Framework for Planning, Implementing, and Evaluating P-3 Approaches

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Background:

"P-3" is the term used to define approaches that are intentionally designed to align children's learning experiences before formal school entry (**P**re-school) with those in the primary grades of elementary school (**K**-3). The vision for P-3 approaches is to improve the quality and coherence of children's learning opportunities, from the experiences children have before they enter the K-12 system and extending through elementary school. Ultimately, comprehensive P-3 approaches hold the potential to improve child outcomes and to prevent or close achievement gaps.

Effective instruction, instructional coherence, and meaningful learning opportunities are central to comprehensive P-3 approaches. P-3 reforms are similar to systems change efforts in that they are complicated and complex. They cross the traditional boundaries of early care and education (ECE or birth-to-five) and K-12 education. They cross multiple grades and have multiple elements. They aim for practice and policy changes in many areas (e.g., leadership, professional learning, data) and at multiple levels (e.g., classrooms, schools, communities, districts). They aim for multi-faceted changes in multiple groups (e.g., children, families, teachers, administrators, and policymakers).

How the Framework was developed:

The Framework is solidly grounded in research and evidence-based practice. Developed over the course of more than two years, it went through three key phases: [1] extensive review of multiple bodies of literature that describe the essential elements of teaching and learning that produce positive changes in children's outcomes, birth through age 8; [2] pilot-tested in more than 35 school districts and communities across the country; and [3] peer review by leading academic scholars and practitioner-experts.

Since the Framework was first published in 2013, it has been used and adapted in countless ways all across the country. The 2019 revision has been informed by feedback from users, and has been updated to reflect current research and evidence-based practice. The Framework has also been infused with deeper intentionality around issues of equity.

Purpose of this Framework:

This Framework is intended to be referenced and used over an extended period of time for reflection, self-evaluation, and improvement of P-3 efforts. This Framework helps to address key questions facing those who are developing P-3 approaches in their school, districts, and communities:

• What does a comprehensive P-3 approach include?

• The word 'alignment' is used often; but what needs to be aligned?

• What kinds of changes need to take hold in adults' behaviors before we can expect to see improvements in child outcomes?

• What kinds of responsibilities need to be shared among ECE/0-5 programs, grades K-3, families, school districts, and communities?

This Framework is intended to be used as a tool to support the development of comprehensive P-3 approaches. It can be used to establish:

• A foundation of content, process, and norms for professional collaboration within and across age and grade levels from birth through elementary school;

• Shared visions of and language for high-quality, developmentally based learning for young children in ECE and elementary school settings;

• Implementation plans that establish specific strategies for improving adults' capabilities and organizational capacities that contribute to closing achievement gaps; and

• Evaluation strategies that help to ensure that the activities and structures put in place actually impact both interim and child outcomes.

From a planning and implementation perspective, the Framework helps users see the "big picture" of comprehensive and systemic P-3 work and guides users in understanding how their own P-3 strategies "fit" in the big picture, providing concrete examples of how to enrich and expand P-3 approaches. From an evaluation perspective, the Framework helps users think about why evaluation needs to be infused into P-3 approaches from the beginning. It also suggests strategies and methods for how to evaluate P-3 implementation efforts.

Users:

The Framework is designed primarily for use by schools, school districts, ECE programs, and other community partners. It offers a flexible structure wherein small, large, urban, rural, suburban, and other communities can "find themselves." The Framework is equally useful when PreK is offered on-site at elementary schools and/or when ECE partners are community-based. While the "PreK" definition will vary from site to site (see definitions on next page), the key factor is that the K-12 system is collaborating and aligning with services and programs that serve children younger than the traditional K-3 grade span.

Definitions of Key Terms Used in the Framework:

Administrator: Any adult who holds a position of authority (over personnel, strategic direction, and/or financial management) in their respective systems. Administrators provide guidance and support that influences teachers, directly or indirectly. Administrators include superintendents and central office staff in school districts; school board members; principals; Head Start directors; child care directors; and ECE program managers.

Teacher: Any adult who has primary responsibility for providing instructional and emotional support to children in any learning-based program, setting, or initiative. "Teacher" includes state-certificated professionals in public schools; licensed teachers in Head Start, center-based child care, family child care, and other community-based preschool programs; and other adults.

ECE: Used as an umbrella term to encompass all of the early care and education (ECE) programs, settings, and initiatives that children may experience before entering kindergarten. This includes school-based PreK, Head Start, center-based child care, family child care, and other community-based preschool programs. In many school districts and communities, ECE is used to describe services focused on 3- and 4-year old children. In other places, ECE includes infant/toddler programs, settings, and initiatives.
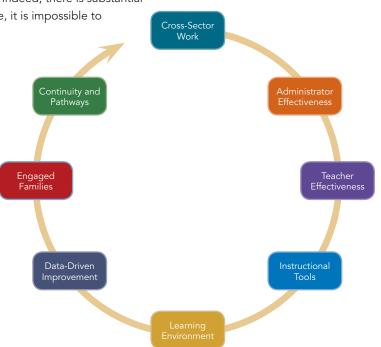
Guide to the Structure of the Framework:

The framework is divided into eight major "buckets" or categories of effort (see diagram) that have been identified as essential to high-quality and comprehensive P-3 approaches. Evidence indicates that the more buckets that are implemented well, the more likely that benefits will occur (i.e., improved quality of learning experiences for young children and, in turn, improved child outcomes).

These eight buckets do not stand in isolation from one another. Indeed, there is substantial overlap and entwinement among them. For example, in practice, it is impossible to separate instructional tools from teacher effectiveness.

Despite the intrinsic overlap, the buckets are presented separately in order to:

- Emphasize the importance of being explicit and intentional about addressing each category of effort;

- Recognize that some districts and communities may not have the resource capacity to implement all eight buckets; and

- Highlight that different activities and strategies can create and reinforce meaningful changes in adult behaviors/skills and changes to the system itself.

This table describes the intention of each component of the Framework:

Bucket	Overarching Goal
The eight major categories of effort that structure a comprehensive approach to P-3 reform.	**GOAL:** A broad statement of what each bucket/category of effort aims to achieve.

P-3 Strategies	Example Implementation Indicators	Self-Assess Depth of Implementation/Alignment	Example Evaluation Approach
Culled from research and evidence-based practices, these activities are essential to a comprehensive P-3 approach.	Effective P-3 reforms require stakeholders across the ECE and K-12 systems to act in different ways in order to change the overall system so that high-quality, developmentally based instruction is prioritized.	This column provides a means for self-assessing the robustness of P-3 activities.	This column provides a definition of the purpose(s) for evaluating the activities within this bucket and example methods and tools for evaluating them.
	This column highlights sample indicators, categorized by key stakeholder group, of changed actions.	To be doing the most comprehensive P-3 work, all circles should be checked.	Most methods should be administered early in implementation to collect baseline data and then repeated later to allow for comparisons.
	These indicators map directly back to the P-3 activities in the prior column.	If only one or two circles are checked, this can serve as a guide for how to strengthen or enhance a P-3 strategy.	Whenever possible, methods to assess activities should be triangulated (using two or more methods to assess the same activities).
		These self-assessment checklists are neither comprehensive nor exhaustive, but provide quick examples of how to think about the depth of a P-3 approach.	

Why are child outcomes not included?

The ultimate goal of P-3 approaches is to improve child outcomes and close achievement gaps. Child outcomes should always be kept front-and-center in planning, implementing, and evaluating P-3 efforts. This Framework is based on the premise that there needs to be more intentional focus on the changes that need to occur in adult capabilities, and to the organizations and programs that comprise a system, before meaningful child outcomes will be realized.

To keep focus on the interim outcomes of adult capabilities and organization/system capacities, they are the central focus of this Framework.

Suggested Ways to Use the Framework

For Planning a P-3 Approach:

Focus on the first two columns (P-3 Strategies, Example System-Level Indicators) as a way to strategically think about and plan for activities to implement as part of a school district's or community's P-3 approach.

Consider: Which buckets and activities are most important to tackle first in order to build momentum for longer-term change? Which activities are in line with existing capacities? What changes can be expected to be seen when the activities are implemented?

For Implementing a P-3 Approach:

Focus on the first three columns of the Framework (P-3 Strategies, Example System-Level Indicators, and Depth of Implementation/Alignment) as a way to think about how to strengthen or deepen a school district's or community's implementation efforts.

Consider: Are you implementing all of the strategies listed in each bucket? Is implementation deep enough to make a difference for children? If not, why not, and what can be done to increase implementation comprehensiveness and effectiveness?

For Evaluating a P-3 Approach:

Focus on the last three columns (Example System-Level Indicators, Depth of Implementation/Alignment, and Example Evaluation Approaches) as a guide to tracking and measuring progress and results.

Consider: Where is implementation not meeting expectations and why? Where do you need more in-depth evaluation to either demonstrate the effectiveness of your P-3 efforts or to diagnose potential problems and solutions?

Cross-Sector Work ···›

Governance/ Leadership Team

Establish and support collaborative (cross-organizational and cross-sector) board or committee that formalizes decision-making roles and responsibilities among partners and prioritizes P-3 efforts.

District/Community Administrators

- Establish board, committee, or other entity with explicit responsibility for guiding and making decisions about P-3 efforts.
- Ensure membership reflects the cultural, ethnic, and linguistic diversity in the community.
- Execute MOUs with other stakeholders to make shared leadership explicit.

Principals/Site Administrators

- Identify and create formal linkages with the primary ECE programs that send children to particular elementary schools (feeder patterns).

- Establish a P-3 leadership group that includes both school- and community-based teachers and is responsible for building teamwork across age/grade levels.

Teachers/Families

- Perceive the entities responsible for guiding P-3 efforts to have credibility and influence.
- Demonstrate shared language and understanding of P-3.

Strategic Plans

Develop, share, and regularly update a strategic plan for the P-3 work that reflects shared commitment to improving outcomes for children.

District/Community Administrators

- Lead the development, and regular updating, of community-based needs assessments that identify child/family demographics and feeder/mobility patterns for public schools.
- Develop a shared vision and a strategic plan for P-3.
- Publicly release the P-3 vision and plan.

- Incorporate shared P-3 language, goals, and metrics into the district's or organization's own strategic plan and public statements.

Principals/Teacher

- Demonstrate support of the P-3 vision and strategic plan and understand their role(s).
- Integrate P-3 goals into school improvement plans.

Funding

Generate, reallocate, leverage, connect, and/or blend public and private funds to ensure P-3 efforts are adequately funded to ensure effective implementation.

District/Community Administrators

- Increase allocated funding for P-3.
- Identify the variety of federal, state, local, and private funding sources (e.g., Title I, Title II, Special Education, Head Start, philanthropic grants) that include services for children, P-3, and combine and blend resources to address P-3 goals.
- Partner with private philanthropic partners to secure "glue funding" that supports collaborative, cross-sector work.
- Invest in a senior-level staff position to manage P-3 efforts.

Principals/Site Administrators

- Seek additional resources (e.g., grants, donations) to develop and support efforts to bridge ECE and elementary schools, and to provide extra supports to teachers, students, and families.

Key Buckets of Overlap: Administrator Effectiveness; Continuity and Pathways

GOAL: Mechanisms, resources, and structures exist that reflect, support, and sustain shared vision, collaborative relationships, and mutual accountabilities between ECE/0-5 and K-12.

Self-Assess Depth of Implementation/Alignment

Decision-making entities meet consistently and membership includes:

○ District central office
○ Elementary school(s)
○ Head Start
○ Community-based ECE programs
○ Family child care
○ State-funded PreK
○ Special Education
○ District PreK
○ After-school and extended-learning programs

Strategic plan includes:

○ Explicit roles and responsibilities for each partner
○ Benchmarks for progress
○ Commitment to be updated annually
○ Explicit and measurable goals related to equity
○ Up-to-date demographic overview of the community's population
○ Availability to the public

Funding strategies for P-3 include:

○ "Glue money" that supports the general operations of the cross-sector leadership team
○ A blend of public and private funds
○ Recognition that some schools, programs, teachers, and children need greater investments and supports
○ Full-time, permanent positions dedicated to managing P-3 efforts
○ Commitment of organization-level resources to P-3 as a core function, rather than a special project

Example Evaluation Approach

EVALUATION PURPOSE:

• Determine awareness of and support for the P-3 vision/plan.
• Gauge credibility and influence of cross-sector decisionmaking entity.
• Ensure that cross-sector mechanisms are inclusive, comprehensive, and informed by population-specific information.

EXAMPLE METHODS:

• Survey or interviews of school board members, superintendents, principals, teachers, parents, community-based partners.
• Document review of key district and organization documents (e.g., strategic plans, policy statements, external communications, meeting minutes, proposals/reports to foundations, websites).
• Budget tracking (on resources dedicated to P-3 efforts).
• Champion tracking of targeted administrators and community leaders.
• Network analysis.

Administrator Effectiveness ⋯⋯⋯⋯⋯⋯⋯⋯⋯⋯❯

P-3 Strategies	Example Implementation Indicators

Visible Leadership

Administrators demonstrate that P-3 is a priority to both internal and external stakeholders.

District/Community Administrators

- Increase the number of and strengthen partnerships between districts, Head Start grantees, state-funded PreK, child care organizations, and municipalities with ECE initiatives.
- Develop clear and consistent communication about P-3 as a priority in both internal (e.g., district strategic plans, teacher newsletters) and external (e.g., web sites, family newsletters) platforms.

- Establish expectations that principals and program administrators focus on core P-3 goals and minimize the number/variety of initiatives that compete for teachers' attention.

Principals/Site Administrators

- Ensure the school/program's mission includes cross-sector P-3 work as a core priority.
- Strengthen the consistency and depth of partnerships between schools and local ECE programs so they are perceived to be meaningful and mutually beneficial.

Foster Teamwork

Administrators foster teamwork among individuals, especially teachers, at all levels within the P-3 work.

District/Community Administrators

- Establish and support teamwork among school principals and ECE directors/administrators.
- Establish a vision and expectations for principals/administrators to build and support constructive teamwork among teachers.

Principals/Site Administrators

- Support regular, inclusive, and shared professional learning among teachers in both age/grade-level (horizontal) and cross-grade (vertical) teams, inclusive of both school- and community-based teachers.
- Promote an ethos of shared continuous improvement.

- Engage and support teacher teams in setting professional learning agendas and materials selection.
- Demonstrate innovative efforts to standardize time for school- and community-based teachers to work together across different daily, weekly, quarterly, and school year calendars.

Teachers

- Participate in regular professional learning communities with other teachers at their age/grade level (horizontal).
- Participate in regular professional learning communities with teachers in other age/grade levels (vertical).

Instructional Leadership

Administrators are effective instructional leaders, P-3.

District/Community Administrators

- Participate in annual professional learning related to the learning and development of children, birth through age 8.
- Actively develop and cultivate their own and others' leadership skills around improving learning opportunities for young children.
- Establish and implement effective induction programs and on-going supervision/evaluation of site adminisrators and teachers who work in P-3 settings.

Principals/Site Administrators

- Participate in annual professional learning related to the learning and learning of children, birth through age 8.

- Use student outcome and other data to inform decisions about instructional strategies, learning environment, teacher assignment, professional learning priorities.
- Ensure teachers receive effective support and feedback via coaching and peer-to-peer mentorship.
- Assign most effective teachers to P-3 classrooms.

Teachers

- Perceive feedback received from principals and administrators to be constructive and supportive.
- Demonstrate common instructional practices across classrooms and differentiated instruction for all children.

Key Buckets of Overlap: Cross-Sector Work; Data-Driven Improvement

GOAL: Administrators (district superintendents, school principals, ECE directors) actively create a culture and organizational structures that ensure the quality of P-3 learning.

Self-Assess Depth of Implementation/Alignment	Example Evaluation Approach

Administrators exhibit visible leadership by explicitly including P-3 in:

- ○ District strategic priorities and plans
- ○ School Improvement Plans
- ○ Key leadership meeting agendas (e.g., school board, cabinet, staff)
- ○ Policy advocacy efforts
- ○ Annual professional learning goals
- ○ Publicly disseminated websites, newsletters, social media, and other communications

Administrators support teamwork that includes teachers from:

- ○ School-based PreK
- ○ Community-based ECE programs
- ○ Head Start
- ○ Kindergarten
- ○ First Grade
- ○ Second Grade
- ○ Third Grade
- ○ After-school and extended-learning programs
- ○ Special programs' staff (e.g., Special Education, DLL/ELL, Title I, occupational/physical therapists)

Administrators are accountable for:

- ○ Improving their own knowledge and skills related to supporting effective instruction for young learners
- ○ Setting high expectations for both teacher and student learning
- ○ Using fair, valid, culturally relevant tools to inform their conversations with teachers about effective instruction
- ○ Monitoring data at system, building, and classroom levels to identify inequitable or disparate outcomes for historically marginalized groups of students

EVALUATION PURPOSES:

- Identify the depth of administrators' involvement in P-3 reforms and provide formative feedback to administrators (beginning of year and on-going).
- Understand how administrators' support of and impact on instruction is perceived by teachers and families (end of year).
- Verify strength of partnerships across stakeholders and gather formative feedback on how to improve.

EXAMPLE METHODS:

- Survey or interviews of superintendents; principals; other administrators; teachers.
- Case study of evolving relationships between administrators, teachers, and other key stakeholders.
- 360° surveys for principals, superintendents, and other administrators.
- Network/partnership mapping of relationships between schools, early learning, and community-based programs.
- Observations of administrator-convened and led meetings of teachers and other stakeholders.

Teacher Effectiveness ⤑

P-3 Strategies	Example Implementation Indicators

Focus on Instruction

Teachers' professional learning is focused on effectively supporting children's language/ reading, math, social, and emotional development; and on providing instruction for all young learners that is culturally relevant and differentiated.

District/Community Administrators

- Invest in a systematic approach to teacher professional learning that is grounded in child development and focused on effective instruction.
- Reduce number of initiatives and priorities addressed in teachers' professional learning.

Principals/Site Administrators

- Enact and support cross-sector and cross-grade professional learning opportunities for teachers that reflect best practices.
- Ensure that the majority of teachers' annual professional learning is informed by current research and student-based data, focused on effective instruction, and structured to build collaborative relationships among teachers.

Teachers

- Demonstrate effective support of children's language/reading, math, and social and emotional development.
- Demonstrate increased effectiveness in responding to individual children's development and learning needs.
- Demonstrate leadership in identifying, delivering, and evaluating timely content for their own professional learning.
- Demonstrate that instructional effectiveness and classroom interactions are inseparable.

Visible Practice

Peer observations of classroom practices are regularly used to understand and improve teachers' effectiveness in creating high-quality instructional, social, and emotional climates.

Principals/Site Administrators

- Support teachers to create their own rubrics for observing each other's classrooms and instructional strategies.
- Support teachers in improving their instructional practices and classroom interactions.
- Provide release time and other supports for teachers to observe each others' classrooms.

Teachers

- Use shared protocols (e.g., learning walks) to observe each other's classroom practices and effectiveness, to identify areas of disconnect, and to provide peer-to-peer feedback.
- Perceive feedback received (from principals and other teachers) to be constructive and supportive.
- Use feedback received to improve their practice and learning environments.

Work as Teams

Teachers work as teams, both horizontally and vertically, to improve instruction and increase effective classroom practices.

District/Community Administrators

- Develop structures to be "partners in" instead of "responsible for" shared professional learning for teachers from both ECE and elementary schools.

Principals/Site Administrators

- Provide consistent and innovative efforts to create and standardize time for school- and community-based teachers to work together.
- Ensure staff with instructional responsibilities in supplemental and intervention programs consistently and meaningfully work with teacher teams.
- Actively engage with teachers who are not under their direct supervision.

Teachers

- Engage with their peers to assess, reflect on, and improve their own teaching practices.
- Participate in developing and using clear protocols to guide their team work.
- Perceive colleagues in other grade/age levels to be constructive partners.
- Demonstrate a shared language about student learning.
- Demonstrate knowledge of instructional practices across the full P-3 continuum, not just the age/ grade-level for which they are responsible.

Key Buckets of Overlap: Instructional Tools; Learning Environment; Data-Driven Improvement

Self-Assess Depth of Implementation/Alignment

Example Evaluation Approach

Common professional learning is provided to teachers in:

- ○ School-based PreK
- ○ Community-based ECE programs
- ○ Head Start
- ○ Kindergarten
- ○ First Grade
- ○ Second Grade
- ○ Third Grade
- ○ Classroom paraprofessionals, P-3
- ○ After-school and extended-learning programs
- ○ Instructional coaches

Peer classroom observations are:

- ○ Used to model effective instructional practices and developmentally informed, culturally responsive learning environments
- ○ Conducted at least twice during each school year
- ○ Conducted by teachers in same age/grade level
- ○ Conducted by teachers one age/grade level above and one age/grade level below
- ○ Linked to teachers' professional learning

Teachers spend time:

- ○ In grade-level teams discussing disaggregated data (both child and classroom) and improvement strategies
- ○ In cross-grade teams discussing disaggregated data (child, classroom, and grade-level) and improvement strategies
- ○ Sharing data and strategies with instructional coaches and others who provide supplemental services to children
- ○ Identifying and sharing professional learning content that meets their self-identified needs
- ○ Discussing differences in philosophy, preparation approaches, and accountability requirements, with the goal of establishing shared priorities

EVALUATION PURPOSES:

- Identify effectiveness of teachers' professional learning, as measured by improved classroom practices.
- Verify the effectiveness of teacher collaboration and teamwork to improve instruction and classroom practices.

EXAMPLE METHODS:

- Surveys of teachers, principals, and/or instructional coaches before and after professional learning and/or classroom observations with feedback occurs.
- Classroom observations (consistently through the year), based on an established tool with clear indicators.
- Document review (of professional learning materials, observational tools).
- Budget tracking (on resources for professional learning).
- Teacher logs of instructional practices.

Instructional Tools ···❯

Standards

Meaningful, rigorous, and aligned standards are used to articulate what children are expected to know and be able to do.

Superintendents, Principals, Teachers, Community-based Partners

- Demonstrate a developmentally informed understanding of what young children, P-3, need to know and be able to do.
- Use federal- and state-level (and other) alignment rubrics to inform their work.
- Develop learning progressions that support children's continuous progress from year to year.
- Regularly use standards and learning progressions in professional learning and family conferences.

Families

- Know that standards exist across P-3 and understand how they are used in schools and ECE programs.
- Demonstrate understanding of how standards support their children's learning and educational success.

Curricula

Curricula that are balanced, intentional, relevant, and developmental are selected and implemented within and across age/grade levels.

District/Community Administrators

- Require and support the use of common, year-long curricula and assessments across P-3.
- Engage teachers in selecting common curricula and in developing a cohesive curricular framework.

Principals/Site Administrators

- Provide professional learning for school- and community-based teachers around curricula, assessments, and their integration with classroom practices.

Teachers

- Participate in selecting common curricula and assessments that address both academic skills and social-emotional well-being.
- Engage in professional learning communities that address effective instruction and the linkages among curricular goals, content, and teaching strategies.
- Use consistent instructional strategies across classrooms.

Assessments

A comprehensive assessment system that includes diagnostic, formative, and summative tools is used to understand students' progress.

District/Community Administrators

- Establish and regularly update district-level inventories of appropriate assessment tools and data markers.
- Implement a common data system that measures academic progress; social, emotional, and physical development; and other markers of child learning and development.
- Provide data to schools and ECE programs in a timely manner so that data can be used to inform instruction and make site-level decisions.

Principals/Site Administrators

- Use assessment data to monitor and improve individual student progress, school-wide learning, and teaching practices.

- Build assessment loops in which data are shared between ECE programs and schools.

Teachers

- Use common and consistent diagnostic and screening assessments, across age/grade levels, to identify children who need extra help and connect them with support services and supplemental instruction.
- Use common and consistent formative and summative child assessments to reflect on and improve their teaching practices.

Families

- Participate in assessment efforts by both providing and receiving honest, accurate, and regular information about their child's progress across multiple domains of learning.

Key Buckets of Overlap: Teacher Effectiveness; Learning Environment; Data-Driven Improvement

Standards, curricula, and assessments focus on both academic and social-emotional skills, and are aligned to create instructional coherence, P-3.

Self-Assess Depth of Implementation/Alignment

The standards:

○ Include cognitive, literacy/language/communication, math, social- emotional, and physical development

○ Are aligned along a developmental continuum, birth through age 8 (grade 3)

○ Are regularly discussed in professional learning for teachers/administrators and with parents

○ Are available to families in multiple languages that reflect the school/program community

○ Are used to support project-based and experiential learning

Curricula are:

○ Research-based

○ Aligned with state standards

○ Based on child development and learning progressions

○ Used to guide both the process and content of teaching

○ Annually reviewed, then refined, replaced, or retired

○ Meaningful and reflective of the lived experiences of children in the classroom, school/program, or district

Assessments are:

○ Aligned with standards

○ Aligned with curricula

○ Designed to inform instruction for individual children

○ Designed to inform daily instructional plans and lesson planning

○ Perceived by families to provide useful information

○ Shared both within and across age/grade levels

Example Evaluation Approach

EVALUATION PURPOSES:

• Determine if the content of standards, curriculum, and assessment are focused on P-3 goals and principles.

• Determine the degree to which standards, curricula, and assessments are aligned with one another.

• Ensure that teachers, families, and administrators understand the value added by aligned instructional tools.

• Gauge the degree to which aligned instructional tools are being implemented within and across classrooms.

EXAMPLE METHODS:

• Superintendent survey or interviews.

• Principal survey or interviews.

• Document review and alignment analysis (of P-3 standards, common curricula, and/or assessments).

• Teacher (P-3) surveys.

• Parent survey or focus group, at least once during the school year.

• Classroom observations, using established tools.

Learning Environment ·····························➔

Culturally Inclusive

Learning environments are welcoming and reflect the community of children and their families, home communities, cultures, and languages.

District, Site, and Community Administrators

- Use nationally recognized tools and rubrics to understand and improve the quality of learning environments, P-3.
- Dedicate space and resources for families to meet with teachers and to access culturally inclusive resources that support their children's learning.
- Ensure that cultural and linguistic responsiveness is a priority for all school and program staff.

Teachers

- Demonstrate understanding of how to create and maintain cultural and linguistic responsiveness in their classrooms.
- Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) that reflect diverse language, cultures, and home communities.

Promote Relationships

Learning environments provide a climate that promotes positive interactions and supportive relationships for children and adults.

District, Site, and Community Administrators

- Establish priorities and plans for every building to have dedicated resources that promote staff collaboration, adult learning, and joint-decision-making (e.g., time, opportunity, and space for adults to meet and work together comfortably).
- Support teachers' shared efforts to improve quality (e.g., professional learning, resource allocation), both within and across age/grade levels.

Teachers

- Demonstrate an understanding of creating and maintaining environments that are conducive to child learning (e.g., well-managed classrooms that promote young children's executive functioning, including self-regulation of emotions and behavior).
- Report satisfaction about the space, materials, and climate for their teamwork, on-going professional learning, and partnerships with families.

Structured to Support Diverse Learners

Learning environments are organized and provided with resources to support a wide range of development, abilities, and interests.

District, Site, and Community Administrators

- Ensure multiple indoor and outdoor spaces exist that support active project-based learning.
- Ensure learning environments support learning in multi-age/grade level groups.
- Ensure learning environments provide appropriate space for individualized instruction.
- Ensure learning environments provide access for children and adults with disabilities.

Teachers

- Establish environments that support individual, small-group, and whole-group learning.
- Organize classrooms and learning environments that exhibit order, safety, and clear routines so that children are not distracted or spend excessive time in transitions.
- Have well-organized classrooms that exhibit clear routines and access to high-quality materials that support diverse learning activities.
- Increase availability and use of a rich variety of objects and materials (e.g., books, math materials, technology, manipulatives) in classrooms, P-3.
- Ensure materials are accessible in multiple languages.

Key Buckets of Overlap: Teacher Effectiveness; Instructional Tools; Data-Driven Improvement

The physical space and school/program culture promote collaborative relationships, actively engage all children in a variety of learning experiences and settings, and support the health and wellness of children and adults.

Self-Assess Depth of Implementation/Alignment	**Example Evaluation Approach**

Learning environments reflect and honor the cultural knowledge and experiences of diverse students by prominently including:

○ Photos and materials reflective of the cultures of children in the program/school

○ Signs or symbols that represent diverse cultures as assets

○ Family/community events that engage families as planners and hosts

○ Classrooms and libraries with books reflecting a range of cultures and traditions

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Annual strategic planning addresses and supports strategies that promote relationships:

○ Between teachers and students

○ Among students, within and across age/grade levels

○ Among teachers, within and among age/grade levels

○ Between teachers and administrators

○ Between school staff and families

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Learning environments include:

○ Furniture that matches children's body size and mobility

○ One space large enough for all children in the room to gather

○ Areas dedicated to noisy work, and areas for quiet work

○ Areas dedicated to independent work, and areas for small group work

○ Enough spaces/centers for children to feel they have choices in where they go and what they do

○ Surfaces where children can store and display works in progress

EVALUATION PURPOSES:

• Determine the degree to which physical learning spaces are organized, managed, and supported to provide positive environments for learning.

EXAMPLE METHODS:

• Quality Rating and Improvement Systems.

• School/Classroom observations.

• Superintendent survey or interviews

• Principal survey or interviews.

• Teacher (P-3) surveys.

• Resource inventory (e.g., of classroom objects and materials).

• Inventory of facilities to identify their availability, accessibility, proximity to supplemental resources.

Data-driven Improvement ....➔

P-3 Strategies	Example Implementation Indicators

Child Data

Data from child assessments are used to identify achievement gaps and to drive instructional improvement.

District/Community Administrators

- Demonstrate understanding of appropriate uses of data and support data systems that gather, store, and disseminate data.
- Establish and support common measurements and consistent data reporting mechanisms across schools and programs.
- Demonstrate commitment to using data to identify and address inequities that exist by providing data disaggregated by student sub-groups (e.g., dual language learners; race/ethnicity; socio-economic status).
- Ensure disaggregated data are available by classroom, age/grade level, and schoolwide.

Principals/Site Administrators

- Use disaggregated data to allocate and differentiate resources to provide tiered levels of intervention.
- Use data to inform, establish, and deliver professional learning priorities.
- Share data among ECE programs and schools (e.g., assessment loops).

Teachers

- Work in teams to analyze data and student work to plan instruction and identify their own learning needs and next edges of growth.
- Use progress monitoring tools to understand children's strengths and needs.

Families

- Have access to data about their own child, classrooms, and programs/schools.
- Understand the data available and how to use them to support their children's learning.

School/Program-based Data

Other meaningful data markers (e.g., classroom observations; student attendance; family engagement) are used to identify areas for improvement and to realign resources to support P-3 efforts.

District/Community Administrators:

- Prioritize data that align with expectations for shared continuous improvement and instructional coherence.

Principals/Site Administrators

- Develop expectations and processes that ensure multiple data sources are used to understand instructional effectiveness and overall program improvement.
- Ensure teachers engage in professional learning on data availability, accessibility, and use.
- Discuss data on instructional quality with teachers in joint P-3 meetings.

Teachers

- Work in teams and with coaches to improve understanding and use of data.
- Incorporate data into family conferences.
- Use data to understand and reduce disparities in opportunities provided to different sub-groups of children.

Families

- Discuss data with their children's teachers.
- Understand what the data mean for their children, both inside and outside of the classroom.

Key Buckets of Overlap: Administrator Effectiveness; Teacher Effectiveness; Instructional Tools

GOAL: Current, relevant, and high-quality data from multiple sources are used to improve schools, programs, classrooms, instruction, professional learning, and other systems.

Self-Assess Depth of Implementation/Alignment

Child data are:
- ○ Consistently gathered from multiple sources (e.g., teacher observations, standardized measures, reports/reflections from families)
- ○ Used to identify patterns of achievement across sub-groups of children
- ○ Reflective of multiple domains of child development (e.g., cognitive, social, emotional, physical)
- ○ Used to differentiate resources and supports to children, classrooms, schools, and ECE programs
- ○ Shared between and among teachers within and across age/grade levels
- ○ Shared with families

School/program-based data are used to:
- ○ Identify target areas for improvement in school/ program effectiveness
- ○ Reallocate and differentiate resources to address inequities between programs, schools, classrooms, teachers, students, families
- ○ Inform and engage families
- ○ Inform both public and political constituencies

Example Evaluation Approach

EVALUATION PURPOSES:

- Determine that the appropriate kind and amount of data are collected on a regular basis.
- Determine that data collected are being used in ways that drive and support instructional improvement.
- Evaluate the degree to which data are being used to differentiate supports to schools, teachers, and children.

EXAMPLE METHODS:

- Principal survey or interviews.
- Data system audit.
- Teacher (P-3) surveys.
- Parent survey or focus groups, at least once during the school year.

Engaged Families ·····························➔

P-3 Strategies	Example Implementation Indicators

Core Priority

Teachers, administrators, and all staff in schools and programs understand the importance of, and employ strategies for, engaging families.

District/Community Administrators

- Incorporate family engagement into strategic plans.
- Incorporate family engagement into evaluations of principals and site adminstrators.
- Support the development and use of professional learning, tool kits, materials, and other resources that reflect family engagement research and best practices, including differentiation for families' diverse cultural backgrounds.
- Designate a senior-level officer responsible for family engagement.

Principals/Site Administrators

- Incorporate family engagement into evaluations of teachers and other staff.
- Provide ongoing professional learning and technical assistance focused on family engagement to all school and program staff.
- Designate dedicated and welcoming space where families can gather and teachers and families can meet.
- Provide opportunity and time for teachers to engage with families.

Teachers

- Regard family engagement as an essential element of their job.

Two-Way Communication

Schools and programs establish regular two-way communication approaches to share data with, and to learn from, families.

District/Community Administrators

- Link family engagement to district's or community's instructional goals.
- Establish expectations and processes that provide families with a rich array of data on their child (e.g., attendance; academic progress; social connections).

Principals/Site Administrators

- Link families to support resources (e.g., GED training, mental health services) through collaborations with community partners.

Teachers

- Provide regular, accessible, and multi-modal opportunities for engaging families in understanding and supporting their child's progress (e.g., parent-teacher conferences, home visits, parent-to-parent events).
- Initiate opportunities to engage with families in order to develop deeper understanding of each child's progress from home, community, and cultural perspectives.

Families

- Perceive there are adequate opportunities for engagement in their children's education.
- Sustain their engagement over time from P-3.

Shared Leadership/ Decision-making

Families, teachers, and administrators share decision-making for student success.

District/Community Administrators

- Designate teams of teachers, administrators, and families that build site-level capacity for family engagement.
- Host (with community partners) parent academies or family leadership institutes in which parents learn how to guide their children's educational success.
- Support families to share their cultural wisdom to inform definitions of and strategies to achieve educational success.

Teachers

- Engage families in the setting of educational goals for their children.

Families

- Participate in setting goals for their child's school/ program through leadership roles on site-based management teams.
- Perceive themselves to be partners with teachers and schools/programs in setting goals for their own children.

Key Buckets of Overlap: Cross-sector work; Continuity and Pathways

Self-Assess Depth of Implementation/Alignment	Example Evaluation Approach

At the school or program level:

○ Family engagement is an explicit goal or priority in organization-level strategic plans

○ Family engagement is an intentional focus in annual professional learning for administrators, teachers, and other "family-facing" staff

○ Written documents (curriculum, toolkits, etc.) that focus on family engagement are available and regularly updated

○ There is an explicit space for families to gather and feel welcome

At the school or program level:

○ Multiple events occur to share children's academic and social progress with families

○ Families receive data in various forms (written, verbal, web-based, at home, at school)

○ Family engagement itself is a data marker that is gathered and used to improve overall efforts

○ Buildings, classrooms, and events are welcoming, inclusive, and accessible to families

○ Program/school events are co-planned and co-hosted by families

Families are included in:

○ School/program's improvement planning processes

○ Developing and updating family engagement policies/expectations at district, community, and site levels

○ The governing board or committee that holds decision-making responsibility for P-3 priorities

○ Regular conversations and meetings with teachers and other support staff to discuss their child's learning and development

EVALUATION PURPOSES:

• Gauge the degree to which families perceive themselves to be active partners in their child's learning.

• Ensure that family engagement is a clear priority.

EXAMPLE METHODS:

• Superintendent interviews.

• Principal surveys or interviews.

• Document review (of teacher reports to families, training materials).

• Teacher surveys or focus groups.

• Parent surveys or focus groups, at least once during the school year.

Continuity and Pathways ·····························➔

P-3 Strategies	Example Implementation Indicators

Access and Continuity of Services

Children's access to high quality learning opportunities is expanded and extended across age/grade levels, especially for children who have been historically marginalized.

District/Community Administrators

- Have a clear understanding of the demographic characteristics of children and the availability of high-quality programs/schools in the community.
- Increase the number of slots available for children to attend full-day PreK.
- Increase the number of slots available for children to attend full-day Kindergarten.
- Encourage and support community-based ECE programs to co-locate classrooms at elementary schools.
- Increase children's access to after-school, extended learning opportunities, and community supports.
- Establish multiple, common transition forms and processes to be used across all schools, classrooms, settings, and age/grade levels.
- Advocate for expansion of public investment in programs and services that directly provide learning and development supports to young children, P-3.

Principals/Site Administrators:

- Establish and sustain mechanisms to maximize instructional time and individualize support for every child.

Teachers

- Demonstrate an understanding of resources available to extend children's learning time, in both school-based and community-based ECE programs.

Families

- Have accessible information about ECE and after-school programs, extended learning opportunities, and community supports.
- Recognize importance of regular attendance of their children in ECE programs and school days.

P-3 Pathways

Policies and practices are in place that focus on ensuring a stable pathway of high-quality learning opportunities for every child from ECE through 3rd grade.

District/Community Administrators

- Develop data-informed means to understand feeder patterns into elementary schools and student mobility across programs/schools.
- Annually update a mapping of "feeder patterns" of children into public school and of mobility patterns across age/grade levels.
- Expand co-location of ECE classrooms at elementary schools.
- Secure school district as grantee for state-funded PreK and/or Head Start slots.
- Actively seek, build, and support cross-sector collaborations with community-based ECE programs.

Principals/Site Administrators

- Expand and strengthen partnerships across ECE/school feeder patterns.
- Establish policies and practices that match the most underserved students with the teachers who can best support them, year after year (e.g., intentional child:teacher assignment; teacher looping; mixed-age classrooms).

- Inform families why it is important children attend the same program/school from year to year.

Teachers

- Use common transition forms and processes.
- Review incoming students' files/portfolios prior to start of school year and provide similar information to their students' next-year teachers.
- Engage in vertical (across age/grade levels) teams to establish shared priorities, language, instructional practices, and understanding of children's strengths and needs.

Families

- Perceive their child is receiving a high-quality continuum of learning, P-3.
- Know how and why to advocate for their child to have a clear, high-quality educational pathway from P-3.

Key Buckets of Overlap: Cross-sector work; Administrator Effectiveness

Self-Assess Depth of Implementation/Alignment	Example Evaluation Approach

P-3 governance entities include plans to expand access to:

- ○ Infant/toddler services (0-3)
- ○ PreK for 3-year olds
- ○ PreK for 4-year olds
- ○ Full-day, every-day Kindergarten
- ○ After-school programs and services
- ○ Extended learning opportunities (including summer programs)
- ○ High-quality learning experiences for children from historically marginalized communities
- ○ High-quality learning experiences for children with disabilities

EVALUATION PURPOSES:

- Ensure that children are actually experiencing a high-quality P-3 pathway.

EXAMPLE METHODS:

- Superintendent survey or interviews.
- Principal survey or interviews.
- Enrollment and attendance tracking.
- Document review (of transition policies and forms).
- Teacher surveys or focus groups, at least twice during the school year.
- Parent survey or focus groups, at least once during the school year.

Policies and practices exist for children's transition from:

- ○ PreK to K
- ○ K to 1st grade
- ○ 1st grade to 2nd grade
- ○ 2nd grade to 3rd grade
- ○ 3rd grade to 4th grade

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