Welcome!

PreK-3 Principal Leadership Series

Embrace the PreK-3 Early Learning Continuum

Session One, February 28, 2017

Minnesota Department of Education

"Leading for educational excellence and equity. Every day for every one."

MESPA Since 1950

Our Common Agenda: Children

PreK-3 Principal Leadership Series

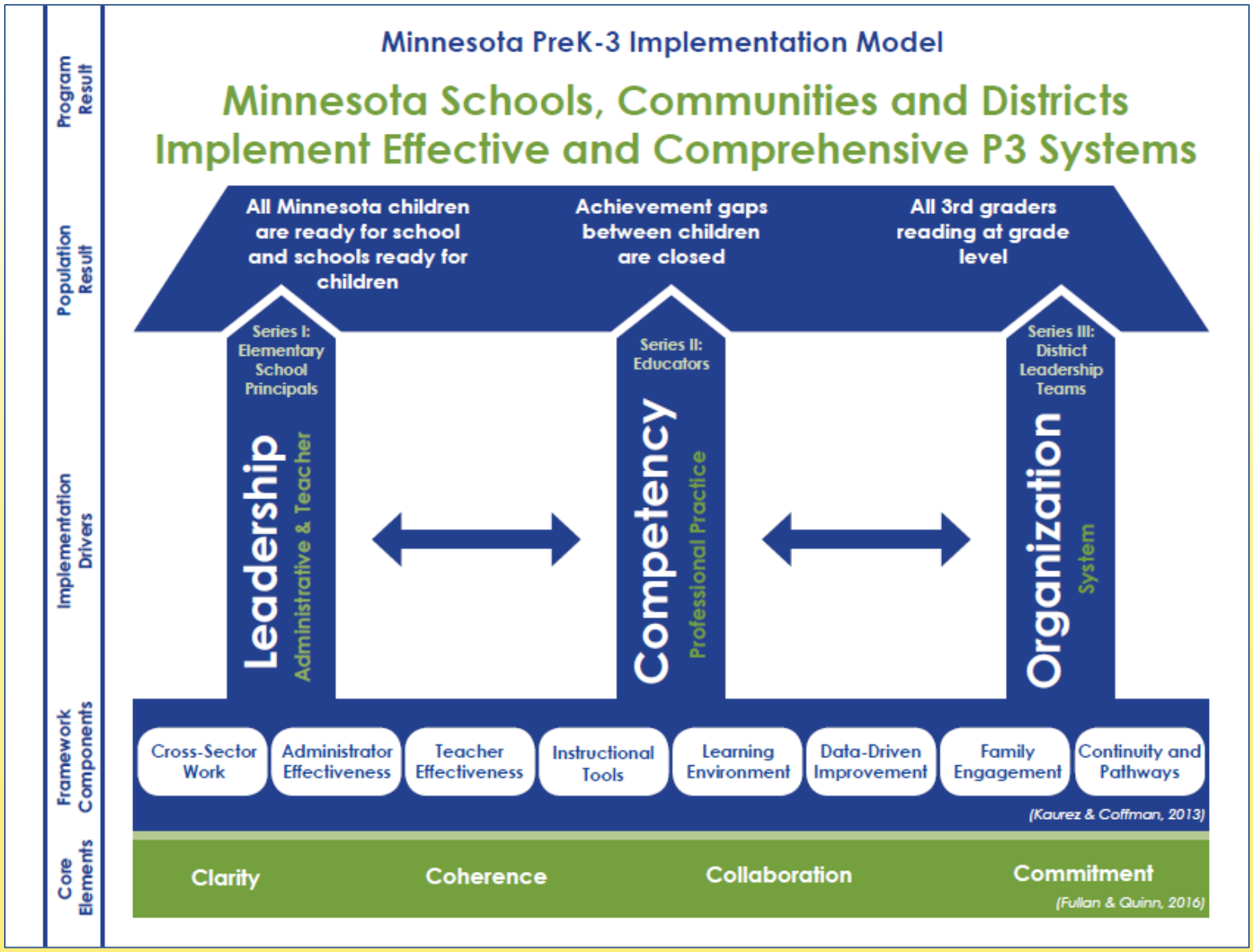
- **Partners**
  - **MDE, MESPA, MASA**
  - **Principals**
    - Jessica Cabeen, Steph Lorsung, Jeanne Mayer
- **5 sessions**
  - **TIES**
  - **Fergus Falls**
- **Cohort 3**
  - **Almost 120 principals so far**
  - **30 teams for cohort 3**

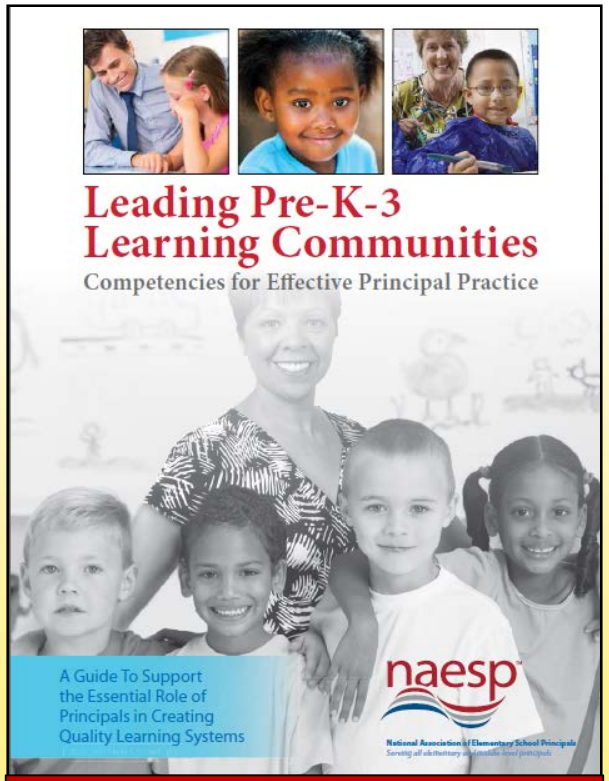
PreK-3 Principal Leadership Series

Overall Goal of PLS

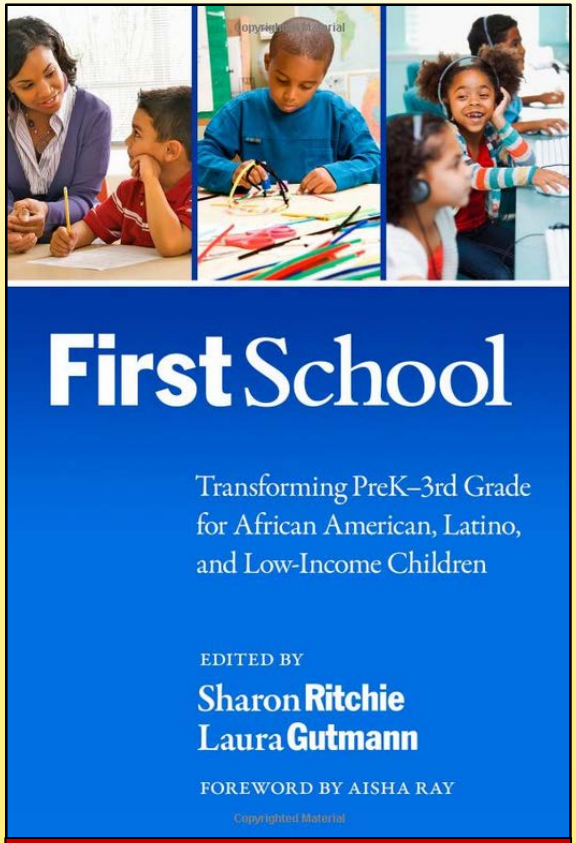
To build and support the capacity of principals to systematically and effectively lead PreK-3 efforts in their schools and communities to improve the learning outcomes for all children.

System Capacity-Building Approach

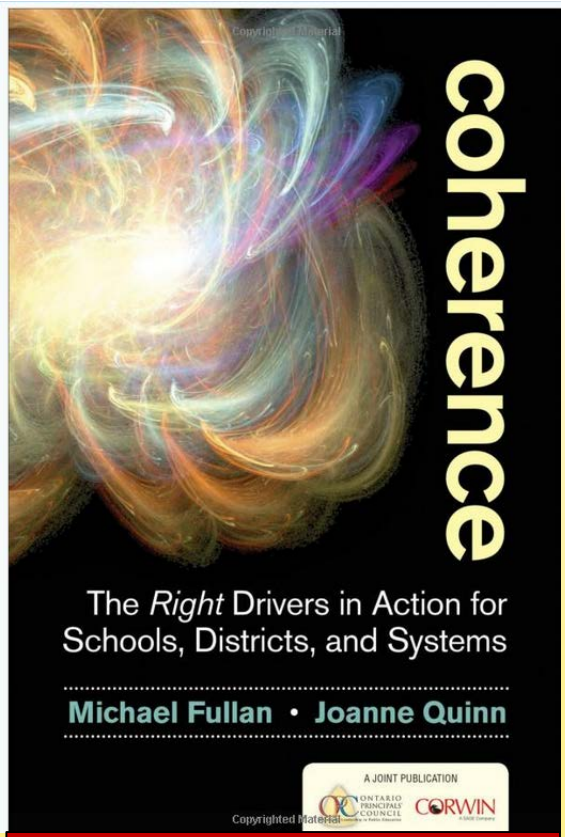

Minnesota PreK-3 Implementation Model
Minnesota Schools, Communities and Districts Implement Effective and Comprehensive P3 Systems
Program Result
Population Result
Implementation Drivers
Framework Components
Core Elements
All Minnesota children are ready for school and schools ready for children
Achievement gaps between children are closed
All 3rd graders reading at grade level
Series I: Elementary School Principals
Leadership
Administrative & Teacher
Series II: Educators
Competency
Professional Practice
Series III: District Leadership Teams
Organization
System
Cross-Sector Work
Administrator Effectiveness
Teacher Effectiveness
Instructional Tools
Learning Environment
Data-Driven Improvement
Family Engagement
Continuity and Pathways
(Kaurez & Coffman, 2013)
Clarity
Coherence
Collaboration
Commitment
(Fullan & Quinn, 2016)



Great Leaders



Great Teachers

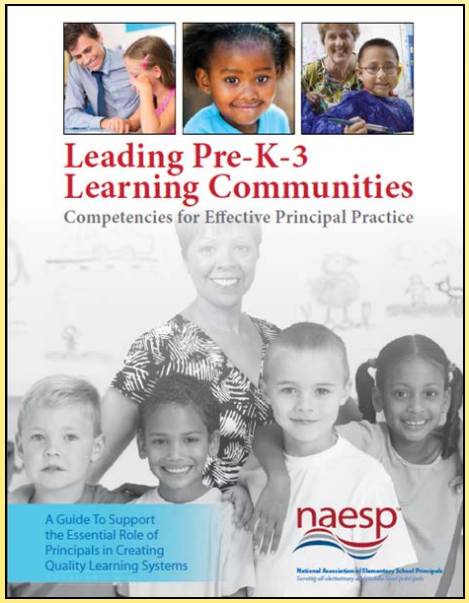


Great Systems

P3 Principal Leadership Series (PLS) Overview

Goal	To build and support the capacity of principals to systematically and effectively lead PreK-3 efforts in their schools and communities to improve the learning outcomes for all children.				
Guiding Resources	*Leading PreK-3 Learning Communities: Competencies for Effective Principal Practice (NAESP); FirstSchool: Transforming PreK-3rd for African American, Latino, and Low-Income Children; Coherence: The Right Drivers in Action for Schools, Districts, and Systems** by Michael Fullan and Joanne Quinn				
Sessions	**Day One**	**Day Two**	**Day Three**	**Day Four**	**Day Five**
Participants	Principal, Superintendent, EC Coordinator, District Leader	Principal, Director of Teaching & Learning, Instructional Leader	Principal, Director of Teaching & Learning, Instructional Leader	Principal, Director of Teaching & Learning, Instructional Leader	Principal, Superintendent, EC Coordinator, District Leader
Theme	VISION	TEACHING	PERSONALIZE LEARNING	MULTIPLE MEASURES	ADULT LEARNING ENGAGE
Driver*	Focusing Direction	Deepening Learning	Cultivating Collaborative Cultures	Securing Accountability	Leading for Coherence
FirstSchool	Transforming PreK-3	The Promise of Curricula	Improving Instruction	A Culture of Collaborative Inquiry	Home and School Partnerships
Competency	**Embrace the PreK-3 Early Learning Continuum**	**Ensure Developmentally-Appropriate Teaching**	**Provide Personalized Blended Learning Environments**	**Using Multiple Measures to Guide Growth in Student Learning**	**Build Professional Capacity Across the Learning Community and Make Your School a Hub of P3 Learning**
Goal	Participants embrace a concept of high-quality early learning from birth to grade three as the foundation for children's developmental growth.	Understand how quality teaching, supported by standards, developmentally appropriate curriculum and instruction work together to help foster children's learning and growth.	Understand ways to provide welcoming, collaborative learning environments that support personalized learning, including the effective use of technology.	Understand how to improve teaching and learning through multiple measures of assessing child/student progress.	1) Cultivate capacity building of all leaders and educators to improve pedagogies and the learning for all children along the PreK-3 continuum. 2) Purposefully build and maintain strong, intentional partnerships between schools, families, early childhood programs, and community members to ensure coherent and effective learning for all children PreK to grade 3.
Topic 1 Title	**Embracing the P3 Early Learning Continuum**	**Ambitious and Effective Curricula**	**Promoting Rigorous and Robust Learning Environments: Building a Culture of Excellence**	**Comprehensive PreK-3 Assessment: Getting the Results We Want**	**Building Professional Capacity Across the P3 Learning Community**
Indicators	1.0, 1.1, and 1.2	2.1, 2.2	3.0, 3.1	4.2, 4.3	5.1, 5.2, 5.3
Coherence	Purpose Driven	Develop Clarity of Learning Goals	Culture of Growth	Internal Accountability	Capacity Building
Topic 2 Title	**Principal as PreK-3 Leader**	**Engaging Teachers in Communities of Practice**	**The Importance of Transitions**	**Comprehensive PreK-3 Assessment = Improved Teaching and Learning**	**Authentic Family Engagement: Ensuring Schools are Ready for Families**
Indicators	1.2, 1.3, and 1.4	2.3	6.2	4.1	6.1
Coherence	Change Leadership	Build Precision in Pedagogy	Build Precision in Pedagogy	Internal Accountability	
Topic 3 Title	**Effective P3 Systems and Key Strategies for Leading**	**Relevant and Engaging Instruction**	**Rethinking Technology and Its Role**	**Minnesota's Approach to Comprehensive Assessment**	**Building and Leading Strong PreK-3 Systems**
Indicators	1.5, 6.4	2.4	3.2, 3.3, 3.4, 3.5	4.4	6.0, 6.3
Coherence	Goals that Impact	Collaborative Work	Shift Practices Through Capacity Building	External Accountability	Develop Leaders, Focusing Direction
Coherence Action	Focusing Direction - Quick Write Protocol	Concept Attainment Protocol	Lead Learner Competencies Protocol	Three-Step Interview Protocol	
Key Tools	PLS Website NAESP Self-Assessment NAESP Questions for Reflection PreK-3 Strategy Builder MDE P3 Model Map	PLS Website NAESP Self-Assessment NAESP Questions for Reflection PreK-3 Strategy Builder MDE P3 Model Map	PLS Website NAESP Self-Assessment NAESP Questions for Reflection PreK-3 MDE P3 Model Map	PLS Website NAESP Self-Assessment NAESP Questions for Reflection PreK-3 Strategy Builder MDE P3 Model Map	PLS Website NAESP Self-Assessment NAESP Questions for Reflection PreK-3 Strategy Builder MDE P3 Model Map

Competencies
Strategies



PreK-3 Principal Leadership Series
Six Competencies and Strategies to Guide Principals in Leading PreK-3 Learning Communities

DAY ONE

1 Embrace the PreK-3 Early Learning Continuum

1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.
1.2 Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.
1.3 Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.
1.4 Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.
1.5 Align funding, resources and governance to support the Pre-K-3 framework.

DAY TWO

2 Ensure Developmentally-Appropriate Teaching

2.1 Align ambitious standards, curriculum, instruction and assessments to create a consistent framework for learning from age three to grade three.
2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.
2.3 Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.
2.4 Create professional communities of practice to empower teachers to learn from each other and to improve instruction.

DAY THREE

3 Provide Personalized, Blended Learning Environments

3.1 Promote environments that blend face-to-face and technology-enhanced learning and that are rigorous, are developmentally appropriate and that support individual learning.
3.2 Facilitate the use of technology tools for learning and provide instructional leadership in schools to use technology effectively.
3.3 Support instructional use of appropriate technology and interactive media to support learning and development—through work and play—in school, at home and in community settings.
3.4 Integrate technology directly into curriculum, student learning and outcomes.
3.5 Help teachers develop their understanding and ability to use technology effectively to individualize and differentiate instruction for each student.

DAY FOUR

4 Use Multiple Measures To Guide Growth in Student Learning

4.1 Build understanding throughout the learning community of the various purposes and appropriate uses of different student assessments to improve teaching and learning.
4.2 Support teachers in using multiple forms of assessments, along with observation, portfolios and anecdotal records, to guide student learning and growth all along the Pre-K-3 continuum.
4.3 Support open and collaborative discussions about assessment data with parents and community.
4.4 Share information about program effectiveness among schools and other providers.

DAY FIVE

5 Build Professional Capacity Across the Learning Community

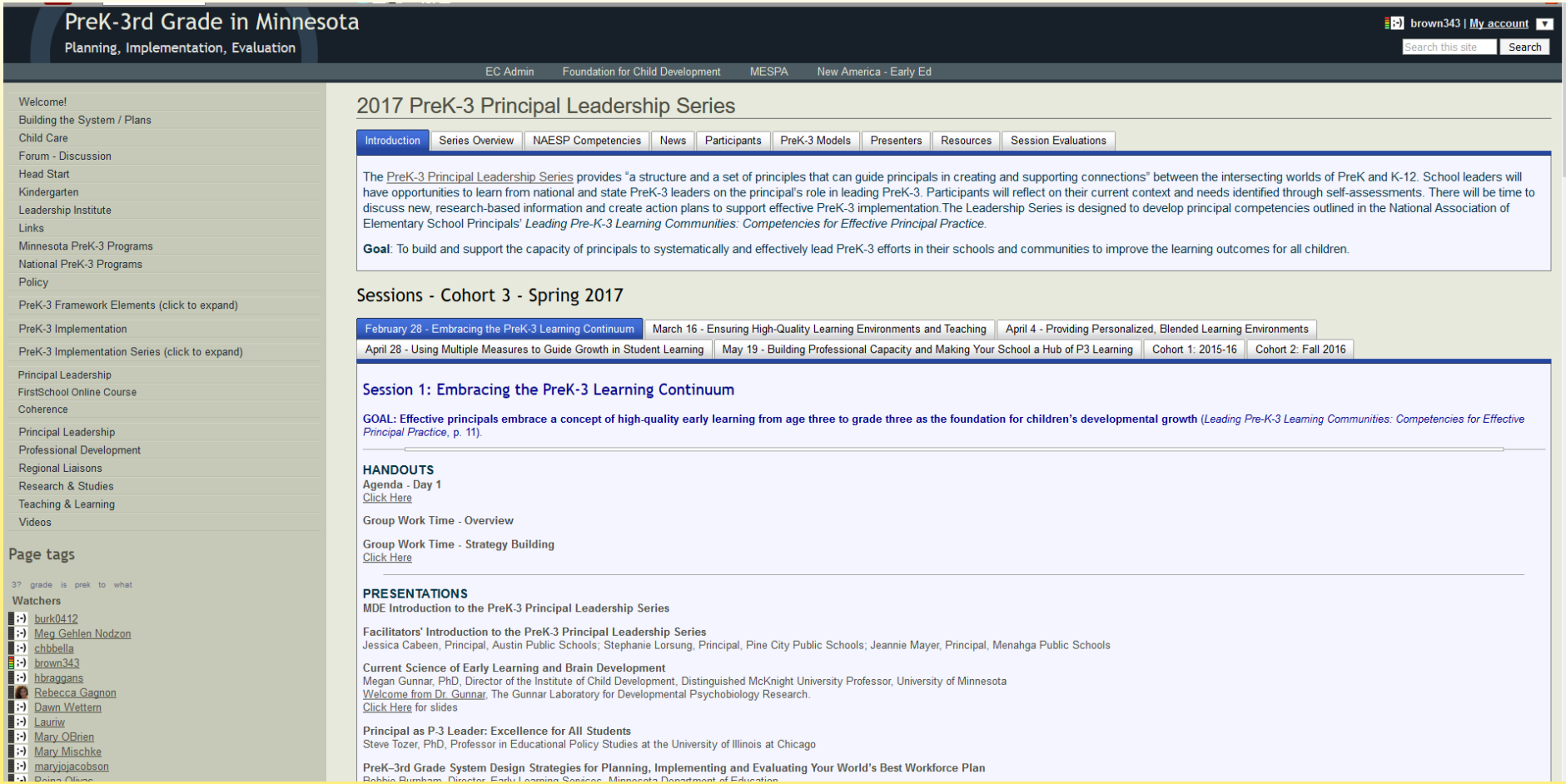
5.1 Build principal professional knowledge about what is age- and developmentally appropriate across the continuum.
5.2 Support ongoing, job-embedded professional learning opportunities for teachers all along the continuum.
5.3 Support professional learning communities that focus on authentic work.

DAY FIVE

6 Make Your School a Hub of PreK-3 Learning for Families and Communities

6.1 Develop a welcoming environment and sense of belonging, and cultivate a shared responsibility for children's learning from age three to grade three.
6.2 Provide meaningful transitions between preschool and elementary school.
6.3 Develop out-of-school and summer learning opportunities for children age three to grade three.
6.4 Blend and braid funding to maximize resource opportunities.

Series Website



Agenda

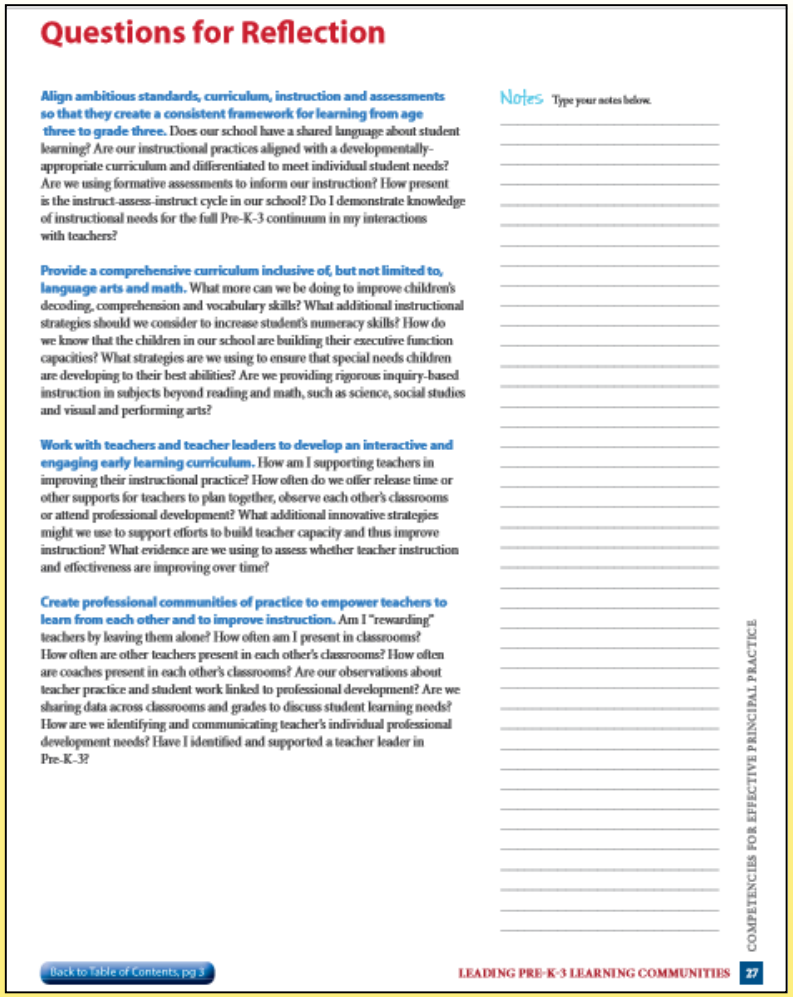
PreK-3 PRINCIPAL LEADERSHIP SERIES
Session One, Tuesday, February 28, 2017
TIES Conference Center, 1644 Larpenteur Ave West, St. Paul
Series Website: http://mnprek-3.wikidot.com/principal-leadership
#MNP3Principals

Competency 1:	Embrace the PreK-3 Early Learning Continuum
Session One Goal:	Participants embrace a concept of high-quality early learning from birth to grade three as the foundation for children's developmental growth.

AGENDA

Time	Activity/Result
9:00	**Welcome and Overview - Mike Brown and Jon Millerhagen** *Result: Participants understand the purpose and goals of the Principal Leadership Series.*
9:15	**Introduction to Principal Leaderships Series - Principal Facilitators** *Result: Participants meet the facilitators and understand the process and tasks for each session.*
9:30	**Current Science of Early Learning and Brain Development – Megan Gunnar, Ph.D.** *Result: Participants understand the critical role of brain development and early learning in children's development.*
10:40	**Break**
10:50	**Principal as PreK-3 Leader: Excellence in the Early Grades for All Students - Steven Tozer, Ph.D.** *Result: Participants identify key strategies in their leadership role to support instructional quality within a PreK-3 learning community.*
12:00	**Lunch with Discussion**
12:45	**Reflection and Self-Assessment** *Result: Participants think about and rate the degree to which the concept of high-quality PreK-3 is embraced in their school and/or their practice as school leader.*
1:00	**How PreK-3 Supports World's Best Workforce - Bobbie Burnham, MDE** *Result: Participants learn about state level PreK-3 vision and efforts and how they support World's Best Workforce legislation.*
1:15	**Key Strategies for Leading throughout the PreK-3 Continuum - Steven Tozer, Ph.D.** *Result: Participants seek to ensure better understanding of strategies for leading PreK-3 work in their programs, buildings, and districts.*
2:00	**Group Work - PreK-3 Implementation: Mapping Activity** *Result: Participants map out PreK-3 activities and strategies in their district/building.*
2:50	**Summary and Next Steps**
3:00	**End of Day One - Next Session is March 16.**

Self-Assessment



Questions for Reflection

Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three. Does our school have a shared language about student learning? Are our instructional practices aligned with a developmentally-appropriate curriculum and differentiated to meet individual student needs? Are we using formative assessments to inform our instruction? How present is the instruct-assess-instruct cycle in our school? Do I demonstrate knowledge of instructional needs for the full Pre-K-3 continuum in my interactions with teachers?

Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math. What more can we be doing to improve children's decoding, comprehension and vocabulary skills? What additional instructional strategies should we consider to increase student's numeracy skills? How do we know that the children in our school are building their executive function capacities? What strategies are we using to ensure that special needs children are developing to their best abilities? Are we providing rigorous inquiry-based instruction in subjects beyond reading and math, such as science, social studies and visual and performing arts?

Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum. How am I supporting teachers in improving their instructional practice? How often do we offer release time or other supports for teachers to plan together, observe each other's classrooms or attend professional development? What additional innovative strategies might we use to support efforts to build teacher capacity and thus improve instruction? What evidence are we using to assess whether teacher instruction and effectiveness are improving over time?

Create professional communities of practice to empower teachers to learn from each other and to improve instruction. Am I "rewarding" teachers by leaving them alone? How often am I present in classrooms? How often are other teachers present in each other's classrooms? How often are coaches present in each other's classrooms? Are our observations about teacher practice and student work linked to professional development? Are we sharing data across classrooms and grades to discuss student learning needs? How are we identifying and communicating teacher's individual professional development needs? Have I identified and supported a teacher leader in Pre-K-3?

Notes Type your notes below.

COMPETENCIES FOR EFFECTIVE PRINCIPAL PRACTICE

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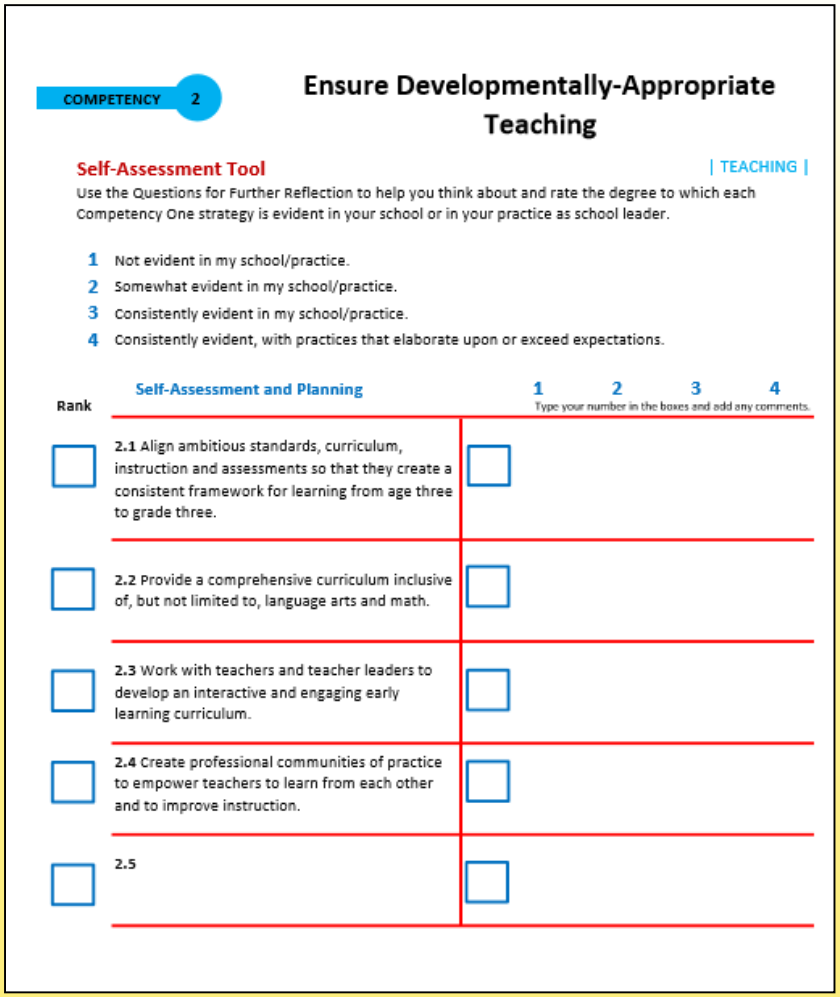
LEADING PRE-K-3 LEARNING COMMUNITIES 27



COMPETENCY 2

Ensure Developmentally-Appropriate Teaching

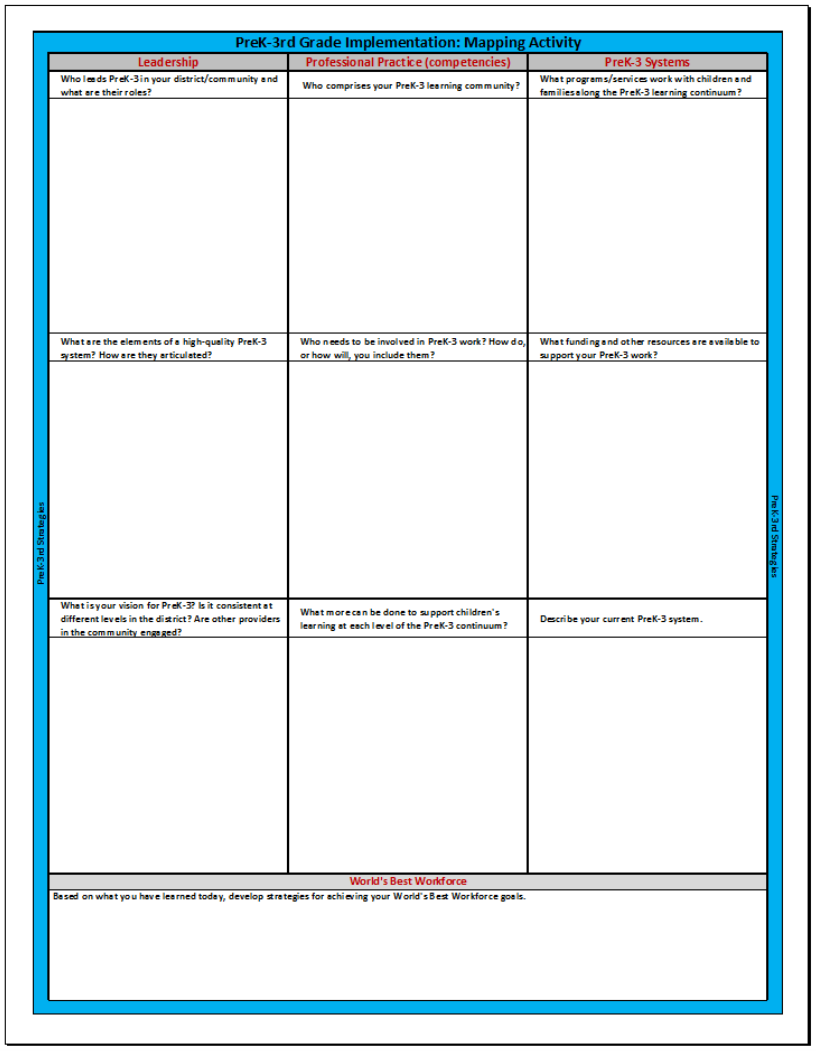
Self-Assessment Tool | TEACHING |

Use the Questions for Further Reflection to help you think about and rate the degree to which each Competency One strategy is evident in your school or in your practice as school leader.

1 Not evident in my school/practice.
2 Somewhat evident in my school/practice.
3 Consistently evident in my school/practice.
4 Consistently evident, with practices that elaborate upon or exceed expectations.

Rank	Self-Assessment and Planning	1 2 3 4 Type your number in the boxes and add any comments.
☐	2.1 Align ambitious standards, curriculum, instruction and assessments so that they create a consistent framework for learning from age three to grade three.	☐
☐	2.2 Provide a comprehensive curriculum inclusive of, but not limited to, language arts and math.	☐
☐	2.3 Work with teachers and teacher leaders to develop an interactive and engaging early learning curriculum.	☐
☐	2.4 Create professional communities of practice to empower teachers to learn from each other and to improve instruction.	☐
☐	2.5	☐

Group Work - Implementation



PreK-3rd Grade Implementation: Mapping Activity

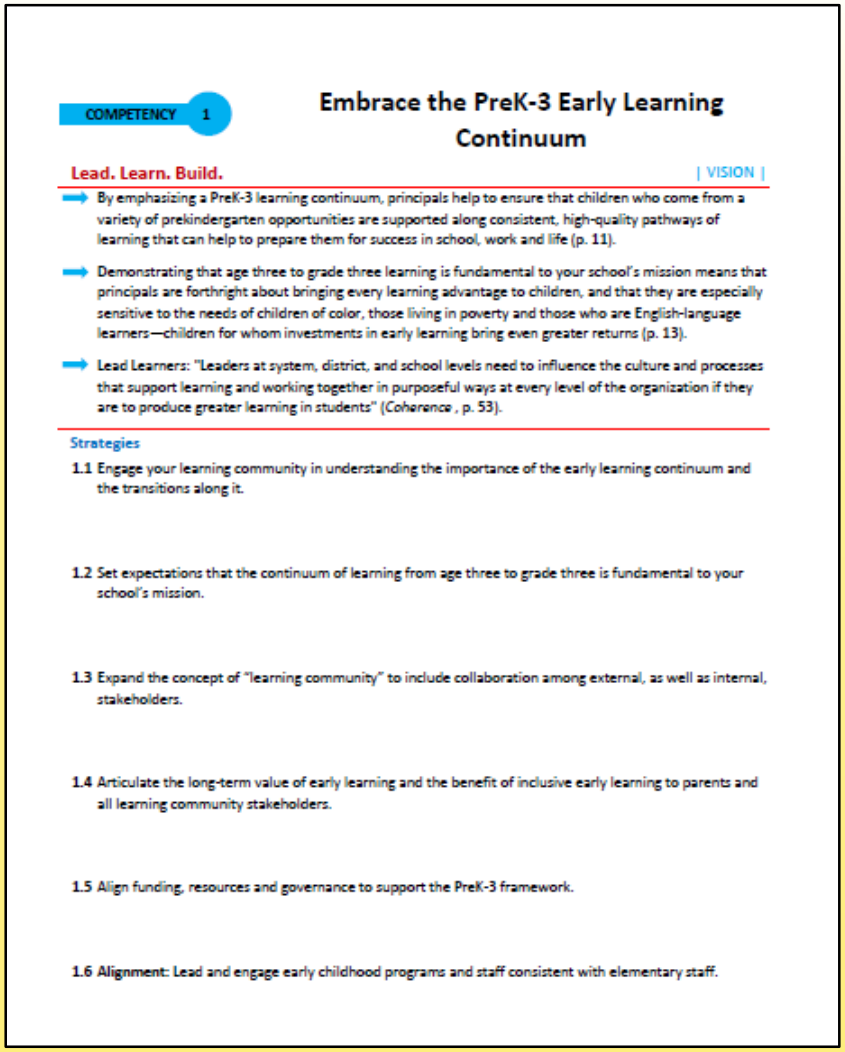
Leadership	Professional Practice (competencies)	PreK-3 Systems
Who leads PreK-3 in your district/community and what are their roles?	Who comprises your PreK-3 learning community?	What programs/services work with children and families along the PreK-3 learning continuum?
What are the elements of a high-quality PreK-3 system? How are they articulated?	Who needs to be involved in PreK-3 work? How do, or how will, you include them?	What funding and other resources are available to support your PreK-3 work?
What is your vision for PreK-3? Is it consistent at different levels in the district? Are other providers in the community engaged?	What more can be done to support children's learning at each level of the PreK-3 continuum?	Describe your current PreK-3 system.

PreK-3rd Strategies

PreK-3rd Strategies

World's Best Workforce

Based on what you have learned today, develop strategies for achieving your World's Best Workforce goals.



COMPETENCY 1

Embrace the PreK-3 Early Learning Continuum

Lead. Learn. Build. | VISION |

- By emphasizing a PreK-3 learning continuum, principals help to ensure that children who come from a variety of prekindergarten opportunities are supported along consistent, high-quality pathways of learning that can help to prepare them for success in school, work and life (p. 11).
- Demonstrating that age three to grade three learning is fundamental to your school's mission means that principals are forthright about bringing every learning advantage to children, and that they are especially sensitive to the needs of children of color, those living in poverty and those who are English-language learners—children for whom investments in early learning bring even greater returns (p. 13).
- Lead Learners: "Leaders at system, district, and school levels need to influence the culture and processes that support learning and working together in purposeful ways at every level of the organization if they are to produce greater learning in students" (*Coherence*, p. 53).

Strategies

1.1 Engage your learning community in understanding the importance of the early learning continuum and the transitions along it.

1.2 Set expectations that the continuum of learning from age three to grade three is fundamental to your school's mission.

1.3 Expand the concept of "learning community" to include collaboration among external, as well as internal, stakeholders.

1.4 Articulate the long-term value of early learning and the benefit of inclusive early learning to parents and all learning community stakeholders.

1.5 Align funding, resources and governance to support the PreK-3 framework.

1.6 Alignment: Lead and engage early childhood programs and staff consistent with elementary staff.

Series' Website

www.mnprek-3.wikidot.com/principal-leadership

Twitter

#MNP3Principals

Meet Our Facilitators

Jessica, Jeanne, Steph

Jessica Cabeen
@JessicaCabeen

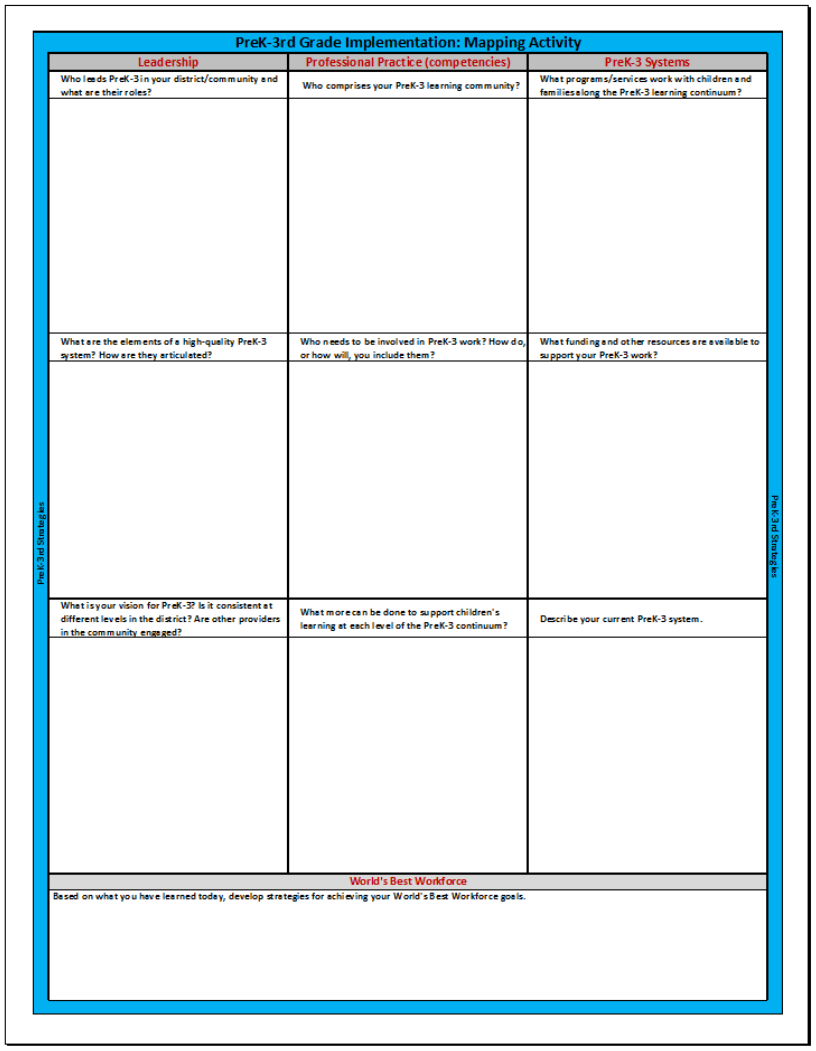
Jeannie Mayer
@JeannieMayer01

Stephanie Lorsung
Twitter: @SLorsung_PC

What competency are we are exploring today?

#1 Effective principals embrace the concept of high-quality PreK-3 learning as the foundation for children's developmental growth.

Group Work - Implementation



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PreK-3rd Strategies

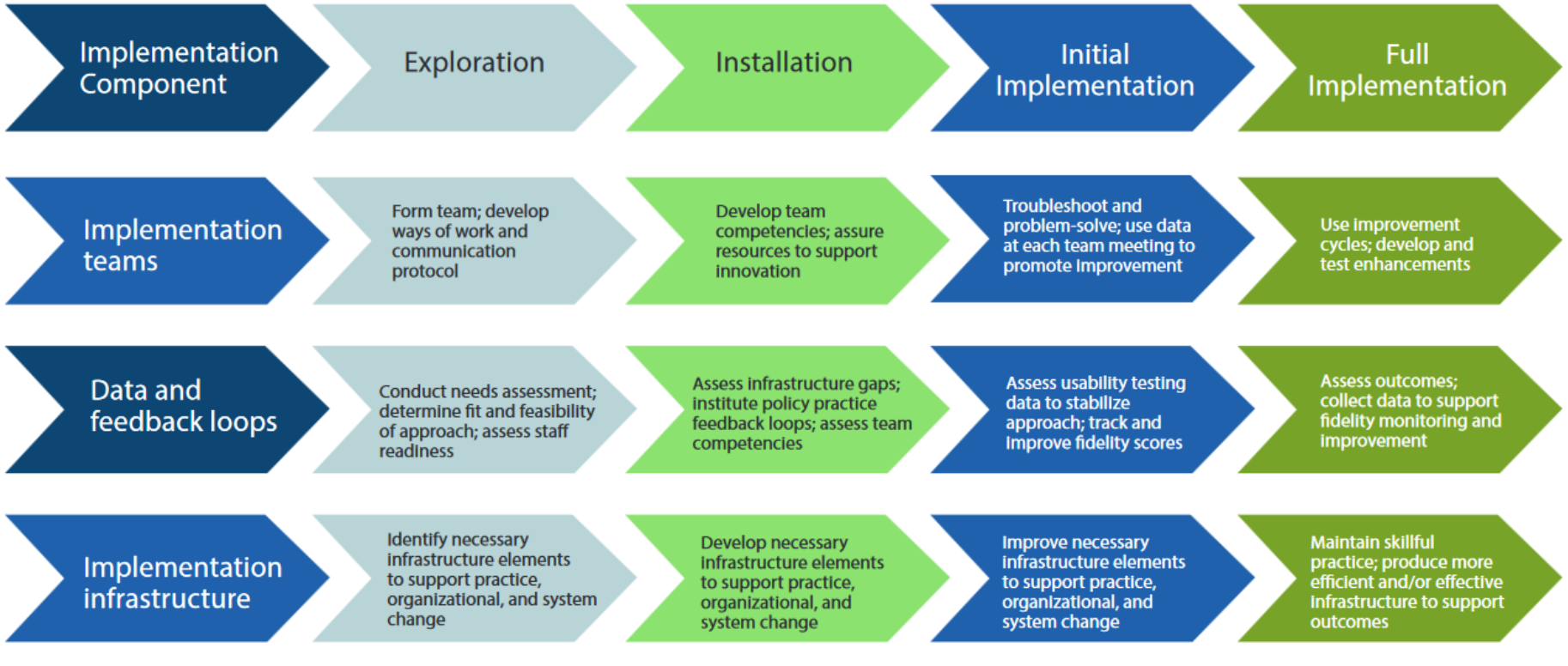
PreK-3rd Strategies

World's Best Workforce
Based on what you have learned today, develop strategies for achieving your World's Best Workforce goals.

1. **Develop responses and strategies to questions.**
   - **Map out what you are currently doing/have.**
2. **Create poster to depict your strategies.**
3. **Discuss with another district.**
4. **Post on wall.**
5. **View and discuss other posters.**

Group Work – Implementation Components

Figure 2. Implementation Components: Key Functions at Each Stage of Implementation



Thank you for participating in the PreK-3 Principal Leadership Series!

1. Early experiences play a critical role in the development of a child.
2. Principals play a critical role in leading PreK-3 work.
3. PreK-3 is not a fad, but system-building (one coherent system being built from two are more existing systems).
4. PreK-3 requires a paradigm shift.
5. Focus more on who is not leading PreK-3 efforts.

Please complete evaluation and continue to work on PreK-3 in your communities. Next session is March 16 (TIES) or March 17 (Fergus Falls).

Thank You!

Questions or comments?

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