



**COLORADO**  
Department of Education

**CASE Summit Seminar:  
PreK – 3rd Grade Early Learning Strategies  
Learning from Colorado P-3 Leaders**

# Session Overview

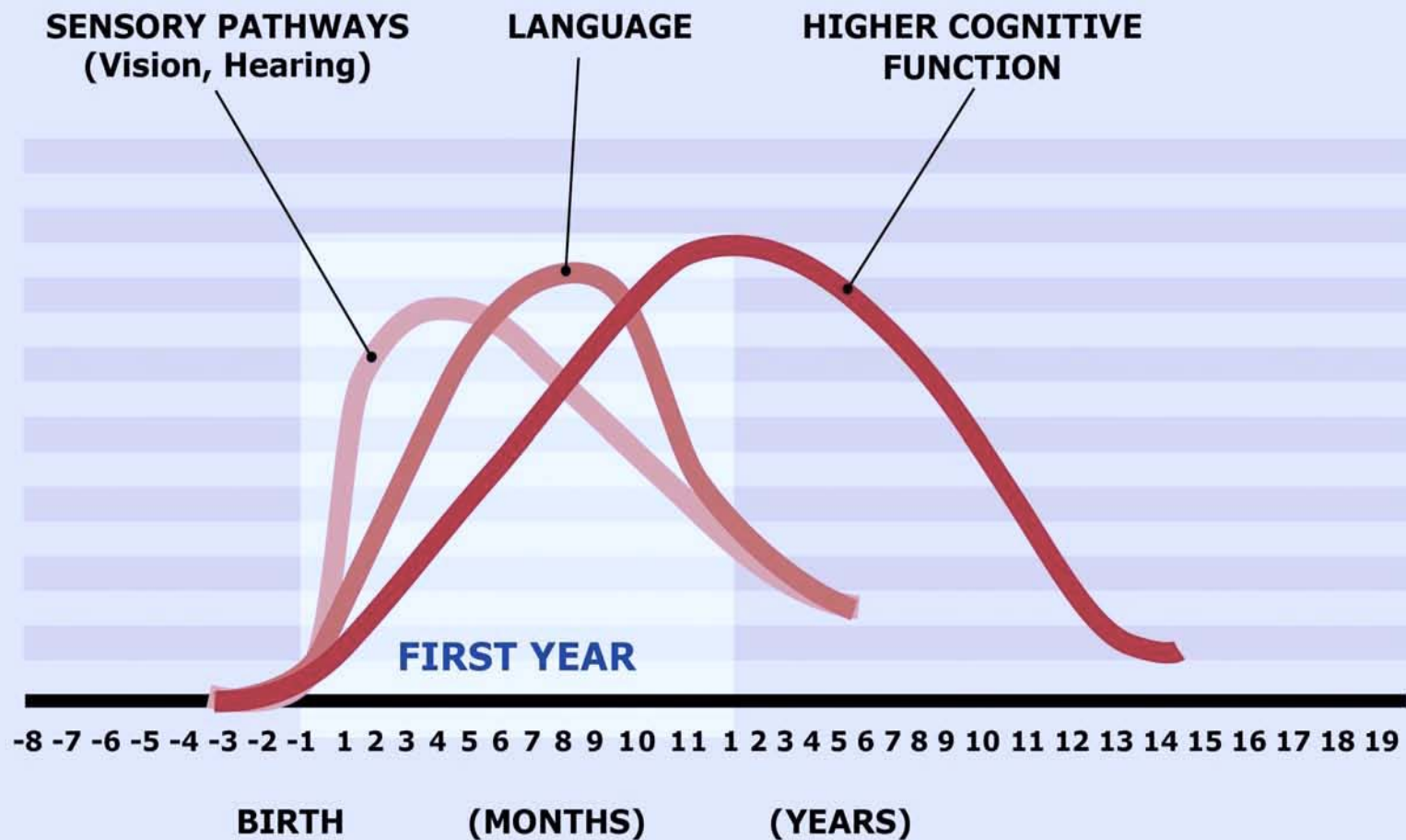
## Session Topics and Format

- P-3 Overview
- Tools for Implementing P-3
- Successful P-3 strategies in Colorado schools and districts
  - District leaders from Boulder, Cotopaxi, Denver and Thompson
- Table discussion: Your Next Steps for Implementing P-3
- Resources and Support Tables
  - Learning Tour of CDE Online Toolkit
  - P-3 Trainings and P-3 Resources
  - Funding High Quality P-3
  - Q& A with district panelists

# Why P – 3?

- Birth through age 8 is a critical period for brain development - 90% occurs in the first 3 years
- Opportune time to influence and impact learning trajectories to prevent/eliminate achievement gaps
- Academic and social competencies acquired by age 8 provide the foundation for lifelong learning
- Confidence, motivation, self-regulation, curiosity, problem solving, creativity, social competence, communication and other executive functions skills develop in the early years

# Brains are Built from the Bottom Up (Skill Begets Skill)



# Brain Architecture is Shaped By Experience

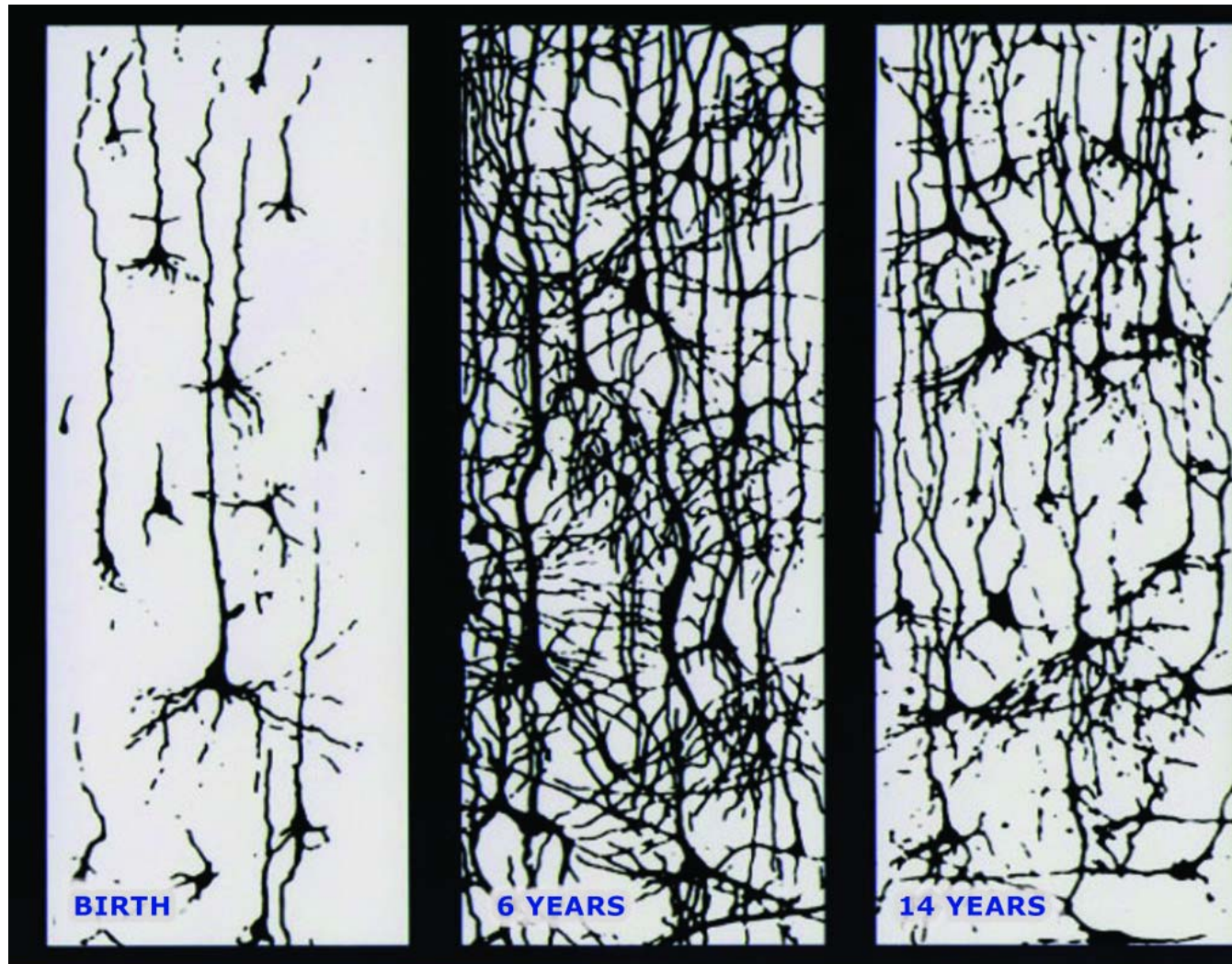


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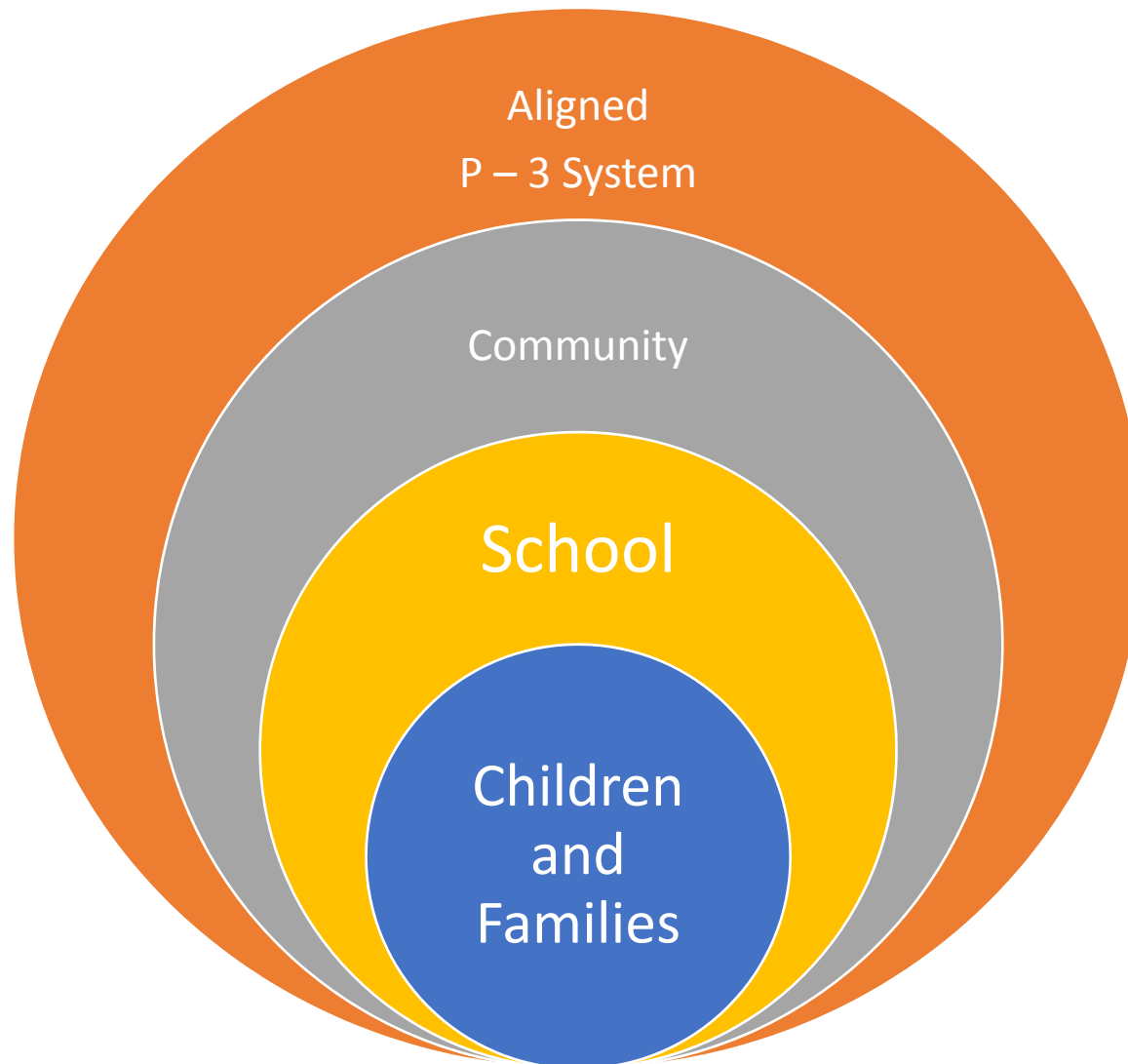
# A P-3 Approach

- A focus on the early years, from birth through the 3<sup>rd</sup> grade
- Alignment of programs, policies, and priorities
- Providing continuity and seamless learning experiences
- Sustaining gains made early, and continuing to build developmental and academic outcomes overall

# P-3 Guiding Principles

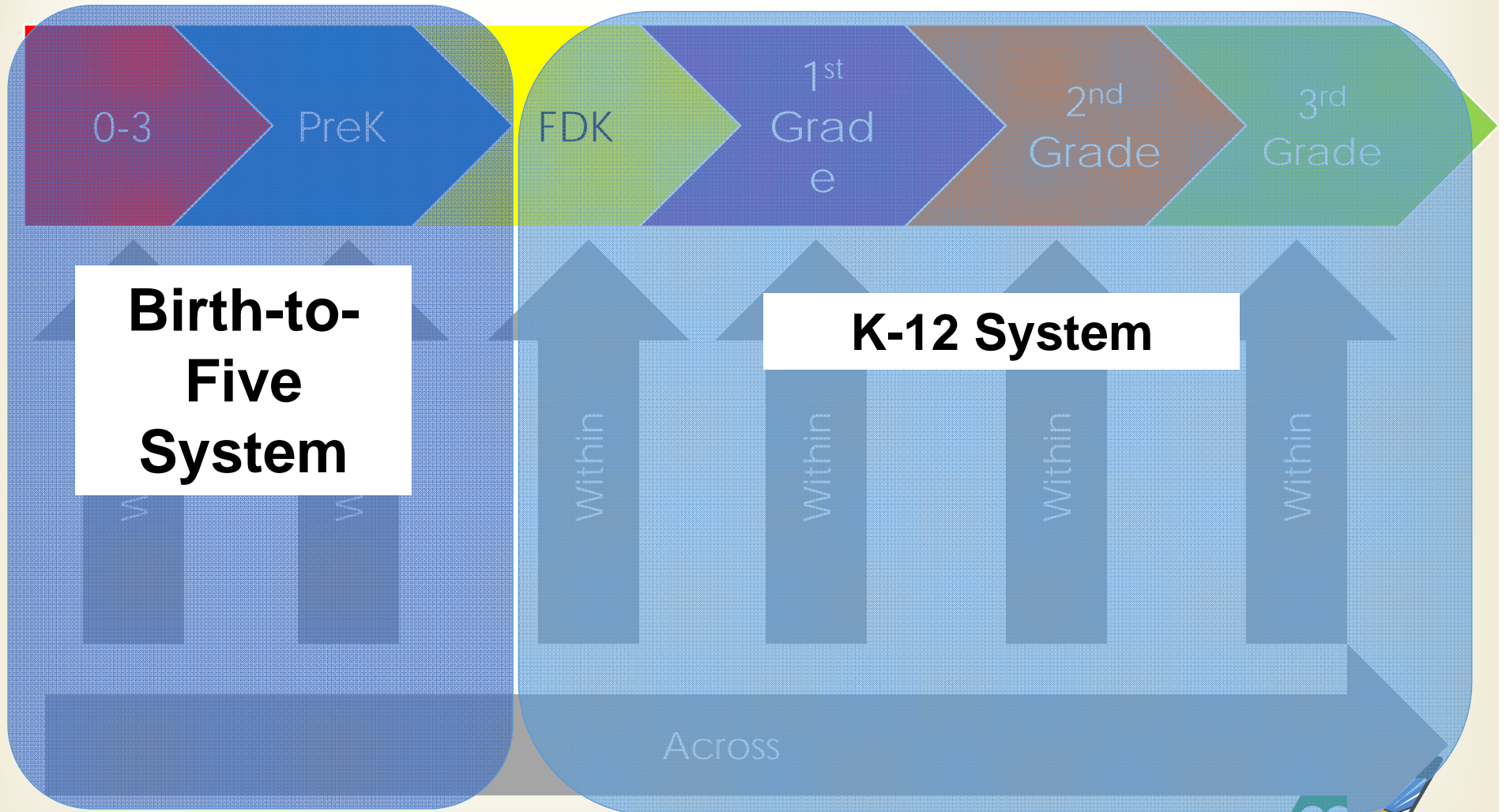
- Parents and families are children's first and most important teachers
- The "whole child" must be nurtured
- Multiple dimensions of school readiness are equally important, including ready school and ready community
- Children's learning opportunities are continuous and build logically upon one another

# Ready System of Support for Young Children

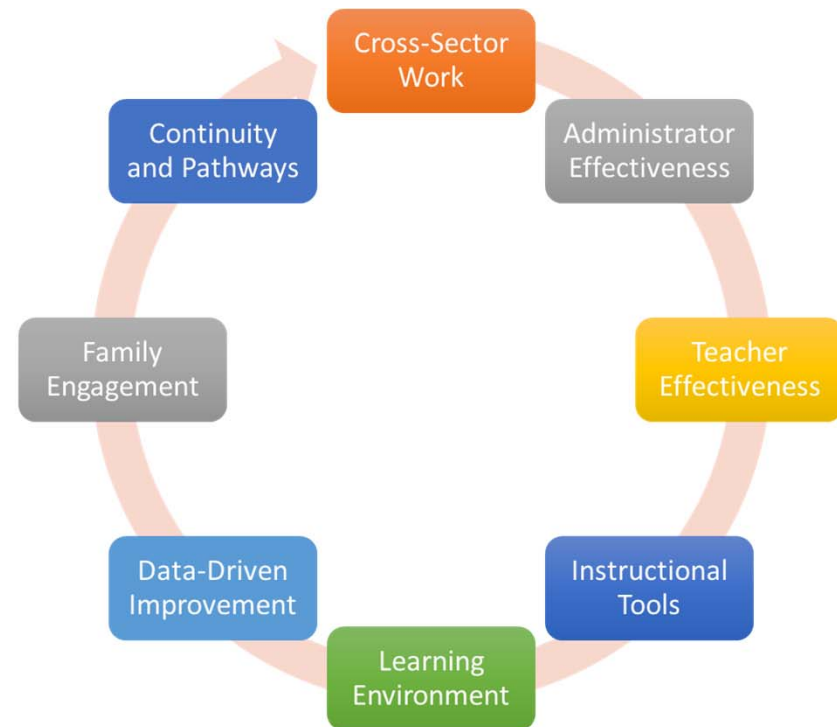
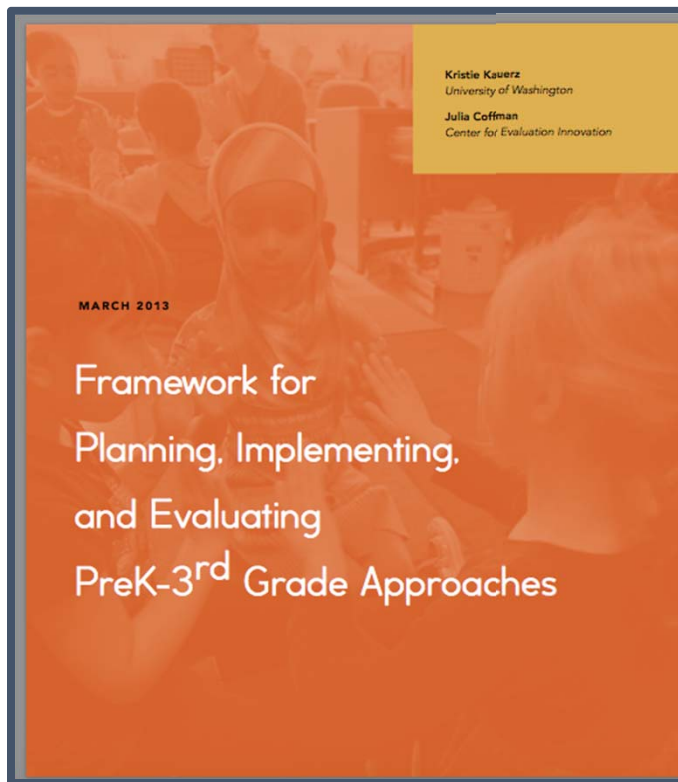




# P-3 Improves *Each* Grade Level and Aligns *Across* Grade Levels



# Guiding P-3 Work: A System View to Support for Young Children

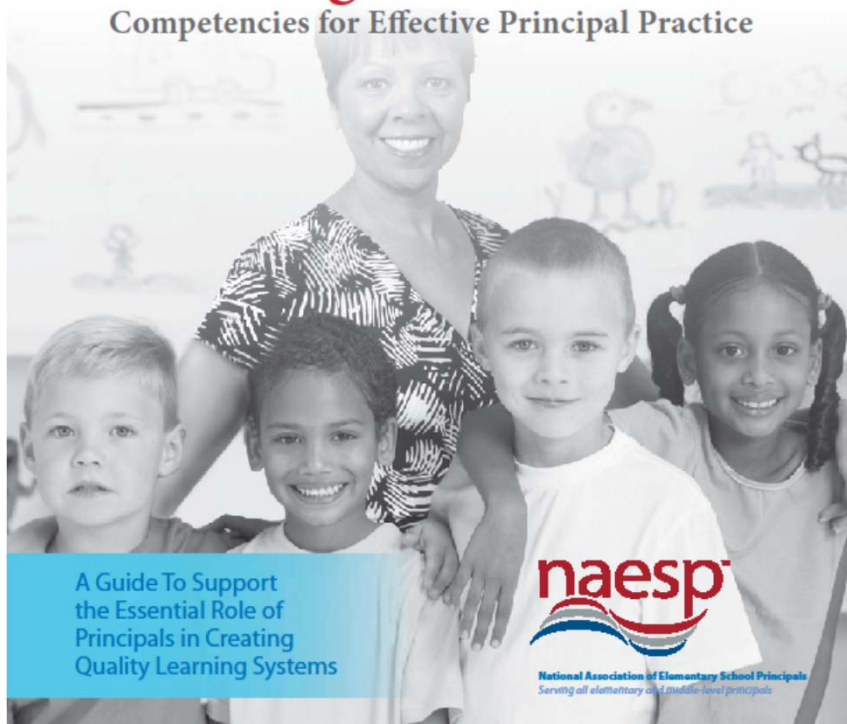


# Leading Pre-K-3 Learning Communities A Starting Point



## Leading Pre-K-3 Learning Communities

Competencies for Effective Principal Practice



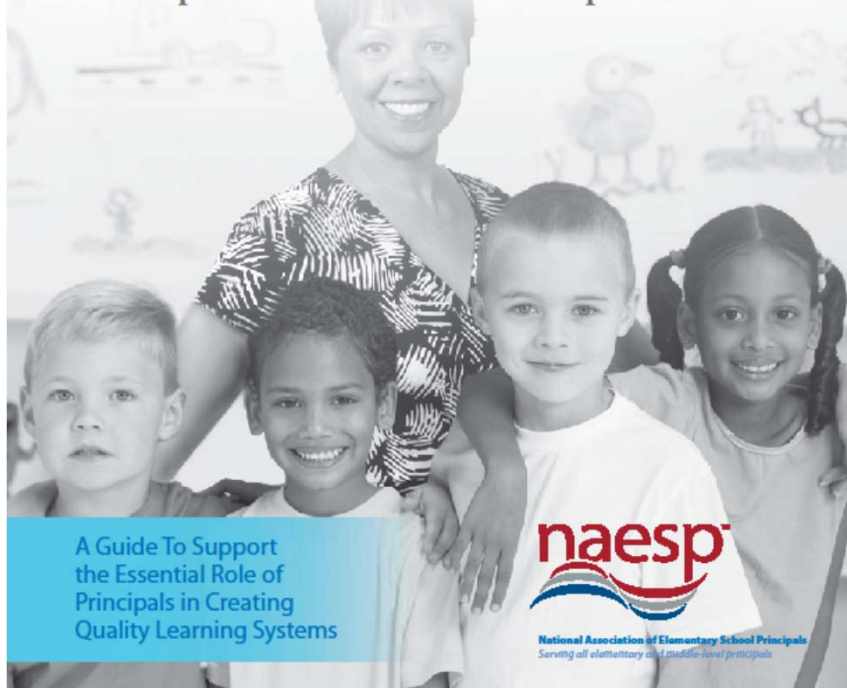
- Embrace the Pre-K-3 early learning continuum
- Ensure developmentally appropriate teaching
- Provide personalized, blended learning environments

# Leading Pre-K-3 Learning Communities A Starting Point



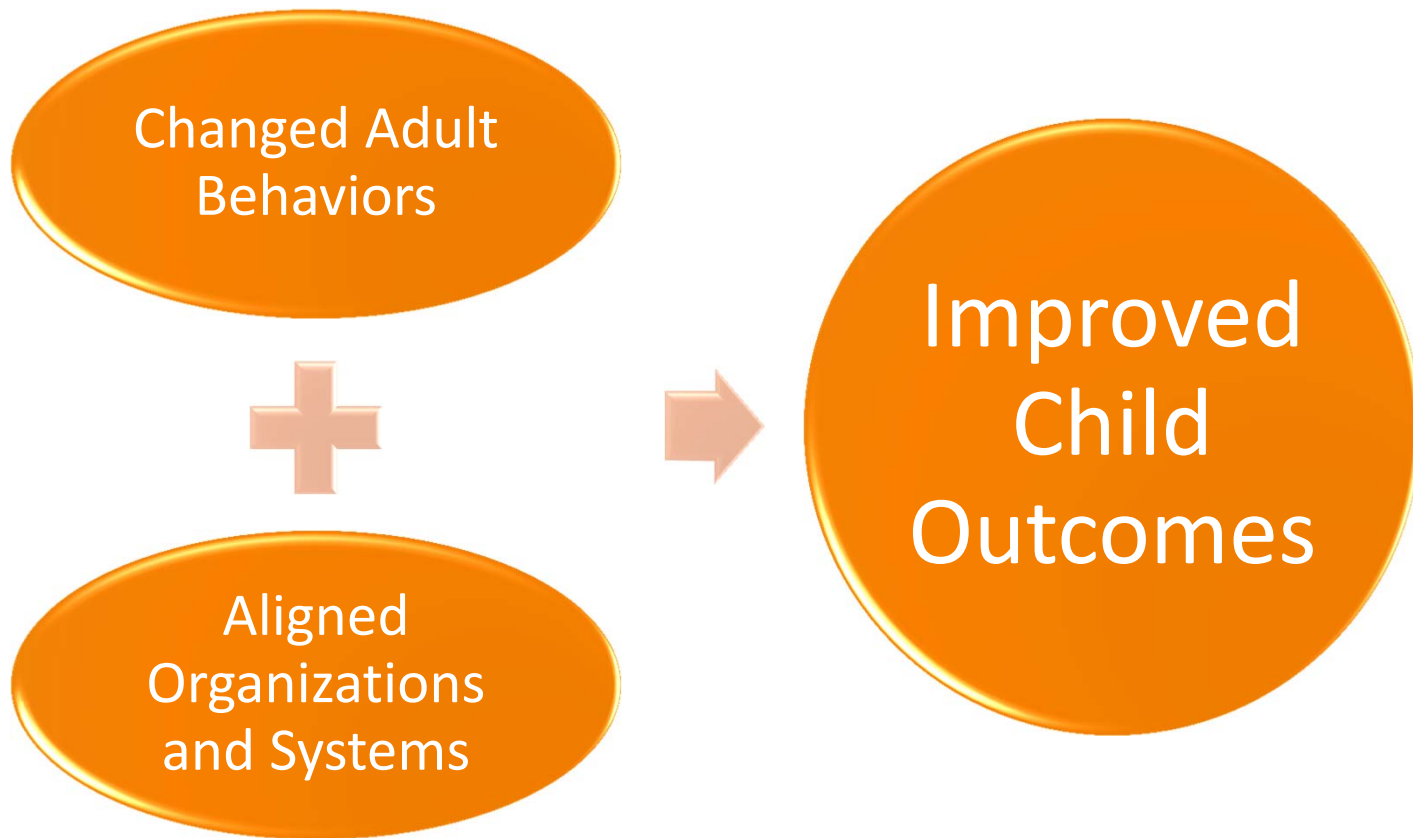
## Leading Pre-K-3 Learning Communities

Competencies for Effective Principal Practice



- Use multiple measures to guide student learning growth
- Build professional capacity across the learning community
- Make your school the hub of Pre-K-3 learning for families and community

# Getting to child outcomes.....



**P-3 in Action Panel Discussion**  
**Local Implementation Strategies**  
**Thompson, Denver, Cotopaxi, and Boulder**



# P-3 in Thompson School District

Critical question:

What does it mean to be developmentally appropriate?

It means teaching young children in ways that:

Meet children where they are as individuals and as a group.

Help each child reach challenging and achievable goals that contribute to his or her ongoing development and learning.

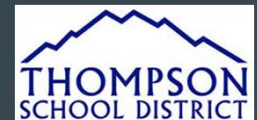
(Copple, Bredekamps, Koralek & Charner, 2014, p. 1)



Lamb Caro-Early Childhood Principal

Carmen Polka-District Elementary Literacy Professional Coach

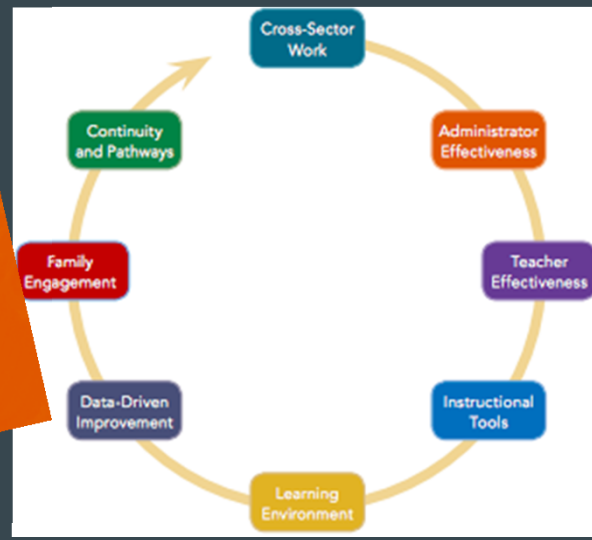
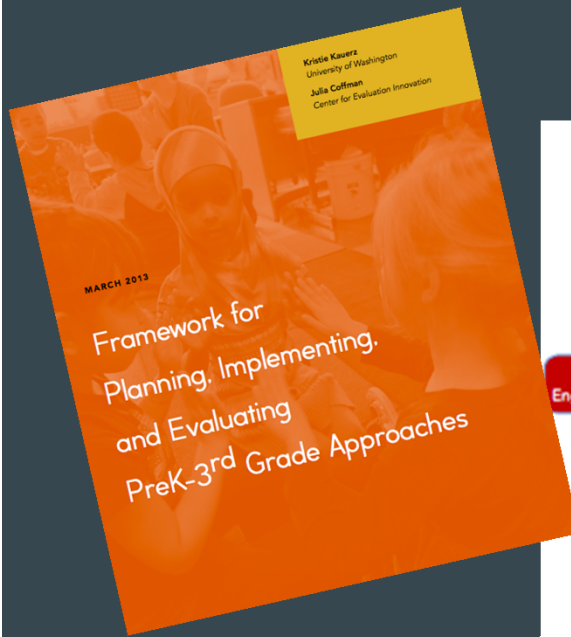
Summer CASE 2017



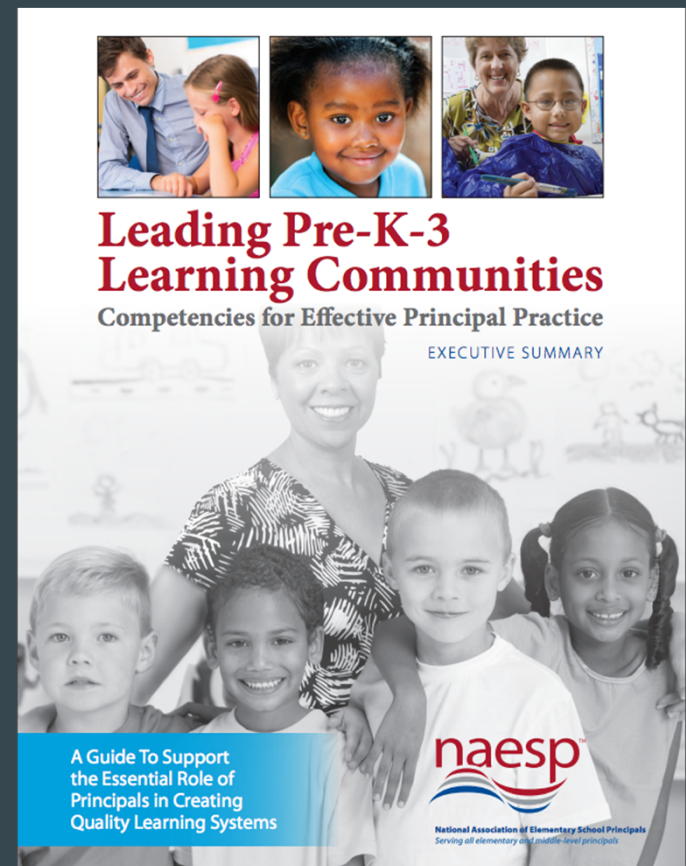
# Resources that Influence and Guide Our P-3 Work in Thompson School District

Framework for Planning, Implementing, and Evaluating PreK-3<sup>rd</sup> Grade Approaches

Leading Pre-K-3 Learning Communities



(Kauerz & Coffman, 2013)





# P-3 TSD Early Readiness Focus 2016-2017

## Professional Development

Target Audience: Elementary Principals, Kindergarten Teachers, and Early Childhood (EC) Teachers

PD Plan:

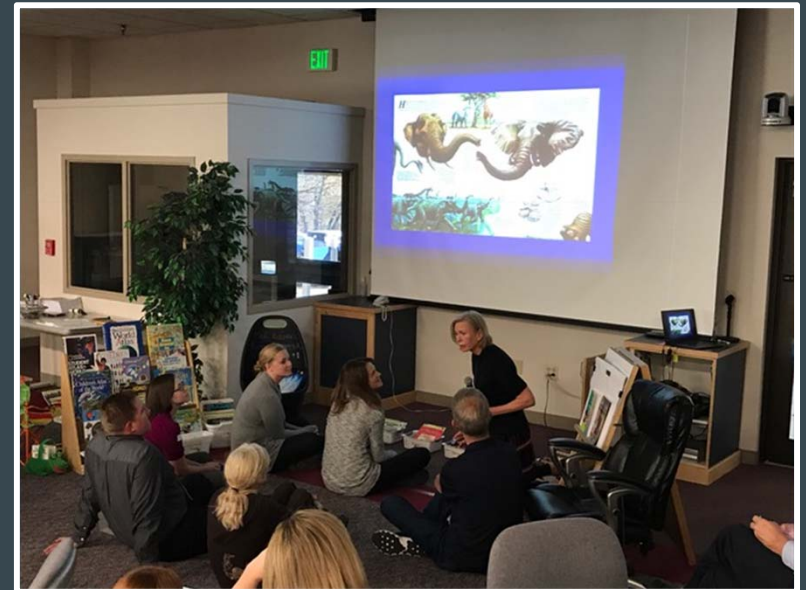
- Day 1-November: Sue Kempton-Developmentally Appropriate Practices
- Day 2-January-February: Lab Classrooms
- Day 3-February: Sue Kempton-Developmentally Appropriate Practices *and* Professional Learning Communities

## EC-K Family Modules

Target Audience: EC and Kindergarten Schools, Teachers , and Families

Development Plan:

- Selected Group of EC and Kindergarten teachers collaborate with CSU to create Family Modules (Literacy, Parent Engagement, Health and Wellness)
- Developing a Fluent Reader, Developing an Early Reader, Getting Involved in School

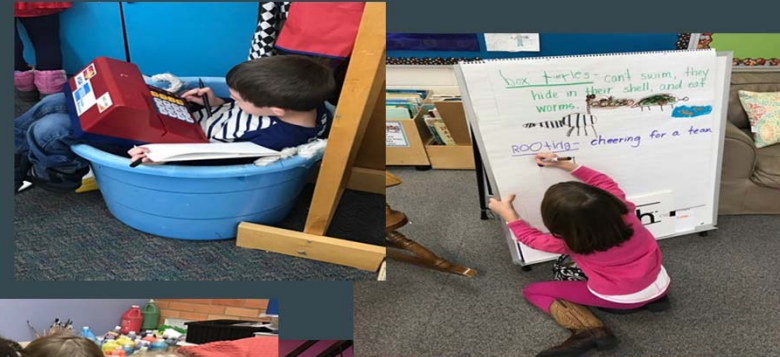


## Next Steps

Sue Kempton



Lab Classrooms




“Promoting and participating in teacher learning and development (ES 0.84).”

(Curee Research, 2009)



Administrator Effectiveness

Goal: Administrators (district directors, school principals, early childhood directors) actively create a culture and organizational structures that ensure the quality of PreK-3<sup>rd</sup> grade learning

PreK-3 <sup>rd</sup> Strategies	Implementation Indicators	Self-Assess Depth of Implementation/ Alignment	Evaluation Approach
<p>Instructional Leadership- Administrators are effective instructional leaders, PreK-3<sup>rd</sup>.</p> 	<p>Building principals and District Leadership participate in professional development related to the learning and development of children in <i>Kindergarten</i> (ages 4-6)</p>	<p>Self-reflection survey:</p> <ul style="list-style-type: none"> <li>• Early learner child development and practices</li> <li>• Developmentally appropriate pedagogy identification and supporting practices</li> <li>• Developmentally appropriate learning environments</li> <li>• Authentic Observation-based Formative Assessment</li> </ul> <p>Resource</p> <ul style="list-style-type: none"> <li>• Leading PreK-3 Learning Communities : Competencies for</li> </ul>	<p>Understand how principal leadership is identifying and supporting the impact of developmentally appropriate practices, pedagogy, learning environments, and authentic observation assessment in Kindergarten classrooms (Self-reflection Survey pre-post professional development)</p> <p>District Advisory Council Kindergarten Quality Checklist pre-post professional development and shifts in Kindergarten practices</p>

Teacher Effectiveness

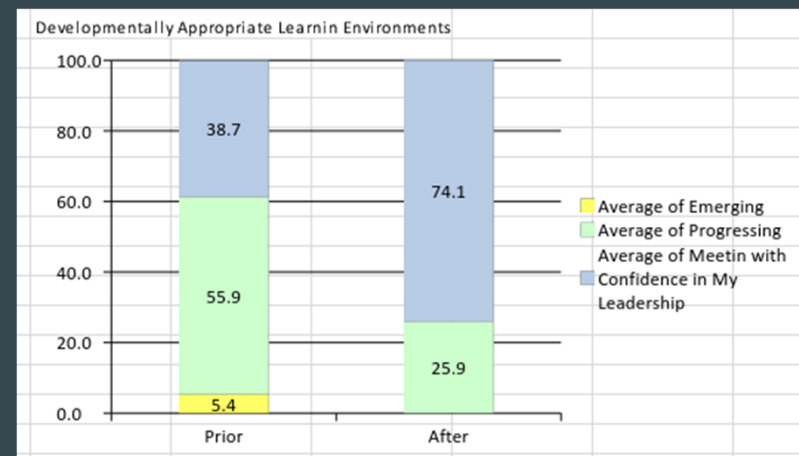
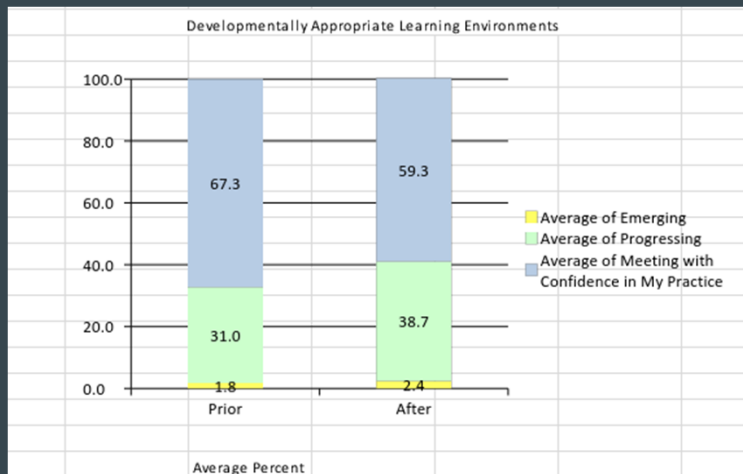
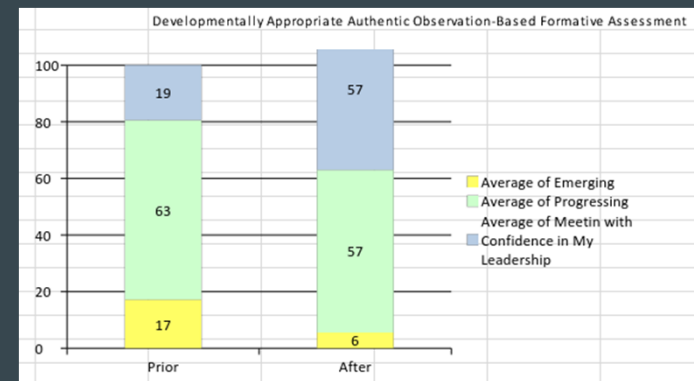
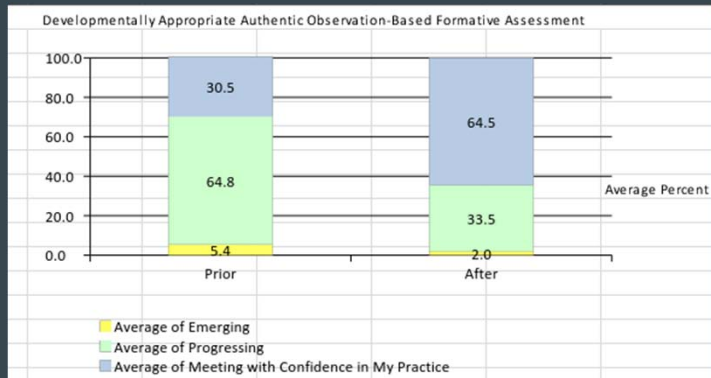
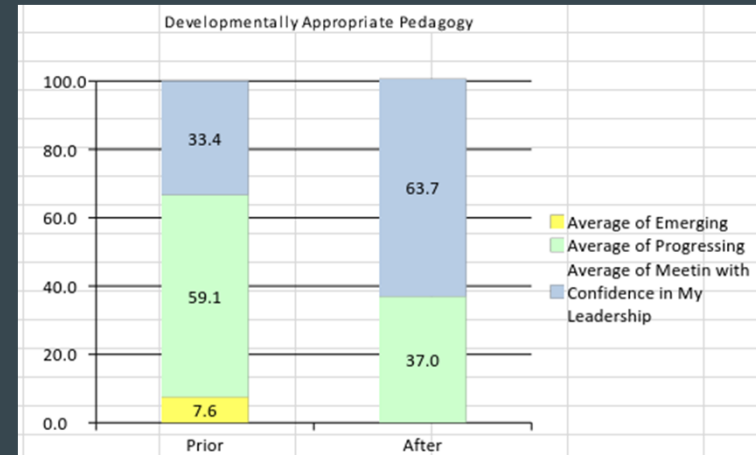
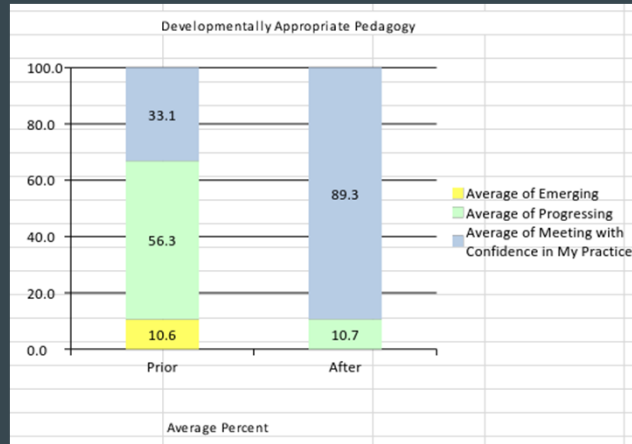
Goal: Teachers are actively dedicated to providing high quality instruction and effective learning experiences for all children.

PreK-3 <sup>rd</sup> Strategies	Implementation Indicators	Self-Assess Depth of Implementation / Alignment	Evaluation Approach
<p>Focus on Instruction</p> <p>Teachers' professional education and development are focused on effectively supporting children's language/ reading, math, social, and emotional development; and on differentiating instruction for all young learners.</p> <p>Visible Practice</p> <p>Observations of classroom practices are regularly used to assess and improve teachers' effectiveness in creating high-quality instructional, social, and emotional climates.</p> <p>Work as Teams</p> <p>Teachers work as teams, both horizontally and vertically, to improve instruction and effectiveness in the classroom.</p>	<p>District Administrators (F on l)</p> <ul style="list-style-type: none"> <li>• Systemic approach to teacher prof. development (developmentally appropriate practices)</li> </ul> <p>Principal Administrators</p> <ul style="list-style-type: none"> <li>• Take an active role in professional development</li> <li>• Support teachers as they attend prof. development</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>• Demonstrate effective support of children's academic and social/emotional development</li> </ul> <p>Principal Administrators (VP)</p> <ul style="list-style-type: none"> <li>• Support teachers as they improve their practice (independently, with grade level teams, vertically with Early Childhood, lab classrooms)</li> </ul> <p>Teachers</p> <ul style="list-style-type: none"> <li>• Peer observations, feedback, and collaboration</li> </ul> <p>Principal Administrators (W as T)</p> <ul style="list-style-type: none"> <li>• Support teachers as they improve their practice</li> <li>• Collaborate in lab</li> </ul>	<p>Self-reflection survey:</p> <ul style="list-style-type: none"> <li>• Early learner child development and practices</li> <li>• Developmentally appropriate pedagogy</li> <li>• Developmentally appropriate learning environments</li> <li>• Authentic Observation-based Formative Assessment</li> </ul> <p>Resource</p> <ul style="list-style-type: none"> <li>• Developmentally Appropriate Practice: Focus on Kindergarten</li> <li>• Sue Kempton (guest speaker)</li> </ul>	<p>Implementation of developmentally appropriate practices, pedagogy, learning environments, and authentic observation assessment in Kindergarten classrooms (Self-reflection Survey pre-post professional development)</p> <p>District Advisory Council Kindergarten Classroom Observations</p> <p>TS GOLD</p>

(Adapted from Kaurez and Coffman, 2013)

# Teacher Data Outcomes

# Principal Data Outcomes



# *Childhood is a journey, not a race.*

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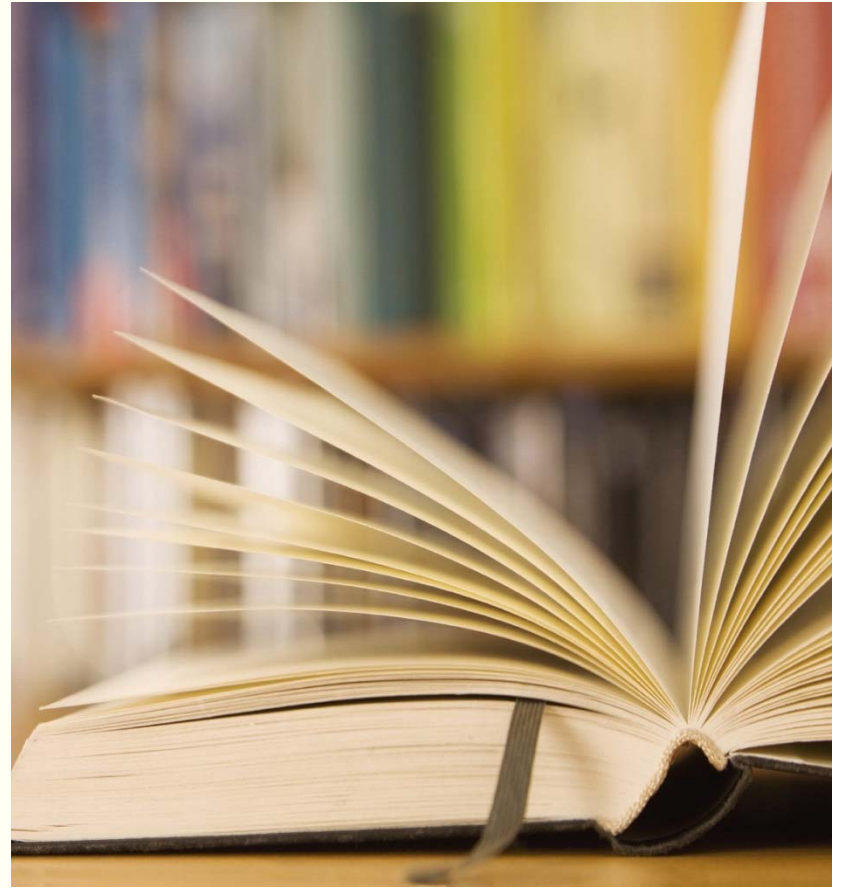
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# DENVER PUBLIC SCHOOLS

Birth to Eight Roadmap



# Vertical and Horizontal Alignment

- Foundations Work
  - Alignment from Birth to Third Grade
  - District Professional Learning – Schoolkit (PARCC)
- Community Workgroup – Crosswalk of TSGold and Early Learning Guidelines drives decisions/recommendations for workshops, conferences, programs for community sites and cultural partners
- Peer to Peer Learning – schools and community sites

## Slide 23

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### RL1

DPS is working to assure there is alignment of goals and objectives for children birth to third grade. The district has undertaken quality improvement work for preK to third grade through a contract with Schoolkit a partner of PARCC (Foundations). To create both vertical and horizontal alignment, the professional learning associated with this work has been opened to community partners and adapted for younger children in community programs.

A workgroup created through Roadmap recommendations includes community leaders in professional development as well as DPS partners. The Early Learning Guidelines, cross-walked with Teaching Strategies Gold, help drive the decision-making of this group. The long term goal is to adopt two or three objectives from ELG each year to drive the planning and implementation of workshops, conferences or other special programs of cultural leaders (DMNS, Children's Museum, libraries) as well as work in community site settings.

An initial exchange of community and district teachers was piloted in Spring 2017, with plans to expand it in future work. Teachers visited each others' classrooms and met together to

Roy, Lisa, 7/24/2017



# How do you work with community preschools?

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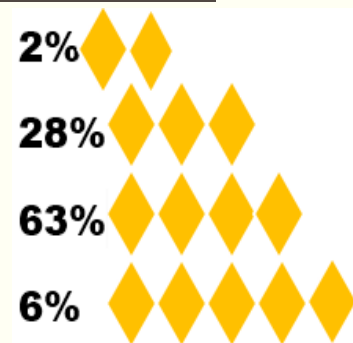
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- DPS staff work collaboratively to provide high quality early learning opportunities.
- 2016-17 - Denver Public Schools (DPS) allocated 1,875 of its slots, a combination of CPP/ECARE and Mill Levy funding, to 33 existing and established community agencies for the delivery of early education programs.
- Community sites received \$6,417,030.00, as well as additional materials and equipment, to enhance classroom environments and instructional quality.
- The CPP Coordinator (Early Ed Community Partner) and contractors monitor quality and compliance and actively support curriculum, instruction, best practices, professional development, and Teaching Strategies Gold (TSG) training.
- Stronger alignment between district schools and affiliated community sites to establish a more connected delivery model and development of transition plans.

# What is the role of Colorado Shines?

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- Participated in pilot January-April 2015
- Ratings for 84 sites
- Alternate Pathways 3-year pilot
  - All sites rated 4 stars
  - Those that earned a 5 star stay at that rating
  - Site can pursue a 5 star by going through entire process
- Internal quality monitoring
  - Developed tool
  - Site self-evaluates annually
  - Site evaluated by early education staff on “regular” CO-Shine schedule



**RL2**

DPS was one of a few organizations to pilot the initial iteration of the Colorado Shines process. Much of the process allowed for several revisions.

Here you can see our results from the our first round of the Colorado Shines process

More than half of he documentation submitted for all sites consists of the same district documents that support quality for as many indicators. We felt applying for the Alternate Pathway pilot would allow sites to focus on classroom level quality. DPS was accepted into a 3 year Alternate Pathways pilot program that allows us to internally monitor our preschool program quality in lieu of the current Colorado Shines full scale process with external raters.

All preschool programs will maintain rating of 4 diamonds for the next 3 years and sites rated 5 diamonds previous to the pilot will keep their 5 diamond ratig. If a site program wishes to pursue 5 diamonds they can opt into doing the regular Colorado Shines process.

We constructed our own evaluative tool that has pieces of the Early Childhood Environmental Rating Scale or ECERS, major area of compliance and safety regulations and best practice.

Each year every site will use our DPS evaluation document to self-evaluate.

We will continue to follow the established Colorado Shines evaluation calendar and each site will be rated with the internal document by an Early Education staff member. After the evaluation there will be a feedback session and a plan for any needed improvement will be devised.

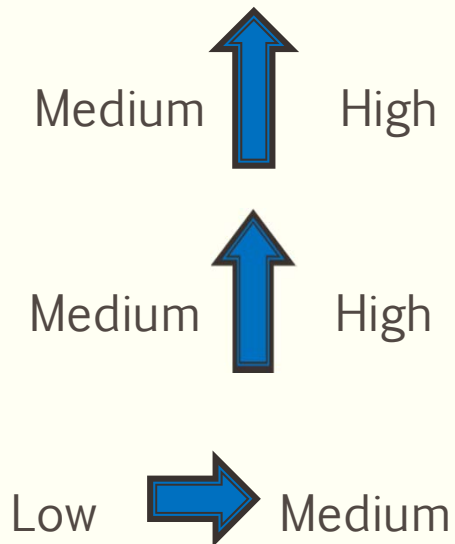
Roy, Lisa, 7/25/2017

# CLASS Instrument

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## DPS Rating



Emotional Support	Positive Climate Negative Climate Teacher Sensitivity Regard for Student Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats
Instructional Support	Concept Development Quality of Feedback Language Modeling

## Slide 26

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**RL3** All DPS preschool classrooms are evaluated with the CLASS bi-annually by outside raters such as Clayton and Qualistar. This is required by one of our major funding streams, the Denver Preschool Program. Teacher practice has improved over the last 5 years that this has been done. The average score has increased significantly over time.

Roy, Lisa, 7/25/2017

**RL4** each site bi-annually  
Denver Preschool Program requirement

Roy, Lisa, 7/25/2017

# Transitions

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- New monthly transition tool to support educators and other stakeholders with understanding transition as a process with milestones to achieve throughout the year.
- Partnered with the Denver Early Childhood Council to create a map of the city's early childhood providers that show which school sites are in the same vicinity as licensed providers.
- Working with **Count Down to Kindergarten** or C2K to support the work the city is doing to support children and their families with the transition to kindergarten.

## Slide 27

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### RL5

It is a Colorado Shines expectation that each classroom has at least one transition event with families every year. However, we believe that transitions are not a one time event. So, this year we are rolling out a new monthly transition tool that is designed to support educators in seeing that the preschool to kindergarten transition is a long term process, with milestones throughout the year, and that involves many stakeholders. In addition to this tool we have partnered with the Denver Early Childhood Council to create a map of the city's early childhood providers that show which school sites are in the same vicinity as licensed providers. The goal of this work is so that schools can connect with sites in their area and include them in their transition activities, and vice versa.

Roy, Lisa, 7/25/2017

# What is the role of data in your P-3 practices?

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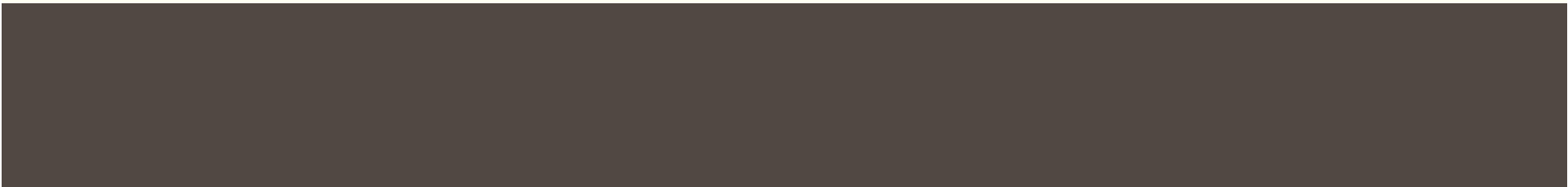
- Characterize Bright Spot Resource Hubs' reach and models of delivery for supporting child language and literacy from birth through 3rd grade.
- Provide data-driven recommendations for improving pre-k enrollment
- Provide data-driven recommendations for optimizing professional development support for administrators and teachers, specific to the challenges of the early education classroom
- Identify which characteristics of the ECE experience best predict child academic performance through 3rd grade, focusing on language and literacy.
- Provide recommendations for improving, standardizing data collection across sites of interest to facilitate long-term evaluation.





**LISA R. ROY, ED.D.**  
EXECUTIVE DIRECTOR  
DENVER PUBLIC SCHOOLS

[Lisa\\_Roy@dpsk12.org](mailto:Lisa_Roy@dpsk12.org)  
720-423-3299



# Cotopaxi Consolidated Schools

Who are we?

- Small, rural district
- One teacher per grade level
- ~ 200 PK-12th grade students
- ~ 50 PK-3rd grade students
- Working with a tight budget

How can we make it work?



# Our Focus

- Funding Sources
- Collaboration
- Supportive Environment
- Family Communication & Engagement
- Data
- Administrative Support

Always remember...



# Boulder Valley School District

Robbyn Fernandez, Executive Director of School  
Leadership

[robyn.fernandez@bvsd.org](mailto:robyn.fernandez@bvsd.org)

Kimberly Bloemen, Director, Early Childhood  
Education

[kimberly.bloemen@bvsd.org](mailto:kimberly.bloemen@bvsd.org)



# Boulder Valley School District 3 to 3<sup>rd</sup> Initiative



## BVSD What is our Current Reality?

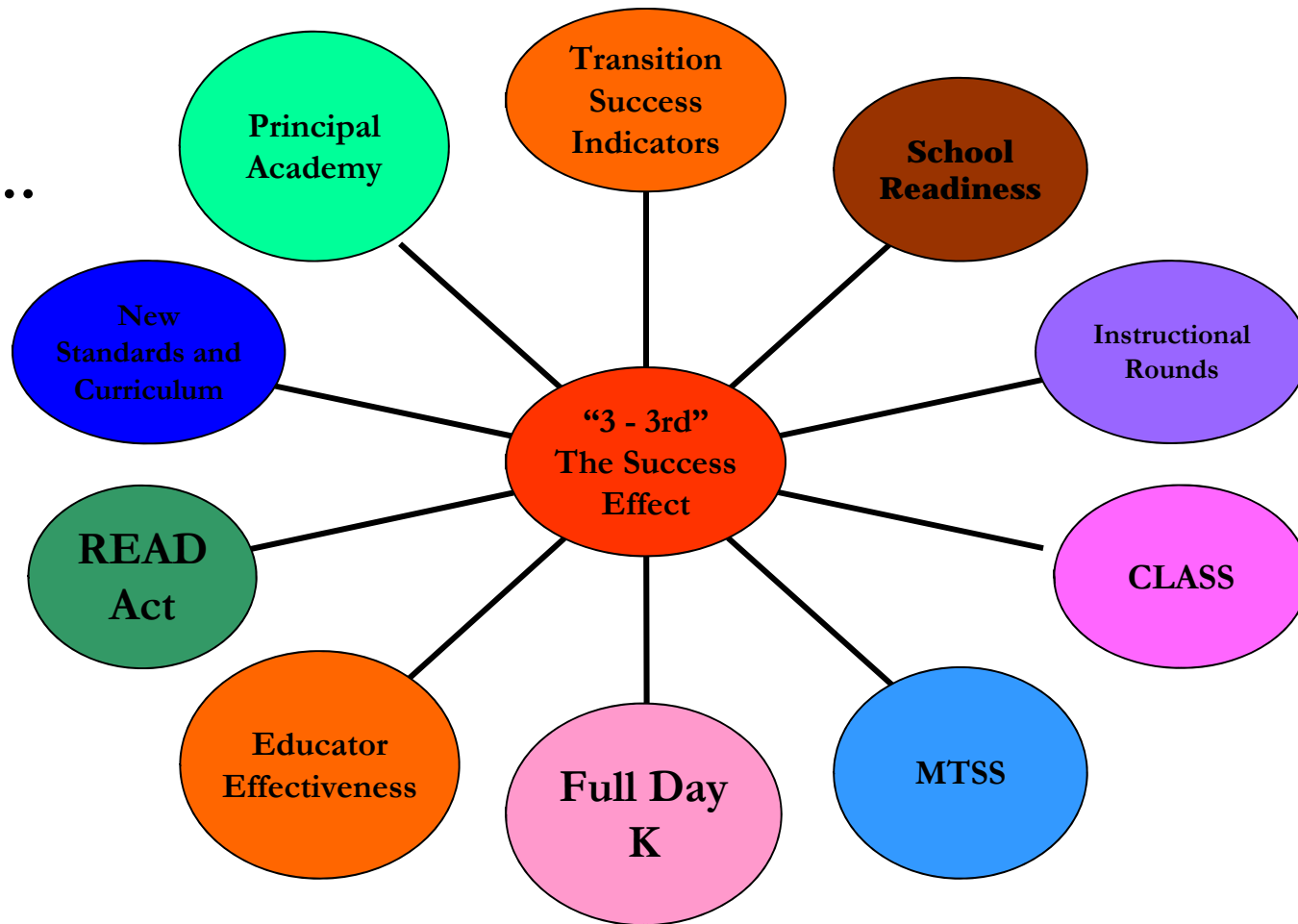
Let's follow a cohort of BVSD 5th graders as they complete their schooling in BVSD:

	Unsat	Part. Prof.	Prof/Adv
Graduating on time	85%	88%	97%
Average ACT Score	14.4	16.9	25.0
Average HS GPA	2.47	2.73	3.61





To this...



# Preschool Transition and Partnerships

- Colorado Shines in BVSD
  - Quality Rating Level 4
  - Use of CLASS for Quality Observation Tool
- Preschool to Kindergarten Success Indicators Project
  - 11 key indicators for kindergarten success
  - PK and Kindergarten Teacher Partnership
- Community Partnerships
  - Success Effect Design and Implementation
  - Partnerships with CPP and ECARES
  - Training with CLASS, My Teaching Strategies



# Inside the Leader's Studio

## Q&A with the panel participants

Thompson: Lamb Caro and Carmen Polka

Denver Public Schools: Lisa Roy

Cotopaxi: Jackie Crabtree

Boulder: Robbyn Fernandez and Kim Bloemen



# Your Next Steps for Implementing P-3



# P-3 at Colorado Department of Education

- ESSA State Plan and LEA Supports
- P-3 Professional Development: MTSSS courses, online courses in the Professional Development Information System (PDIS)
- Online P-3 Toolkit - highlighting district leadership
- Early Learning Needs Assessment (HB 103)
- Educator Workforce Issues (SB 1003)
- Education Commission of the States and National Conference of State Legislators - technical assistance

# P-3 Opportunities for LEAs with ESSA

- **Title I** - districts receiving Title 1 funding must coordinate with early childhood programs
- **Consider-** feeder patterns for schools, strengthening relationships with community programs, participate in EC Councils, strengthen transition planning and implementation, or develop a P-3 vision for quality early learning
- **Title II** - Professional Development funds may be used for early learning capacity building
- **Consider** - P-3 professional development for teachers and administrators, coordinated TA with public and community preschool settings, or joint “Grow Your Own” programs
- **Family Engagement Funds** may be used for joint PD inclusive of Early Childhood Educators

# Resources and Support Tables

- Learning Tour of CDE Online Toolkit  
<https://www.cde.state.co.us/early/p-3education>
- P-3 Trainings and P-3 Resources
- Funding High P-3 Quality
- Q & A with district panelists

# References and Resources

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# Contact information

## **Nancie Linville**

Director, Office of Early Learning & School Readiness

[Linville\\_N@cde.state.co.us](mailto:Linville_N@cde.state.co.us) 303-866-6239

## **Emily Kielmeyer**

School Readiness and P-3 Manager

[Kielmeyer\\_E@cde.state.co.us](mailto:Kielmeyer_E@cde.state.co.us) 720-822-0640

## **Cathrine Floyd**

Colorado Preschool Program Director

[Floyd\\_C@cde.state.co.us](mailto:Floyd_C@cde.state.co.us) 303-866-6602

<http://www.cde.state.co.us/early/p-3education>