


PreK-3rd Grade: A Comprehensive Approach



Kristie Kauerz, Ed.D.
University of Washington

August 3, 2012
Webinar



Conceptual Framing



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

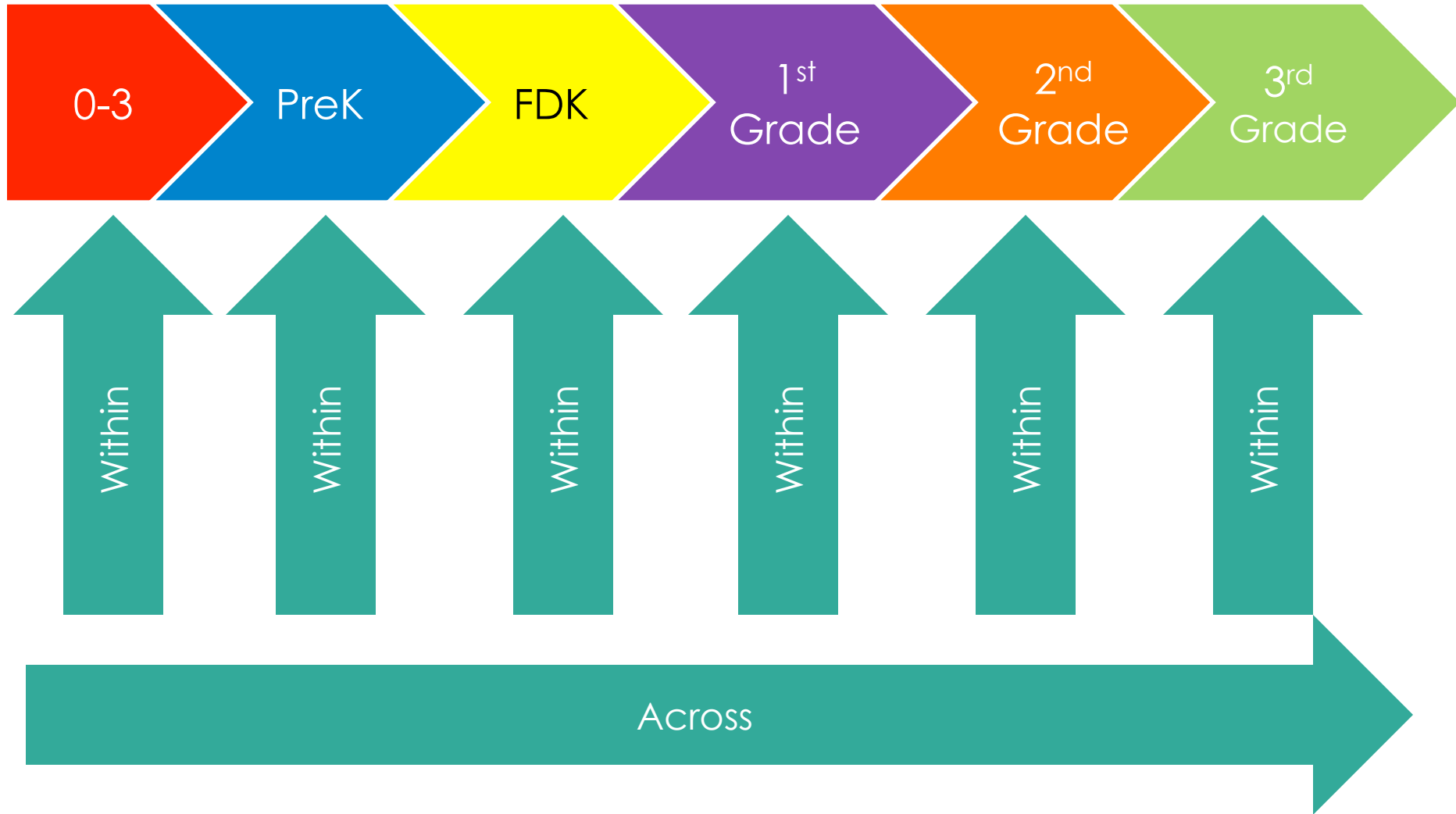
Blocks



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

- Co-funded by Foundation for Child Development; W.K. Kellogg Foundation; Gates Foundation; and W. Clement and Jessie V. Stone Foundation
- Co-developed with Julia Coffman at the Center for Evaluation Innovation

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
(childrens' 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

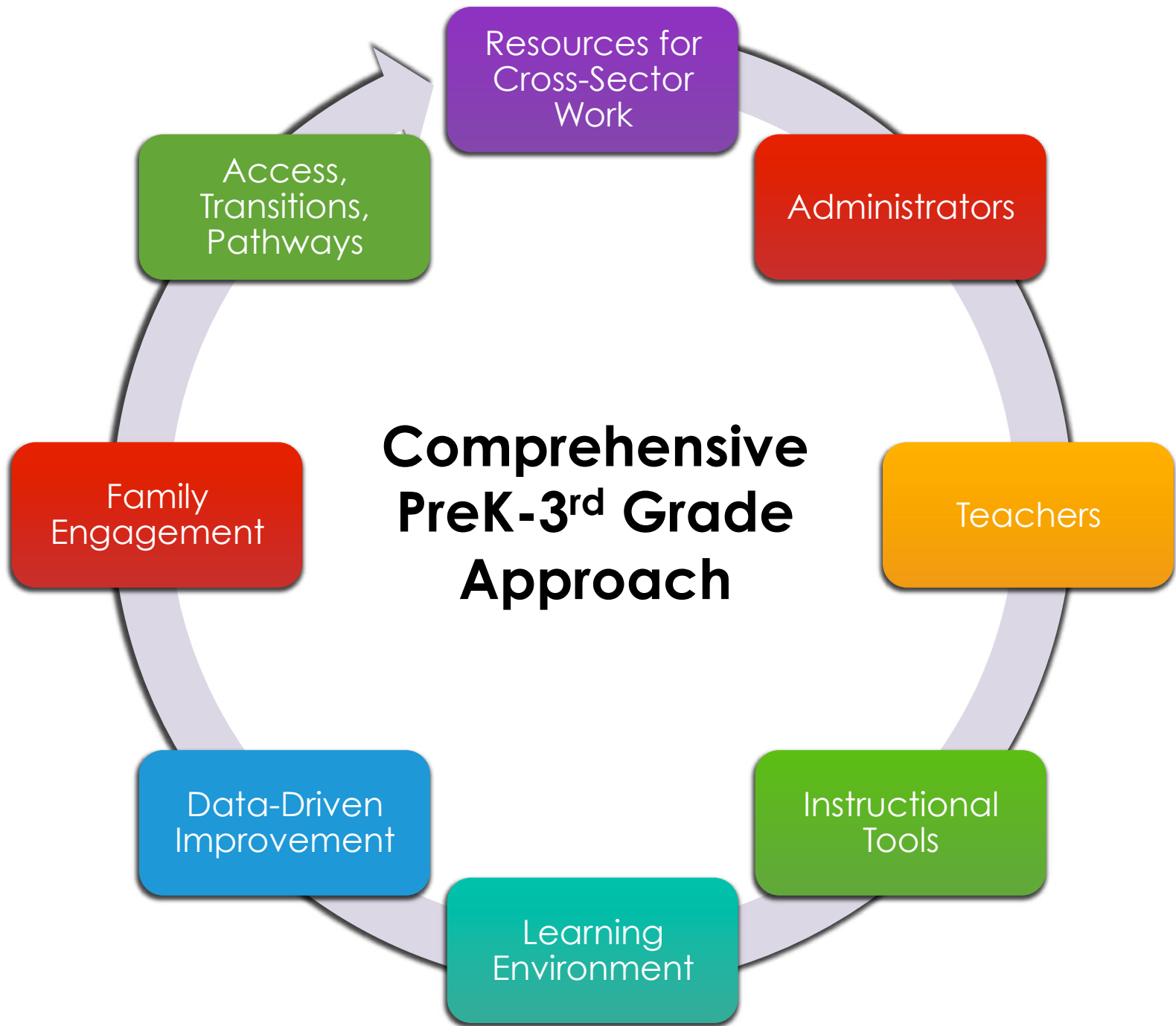
Access, Transitions, and Pathways



Expanded and extended access to high quality learning opportunities



Focus on the continuum provided to each child



Kristie Kauerz, Ed.D.

Program Director, PreK-3rd Grade Education
College of Education, University of Washington

Ph: 206.221.3893

kauerzk@uw.edu

My Contact Information

