

Alignment Issue #1:

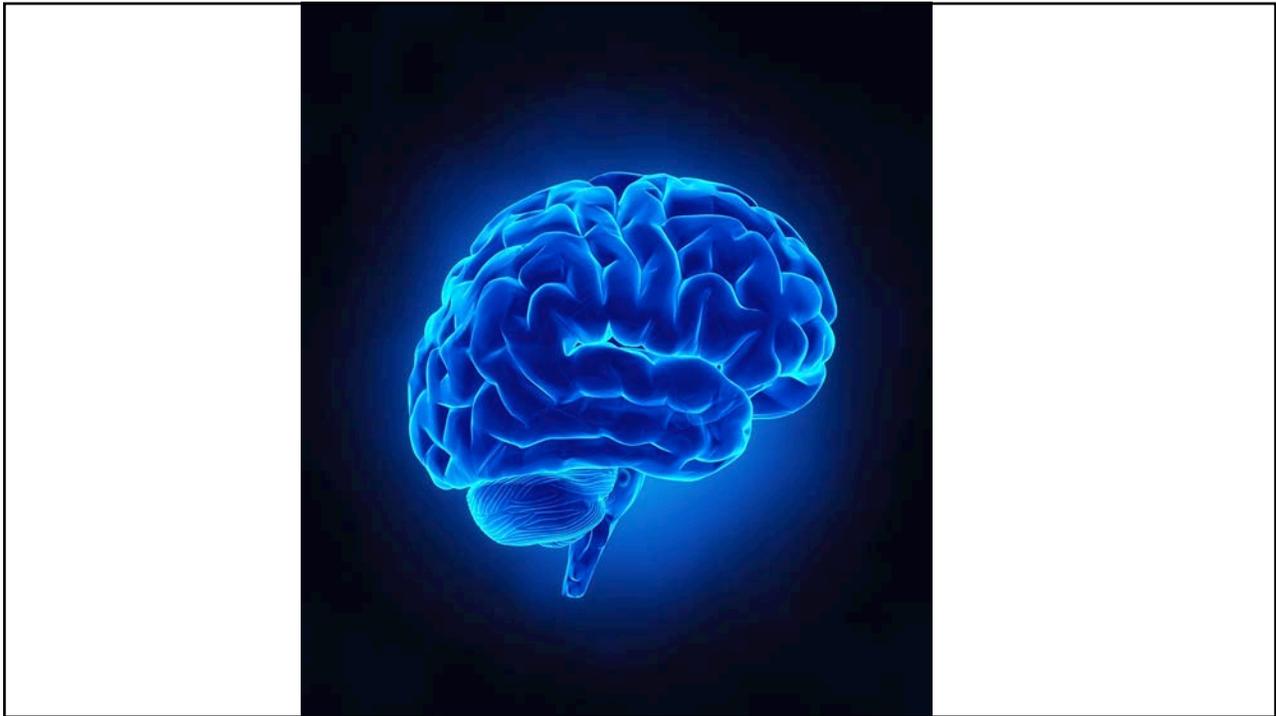
Why even think about P-3 alignment?

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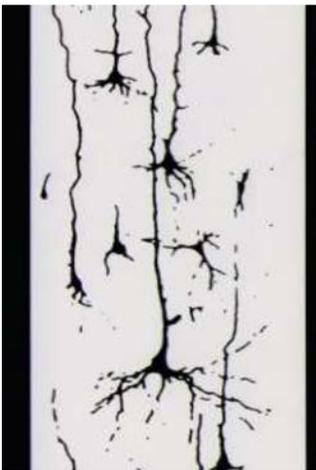
Better Outcomes for Children



1. Strong foundational *cognitive skills* (literacy/communication and math).
2. Strong and resilient *social and emotional* foundations.
3. Consistent *engagement* in school and learning.



Experience Shapes Brain Architecture

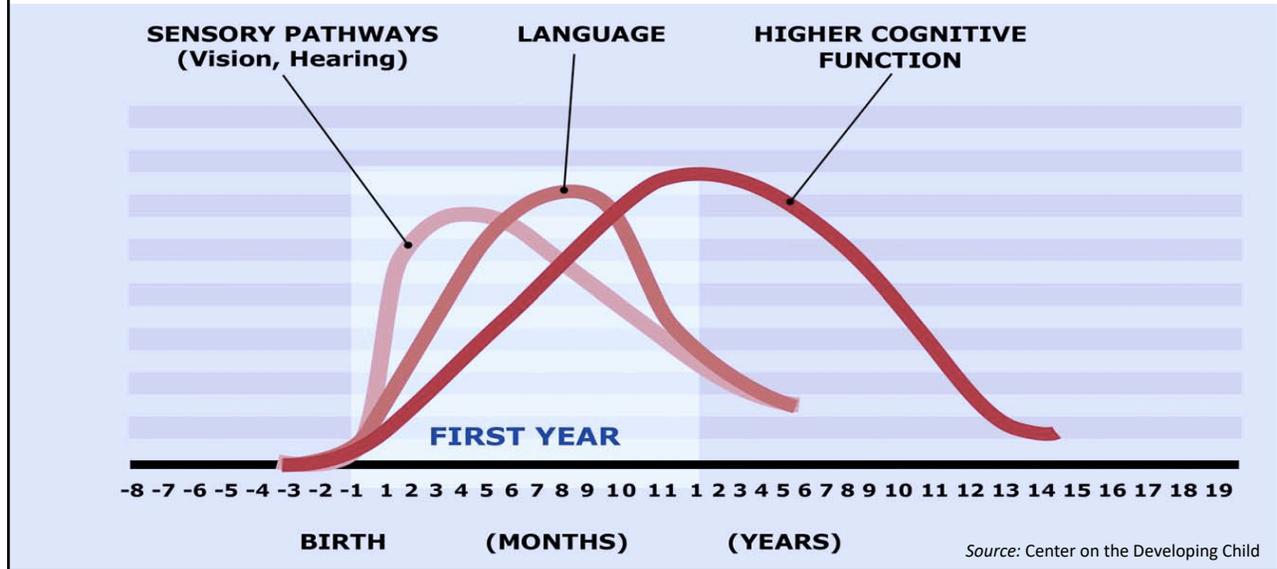


Birth

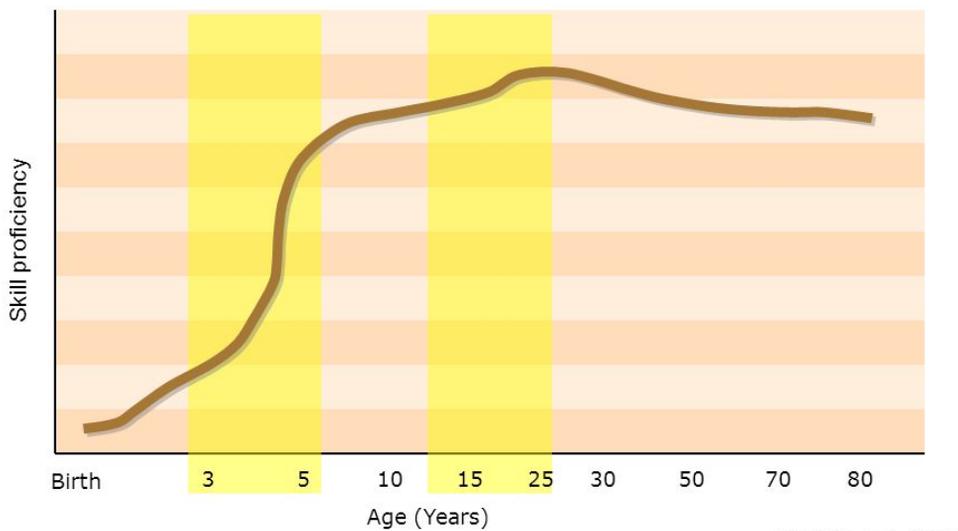
*Source: Center on
the Developing
Child, Harvard
University*

*Image Source:
Conel, JL*

Brains are Built from the Bottom Up (Skill begets skill)



When Do Executive Function Skills Develop?



Executive Function: Three Essential Skills

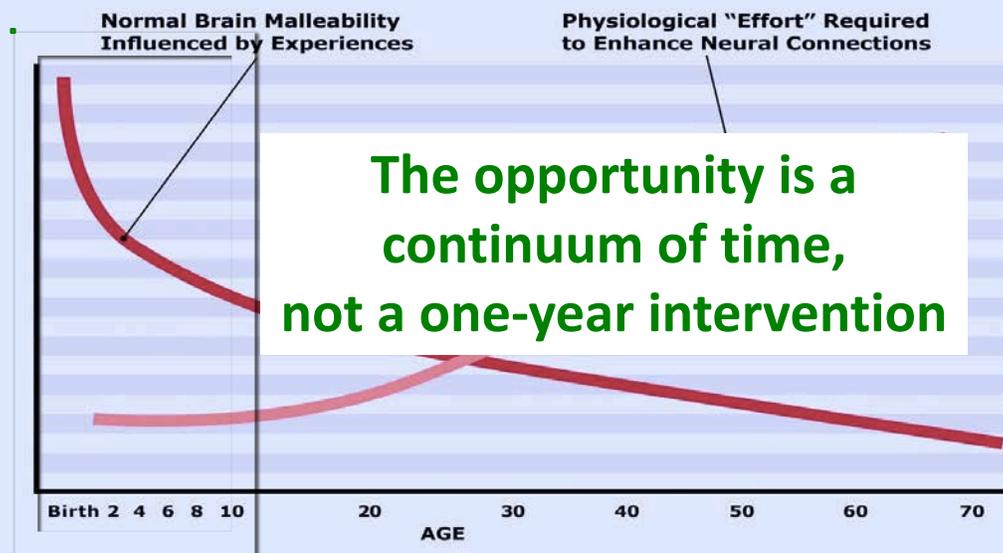
1. Working Memory
 - Must hold and manipulate information (e.g., rules); must recall expectations
2. Inhibitory Control (Self-Control)
 - Must refrain from preferred behavior if inappropriate; must filter responses
3. Mental Flexibility
 - Must manage unpredictable situations; must filter distractions

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Cognitive, Social, & Emotional development go together

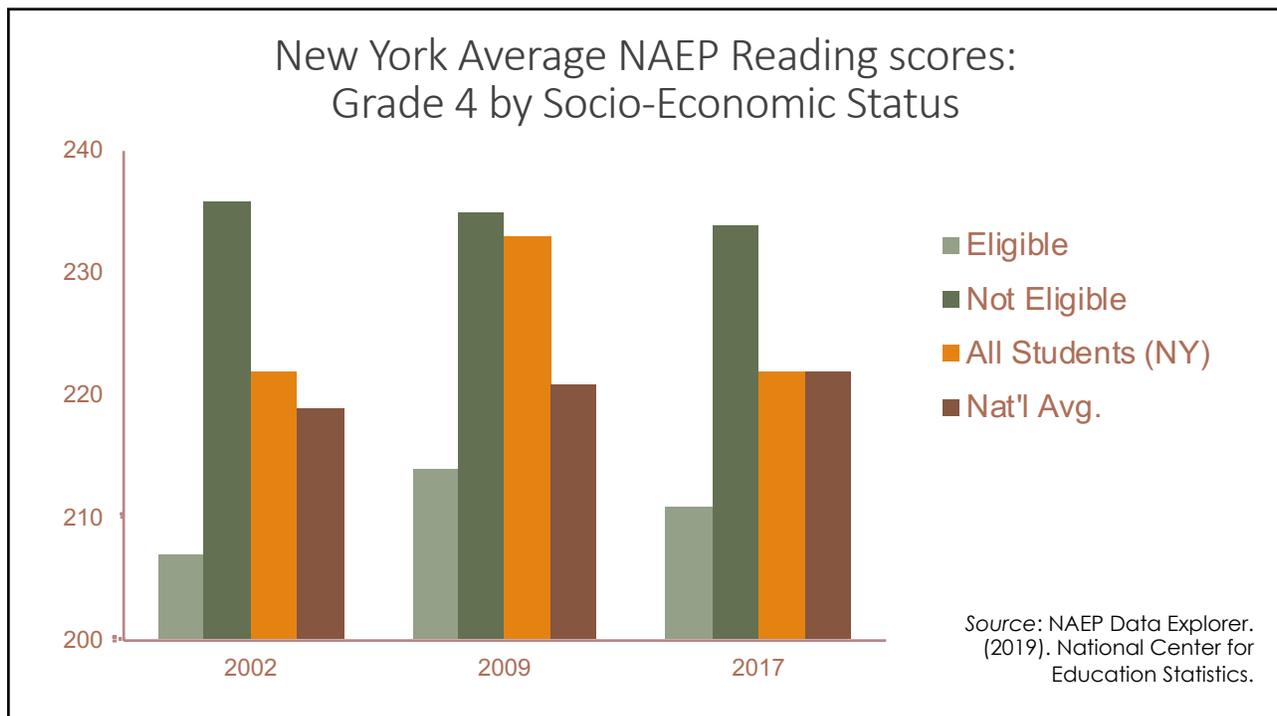
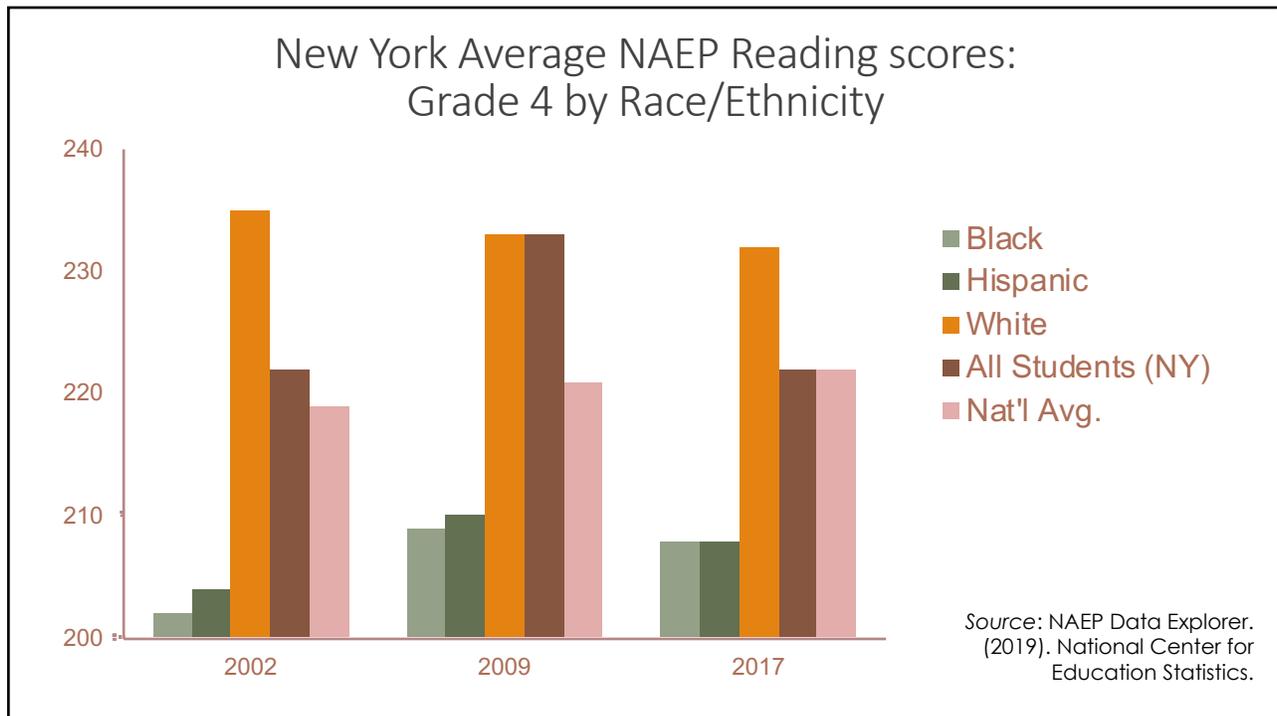


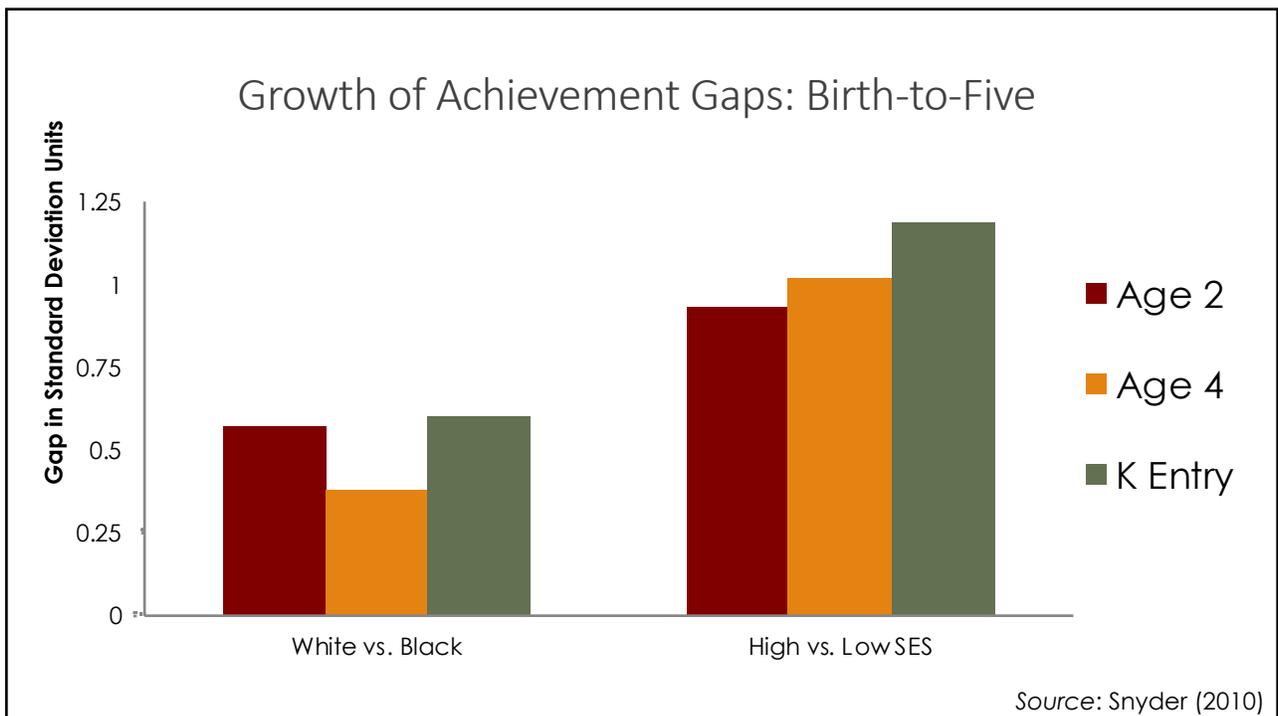
Ability to Change Brains and Behaviors Decreases Over Time

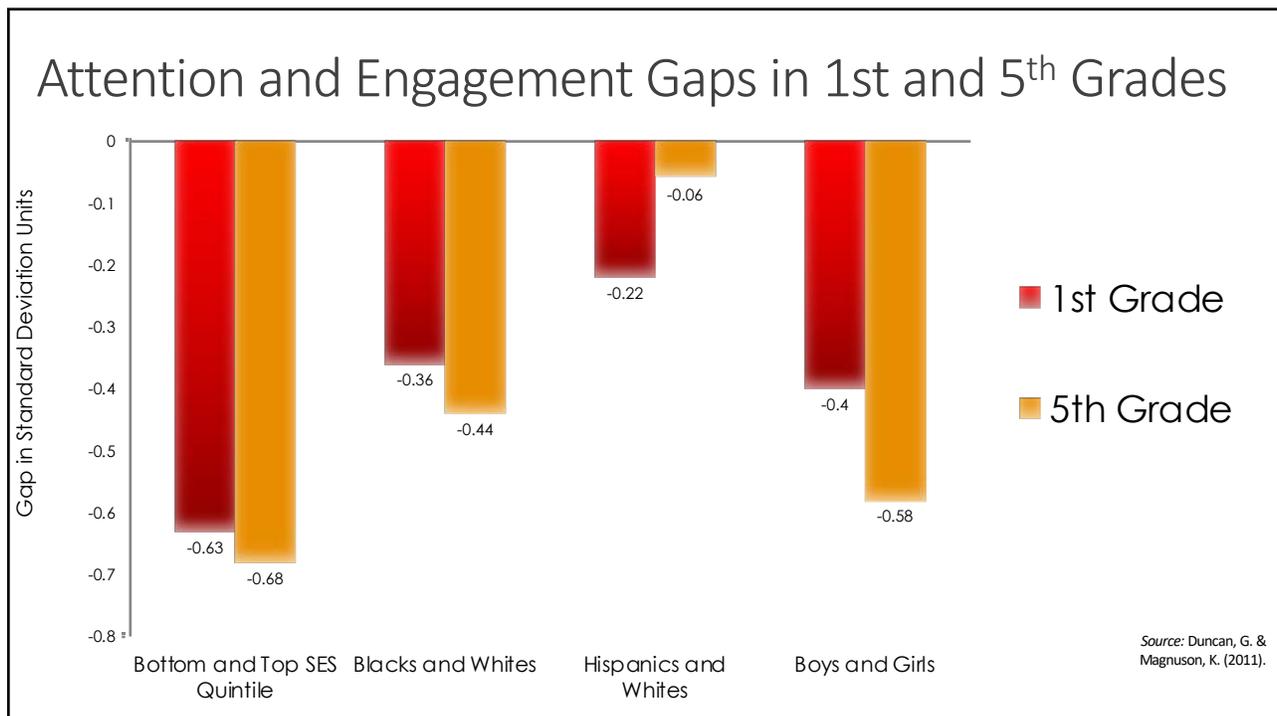
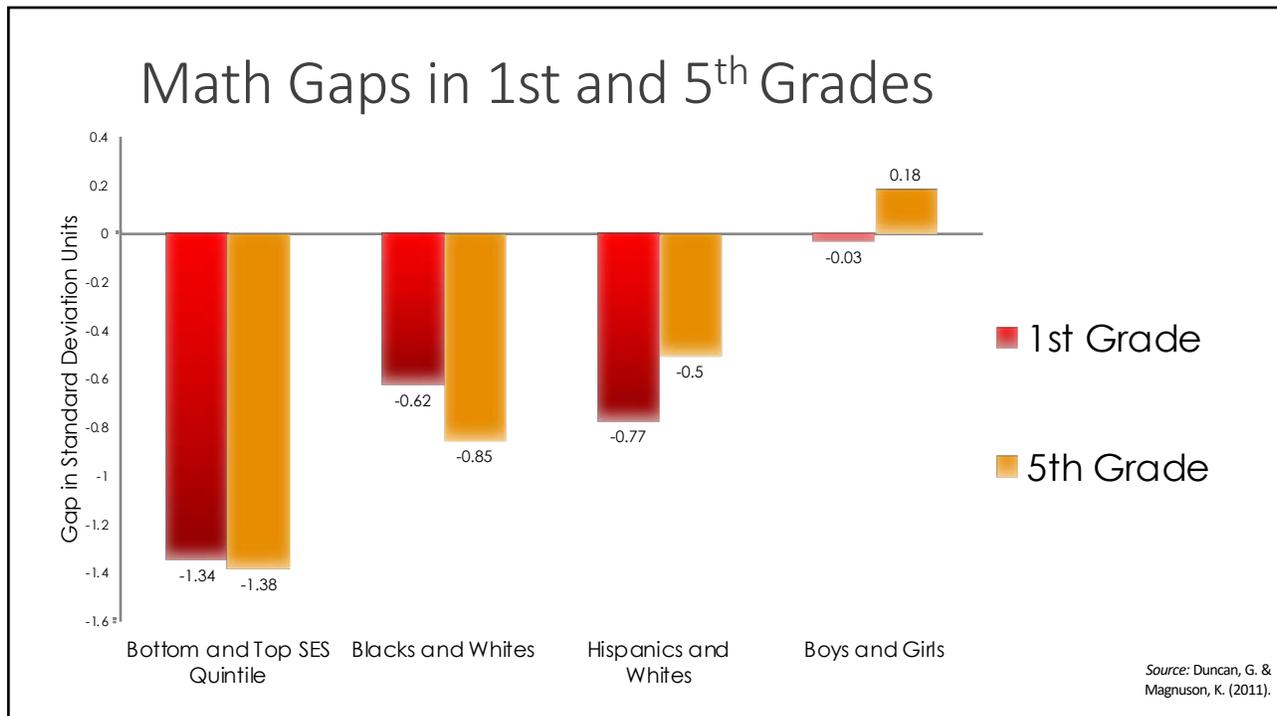


Source: Center on the Developing Child, Harvard University

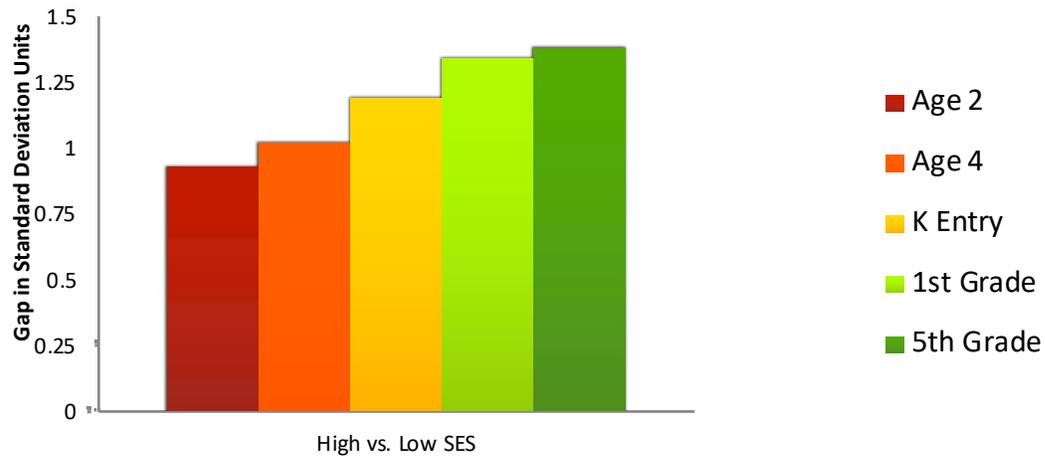






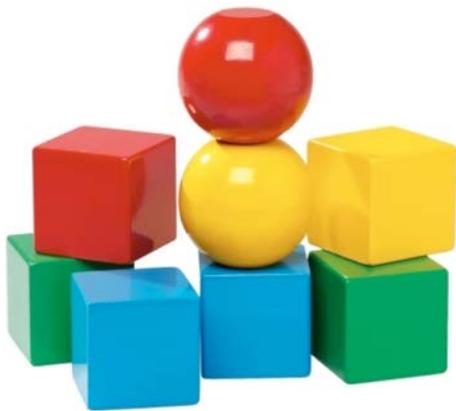


Growth of Achievement Gaps...it's a continuum of time, not a one-year problem



Source: Snyder (2010) and Duncan & Magnuson (2011).

Changing Our Paradigm



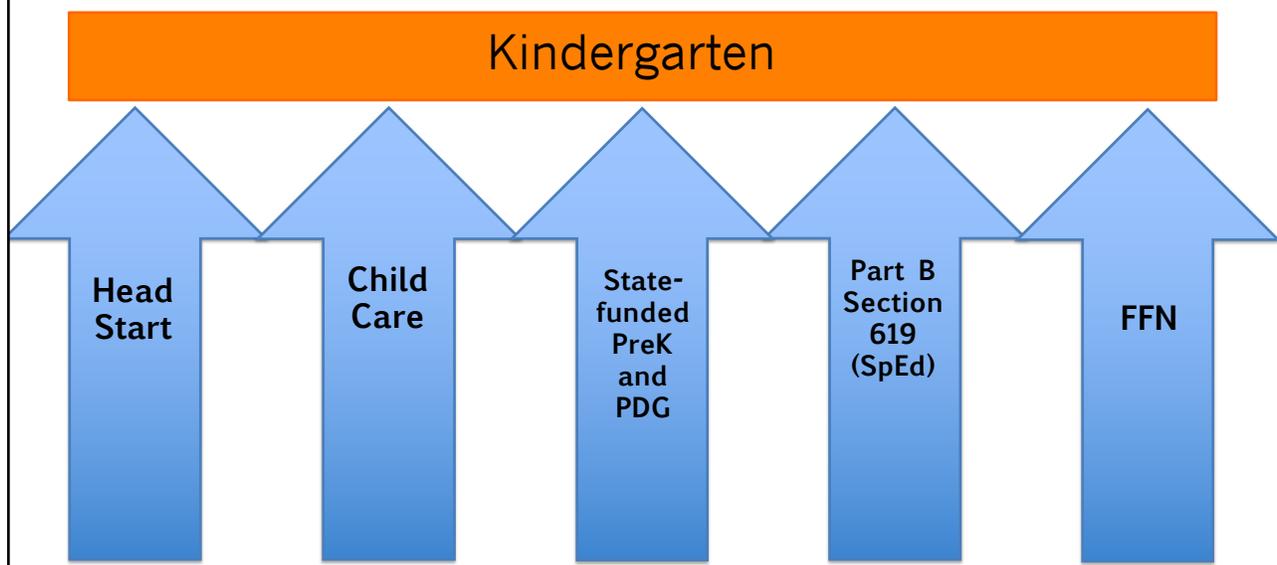
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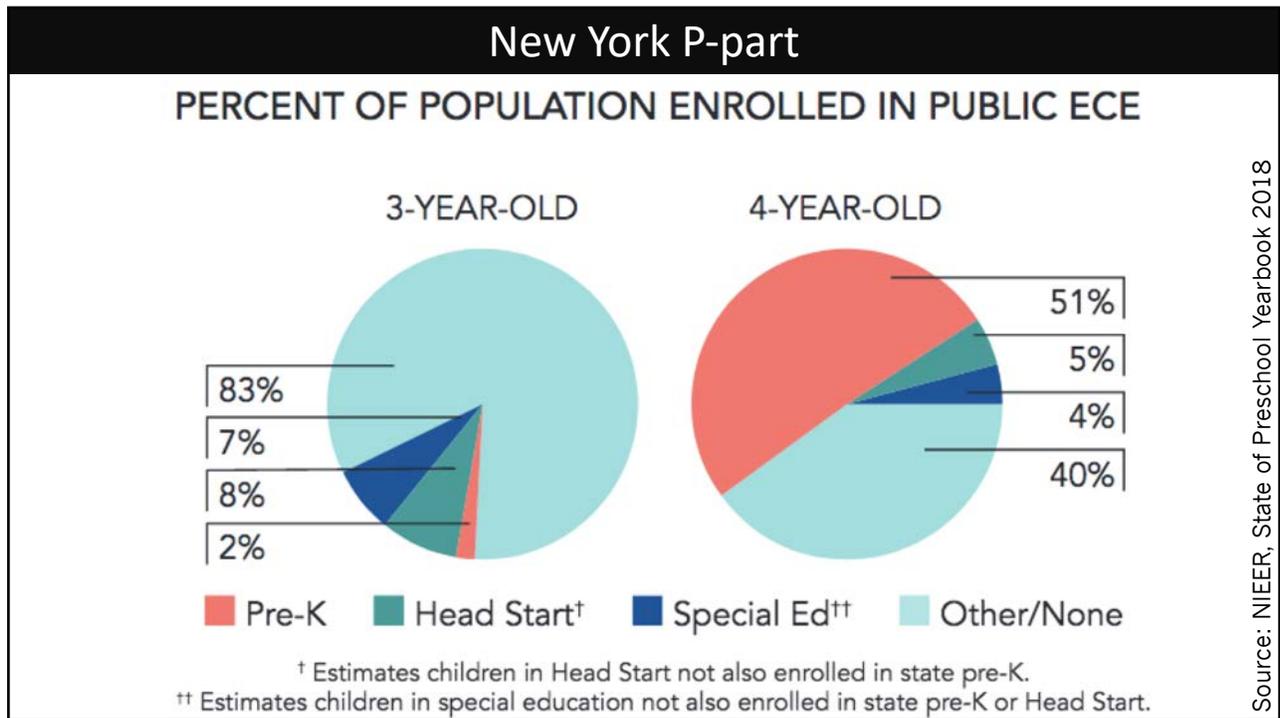
Alignment Issue #2:

Think comprehensively about “the P-part.”



Birth-to-Five System or the “P” Feeders to Kindergarten



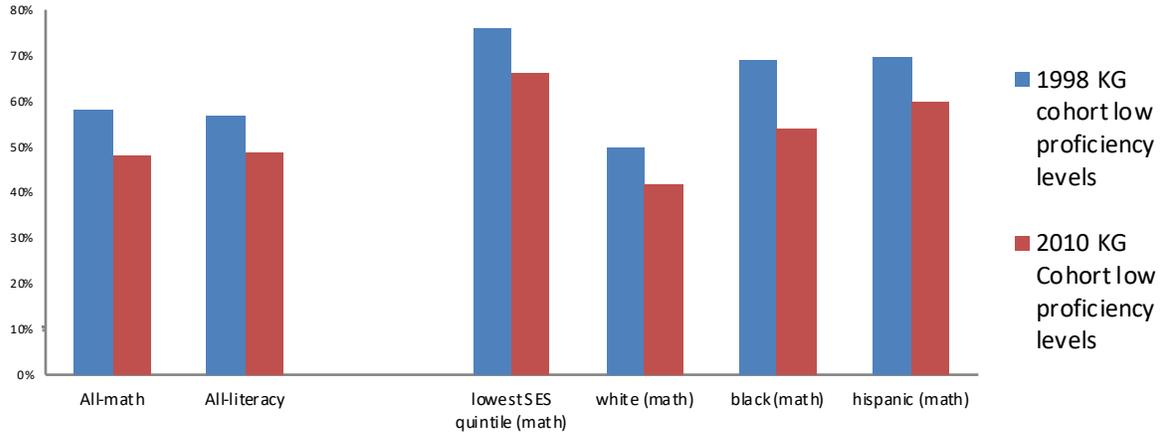


Alignment Issue #3:

Dosage, year-after-year, is the magic sauce.

The focus on 0-5 over the past two decades has narrowed gaps marginally.

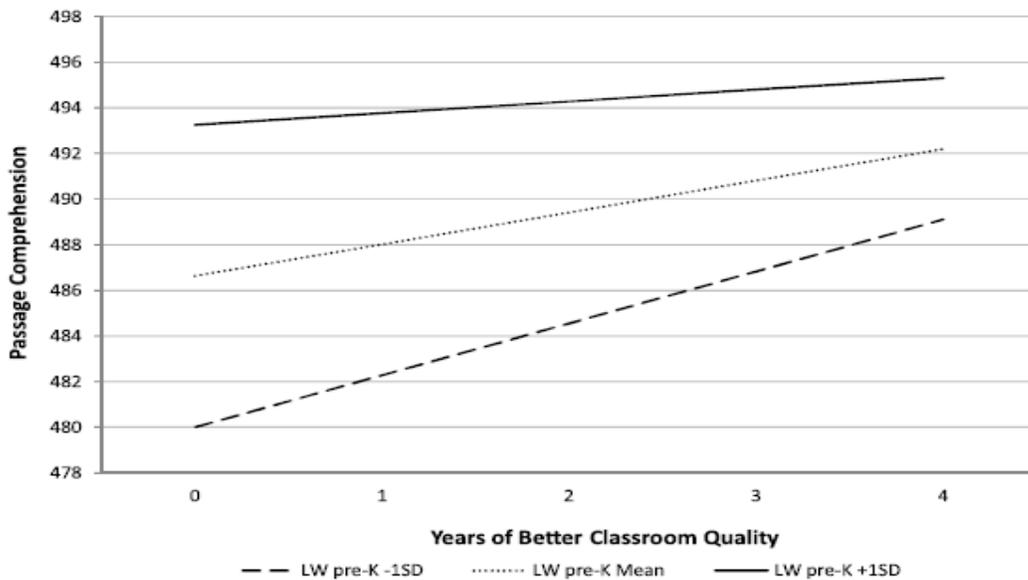
Percentage of students low proficiency, across ECLS-K kindergarten cohorts



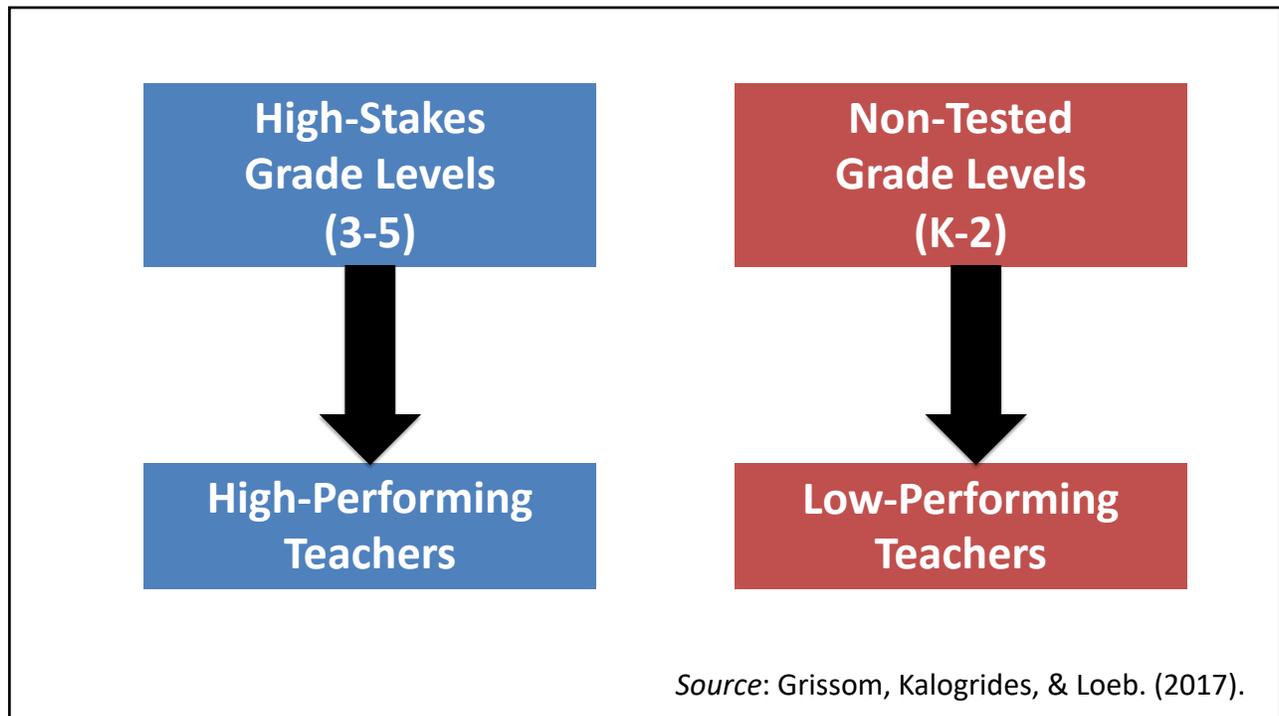
Source: Bassok & Latham 2016, Based on analysis of 2010 ECLS-K data

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Access to More Effective Teaching Over Time Closes Gaps

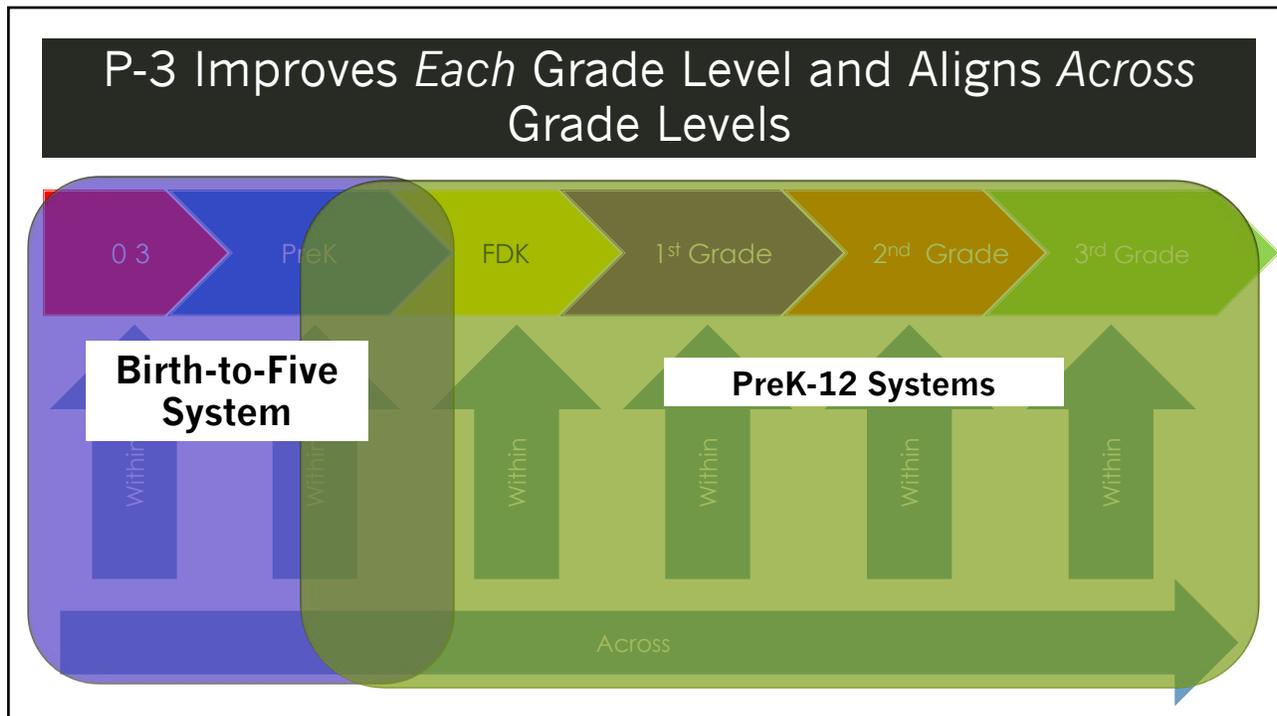


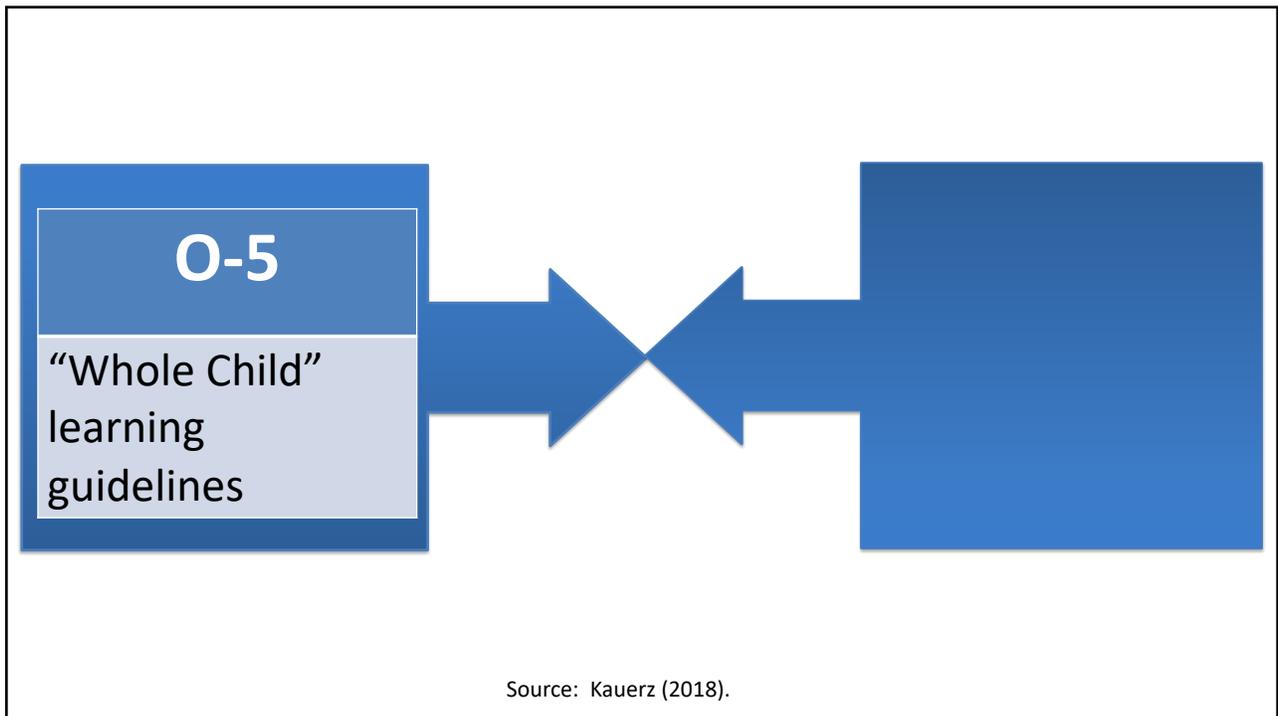
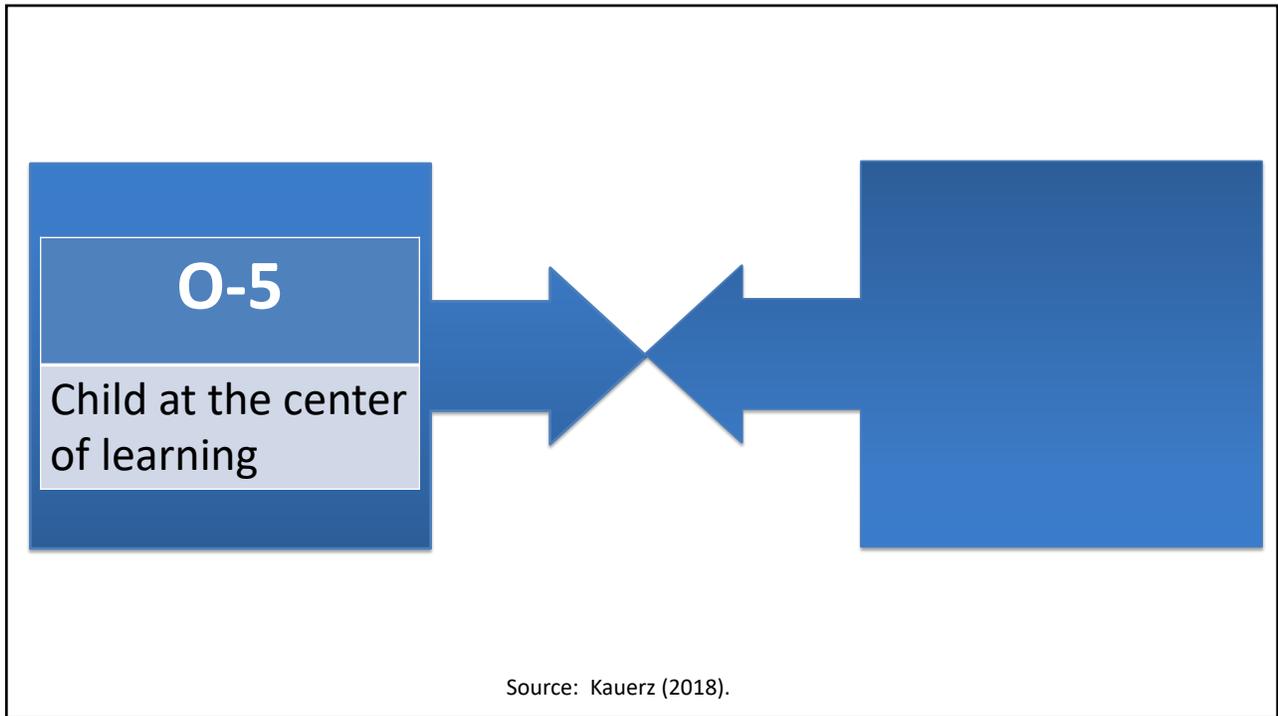
Vernon-Feagans et al., 2018

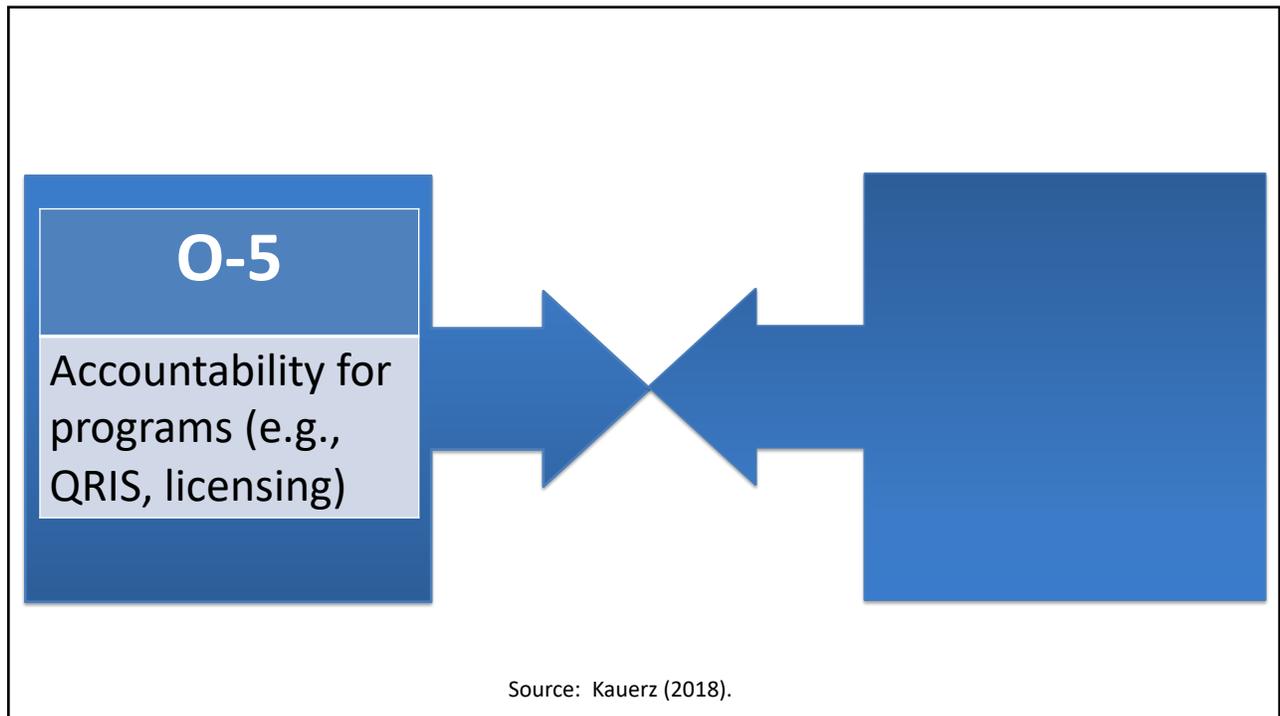
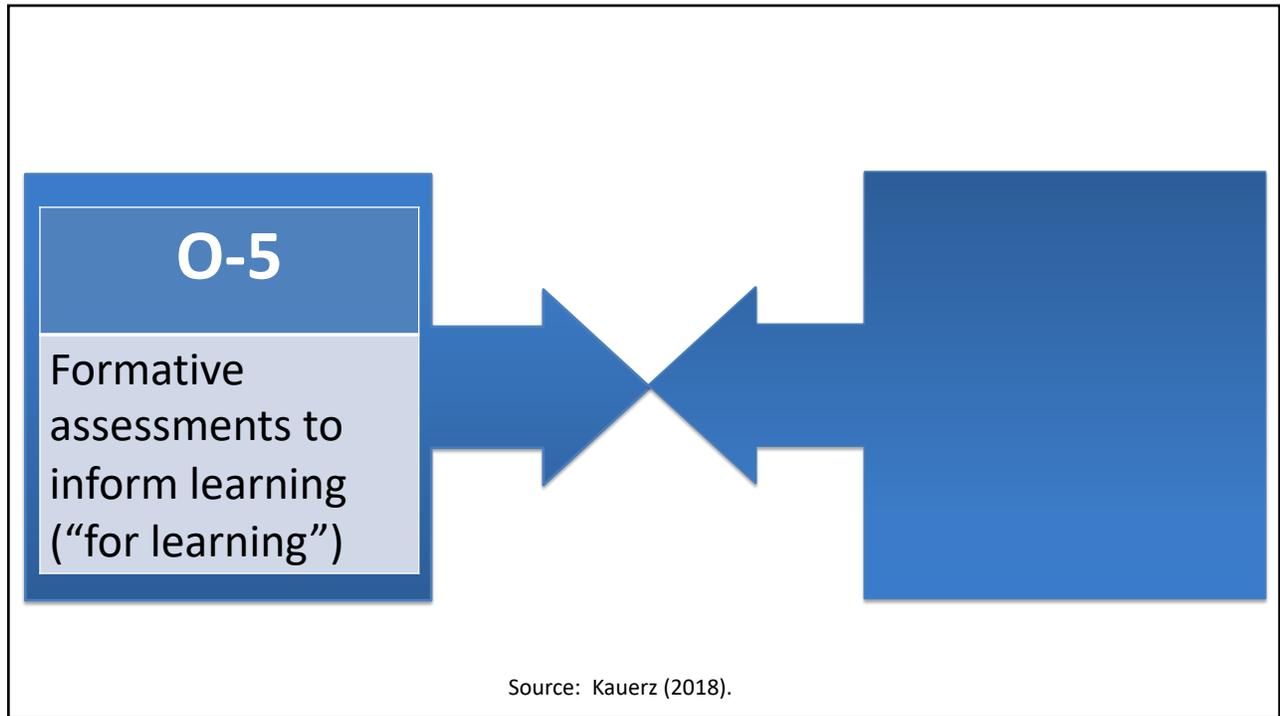


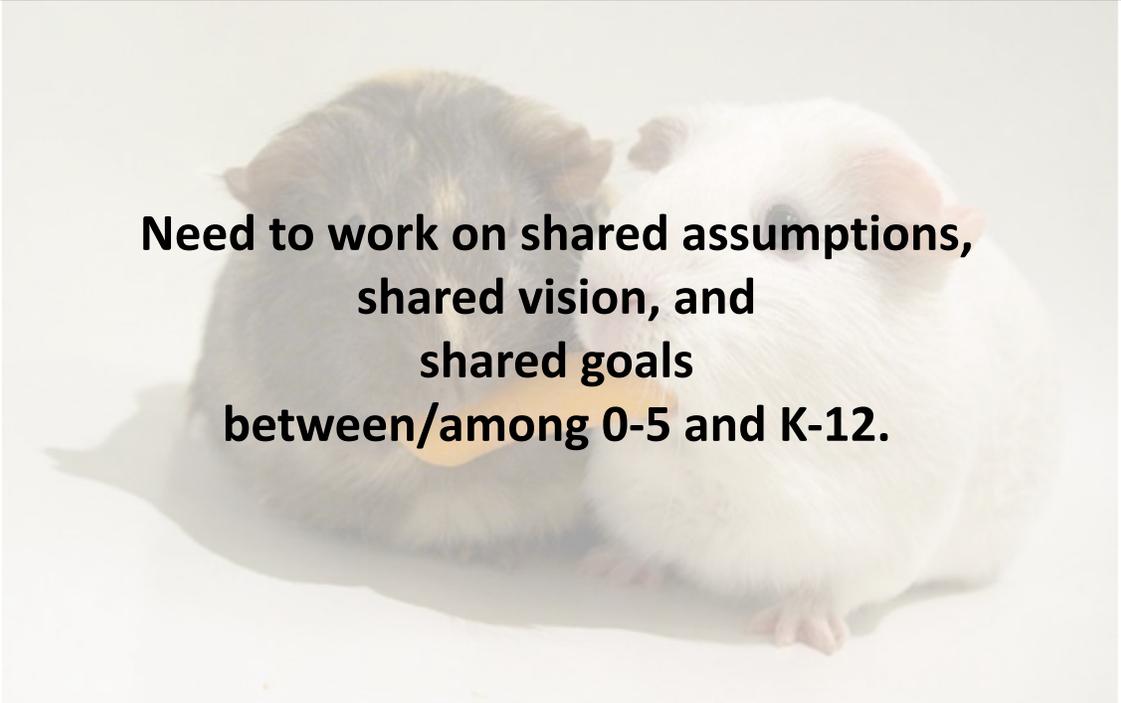
Alignment Issue #4:

Don't underestimate the challenges
of aligning paradigms
(values, worldview, policies, things that matter,
vocabulary).





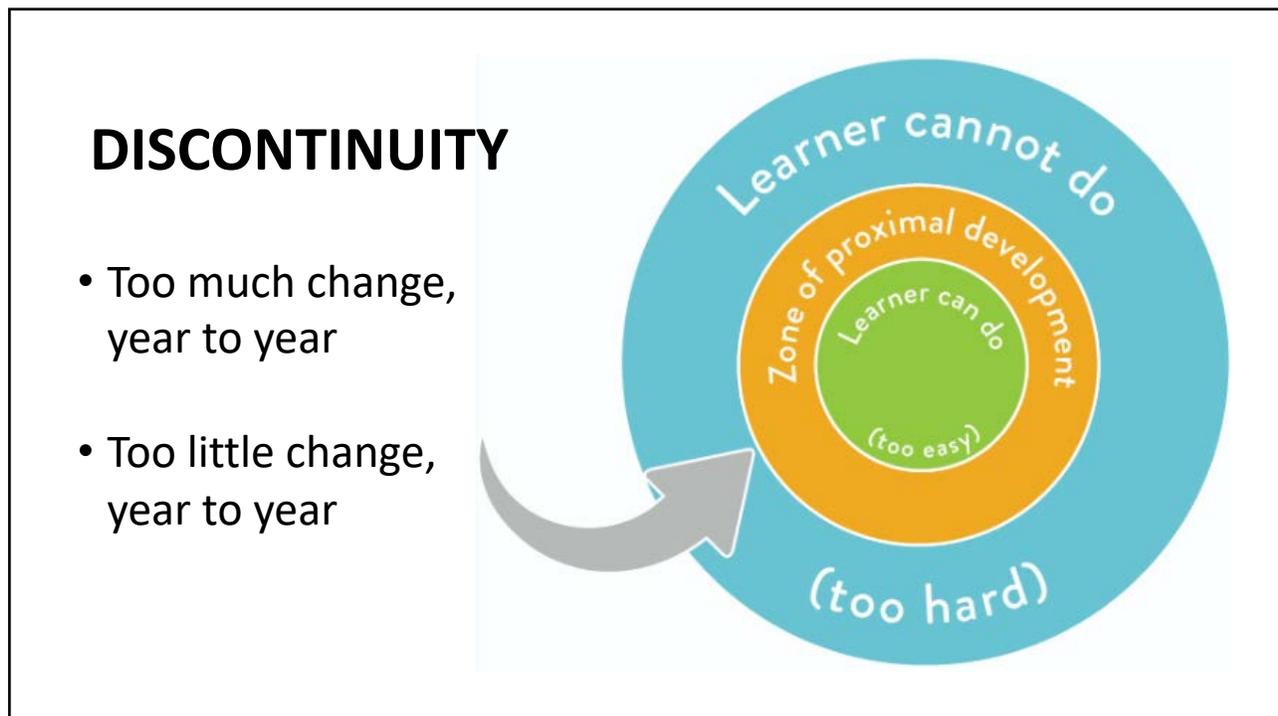
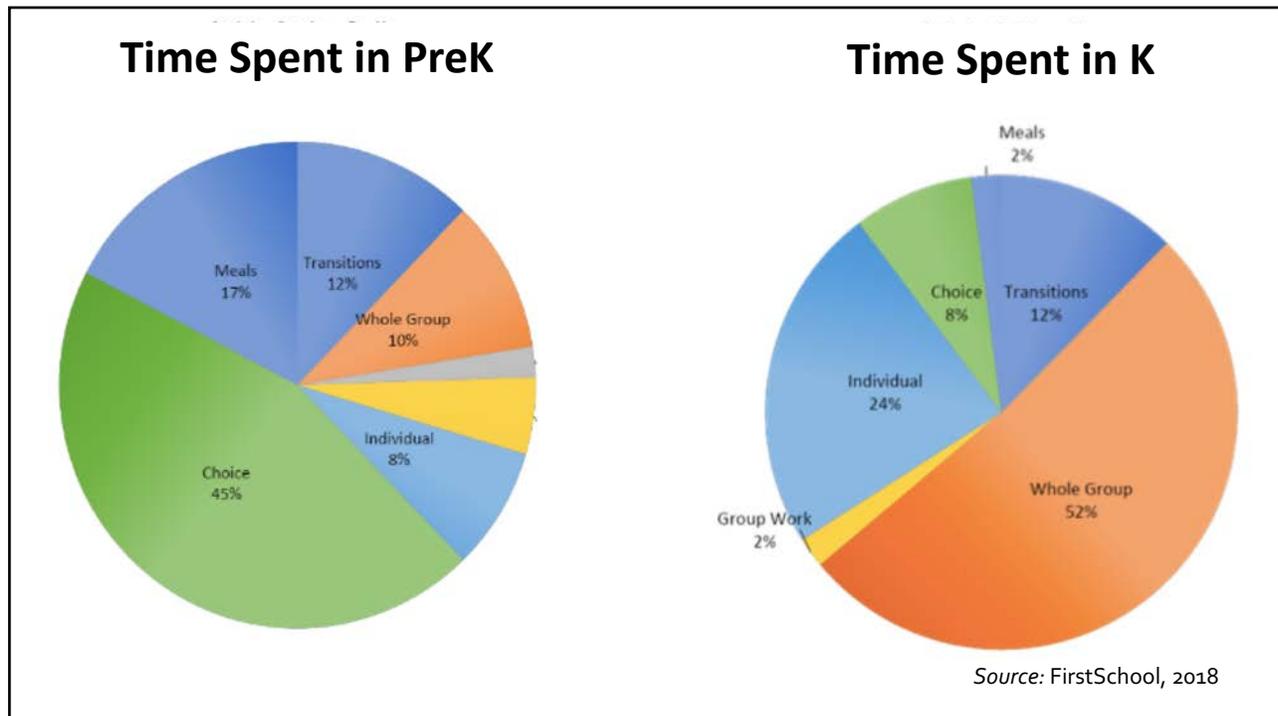




**Need to work on shared assumptions,
shared vision, and
shared goals
between/among 0-5 and K-12.**

Alignment Issue #5:

Consider children's actual classroom experiences,
year after year
(developmental and differentiated).



Everything changes in

First Grade

Alignment Issue #6:

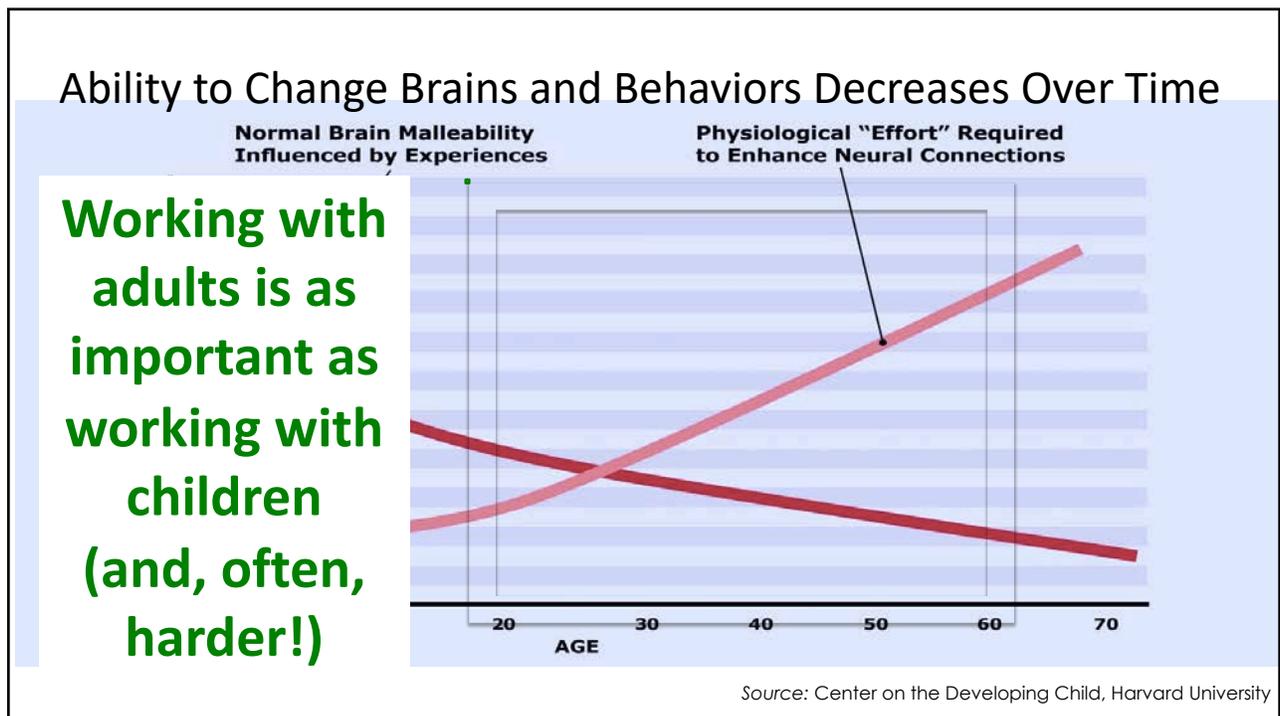
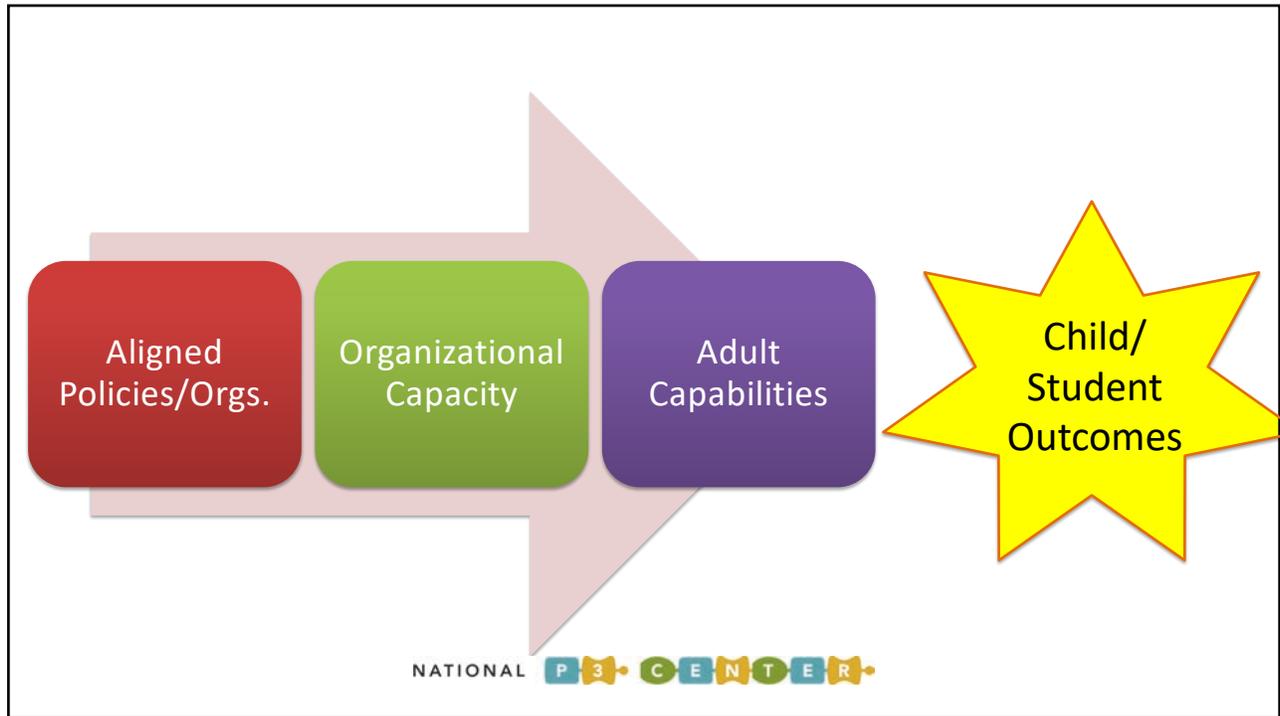
P-3 doesn't require adding something new.

It's about aligning what already exists, and maybe getting rid of some things.



Alignment Issue #7:

All of this alignment work depends on adults getting aligned in their efforts.



National Listserv

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Eleven (an excerpt), by Sandra Cisneros

. . .when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are— underneath the year that makes you eleven.

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