early childhood education and care, as a % of GDP, 2019 or latest available ^(a)



Source: <https://www.oecd.org/els/family/publications.htm>, OECD Babies and Bosses (various issues); Doing Better for Families, OECD, Paris; OECD Education Database and OECD Education at a Glance; OECD Social Expenditure Database

What can Boards of Education do?

- ❑ Provide resources
- ❑ Establish and support high-quality PK-3 programs
- ❑ Establish policies to create strong PK-3 alignment
- ❑ Ensure that PK is part of the district identity, language and decision making (PK-12)
- ❑ Advocacy

Early Childhood Leadership is a powerful lever for improving children's futures. We inspire leaders to build trust with all constituents to collectively support the healthy social, emotional, academic, and physical development of our youngest learners. We expect leaders to be present in classrooms, with families, and in the community while seeking and reinforcing best practices to raise children to be kind, respectful, just, informed citizens. Our leaders understand the importance of instructional continuity across grade levels so routines, content, and learning strategies make sense to children. We believe leaders can learn much from children and those closest to them, making them better able to lead the next generation of global humans. Leaders need to be true to themselves, humble, and accountable to those they work with and those they serve.

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PK-3 LEADERSHIP PROGRAM

Make a difference in PreK-3rd grade

FOR MORE INFORMATION VISIT
pk3leadership.uconn.edu