



Welcome

A Principal's Guide to Early Learning
and the Early Grades
(Pre-K–3rd Grade)

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P 3 C E N T E R

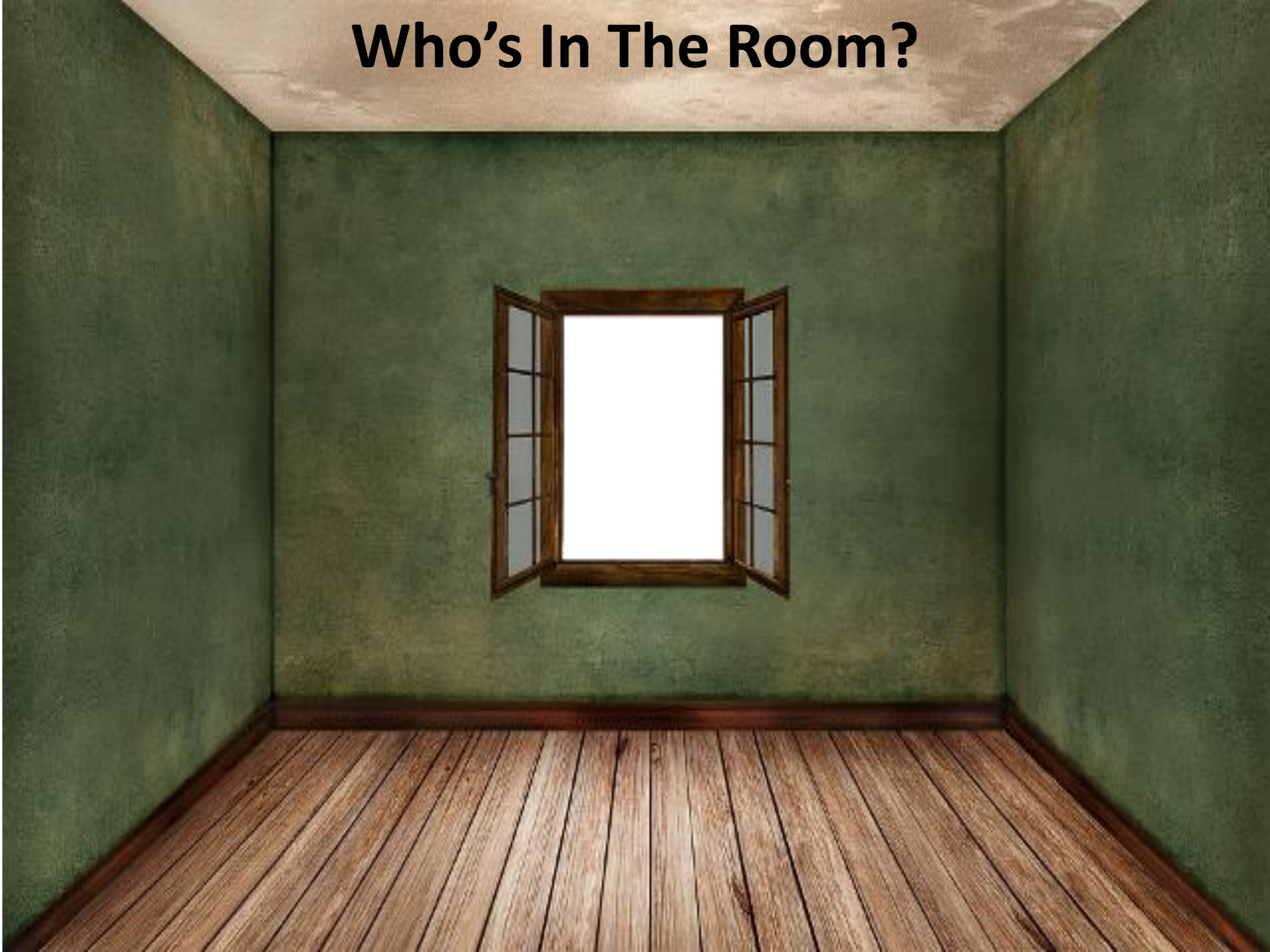


National Association of
Elementary School
Principals

**POLLING
STATION**



Who's In The Room?



Leading Learning Communities:
**A Principal's Guide
to Early Learning and
the Early Grades**
(Pre-K–3rd Grade)





Dedicated to Ruby Takanishi

Warrior for Children

“Primary education today reflects the social and economic divides in our country. While some children in the United States are getting an outstanding world class education, many more children are in danger of being left behind.”

Ruby Takanishi



Objectives

- Present overview of NAEESP's newly updated guide
- Review six competencies of principal practice
- Explore specific suggestions for principals to become more effective and visible leaders on behalf of young children
- Discuss NAEESP Pre-K–3 Leadership Academy



Overview

National P-3 Center

- Literature Review
- Discovery Interviews
- Review Panel
- Spotlight Interviews
- Peer Review of Drafts

Guide Components

- The Importance of Leading Pre-K—3rd Grade
- A Primer on Child Development and Early Learning
- Six Competencies

Continued....

- Reflective Assessments
- Spotlights
- Resources
- References/Appendices

Six Competencies

A group of diverse children, including boys and girls of various ethnicities, are holding hands and running on a grassy hill. They are wearing colorful clothing like red, yellow, blue, and green. The background is a clear blue sky with some palm trees visible in the distance.

1. Understand Child Development and Its Implications for High-Quality Instruction and Interactions, Pre-K–3rd Grade

2. Develop and Foster Partnerships with Families and Communities

3. Embrace and Enact a Pre-K–3rd Grade Vision

Six Competencies

A group of diverse children, including a boy in a red hoodie, a girl in a yellow shirt, a girl in a blue sweater, and a boy in a blue jacket, are holding hands and running on a grassy field under a clear blue sky. The children are smiling and appear to be enjoying their time outdoors.

4. Ensure Equitable Opportunities

5. Share Leadership and Build Professional Capacity

6. Promote a Culture of Continuous Improvement



Competency 1

Understand Child Development and Its Implications for High-Quality Instruction and Interactions, Pre-K—3rd Grade

Key Strategies

A young boy is sitting at a small black table, looking towards a woman who is sitting on the floor next to him. The woman is smiling and appears to be engaged in conversation with the boy. There are some items on the table, including a blue container. The background shows a classroom setting with a whiteboard and some papers on the floor.

1. Deepen knowledge of and stay current with research on child development.
2. Emphasize and prioritize relationships among students, teachers, staff, and families.
3. Establish learning environments and instructional practices that promote student engagement and voice.
4. Understand the implications of child development for students' social and emotional experiences along the Pre-K—3rd grade continuum.

Competency 3



Embrace and Enact a Pre-K—3rd Grade Vision

Key Strategies



1. Establish a school-wide culture that Pre-K, inclusive of the different learning opportunities children have prior to kindergarten, is a fundamental anchor to the school's mission and student success.
2. Align curriculum and instructional practices across the Pre-K—3rd grade continuum to ensure that they are comprehensive and differentiated for students along the developmental continuum.
3. Ensure that instruction, interactions, and learning environments in the primary grades (K—3rd grade) reflect child development and are designed to build on the gains made in Pre-K.
4. Align school-wide policies, programs, and initiatives to ensure coherent support for Pre-K—3rd grade.

Competency 4



Ensure Equitable Opportunities

Key Points

A young boy is sitting at a small black table, smiling and talking to a woman. The woman is sitting on the floor, leaning against the table, and smiling back at him. They are in a room with a white wall and a shelf in the background. The woman is wearing a yellow shirt and black pants. The boy is wearing a white shirt and black pants. There are some papers and a blue container on the table.

1. Develop critical self-awareness and knowledge of oppression, privilege, and cultural competence.
2. Establish a school climate that is open, inclusive, and affirming of differences (for staff, students, and their families).
3. Examine school data sources and stakeholder feedback to identify disproportionalities and disparities.
4. Differentiate resources and strategies to ensure students, teachers, staff, and families have equitable opportunity to succeed.

The True Purpose...

Reflective Assessment

STRATEGY 1.1 - Deepen knowledge of and stay current with research on child development (including social-emotional development, executive function, and effects of toxic stress).

I have developed foundational knowledge of the science of child development and the multiple domains that lay the foundation for young children's lifelong learning.

- Highly Inaccurate
- Inaccurate
- Accurate
- Highly Accurate

Evidence:

At least once a year, I actively identify and participate in my own professional learning related to research on child development.

- Highly Inaccurate
- Inaccurate
- Accurate
- Highly Accurate

Evidence:

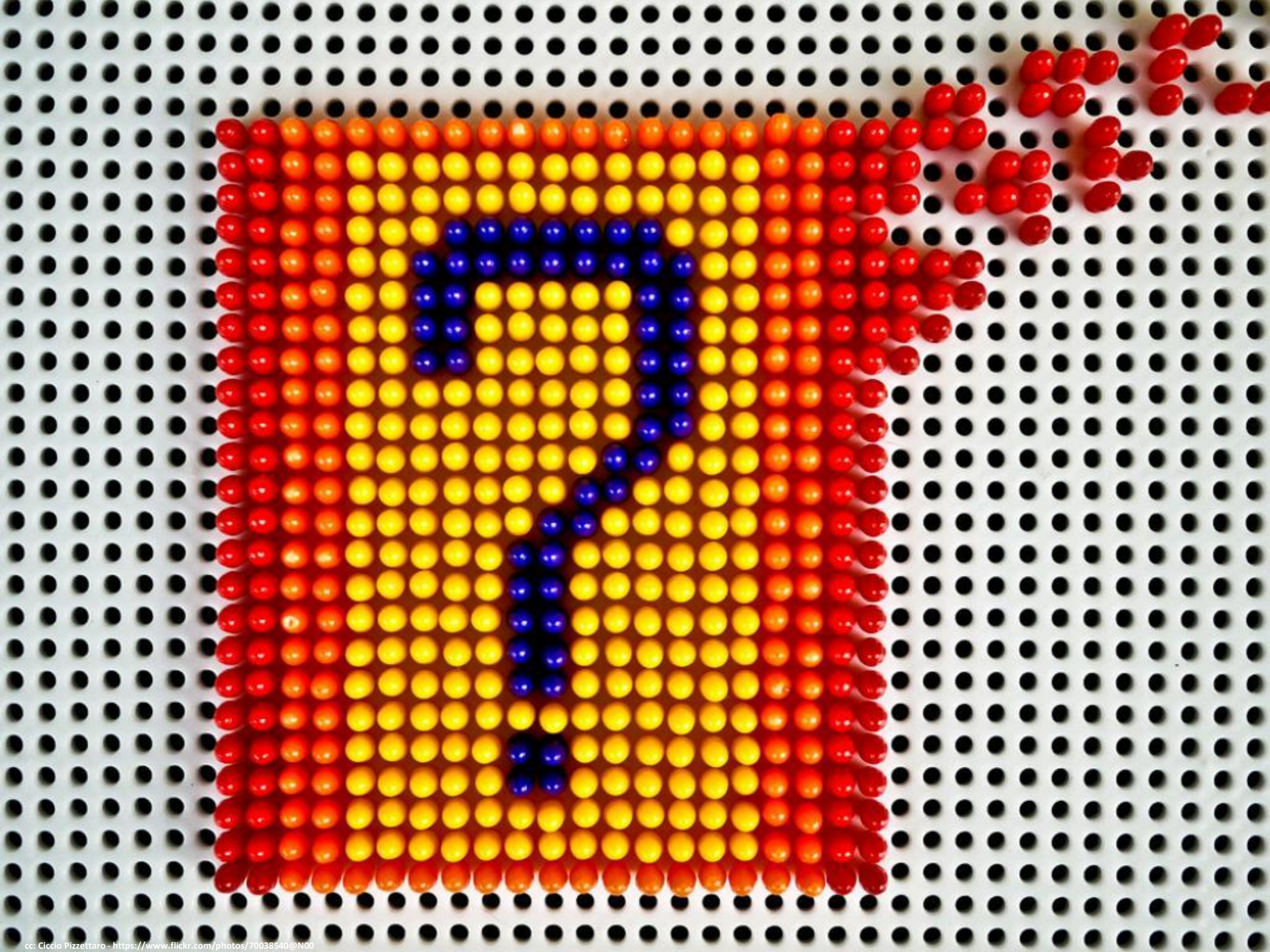
As part of my own professional learning and growth, I strive to increase my knowledge about toxic stress, adverse childhood experiences, and trauma-informed practices.

- Highly Inaccurate
- Inaccurate
- Accurate
- Highly Accurate

Evidence:

NAESP Pre-K-3 Leadership Academy



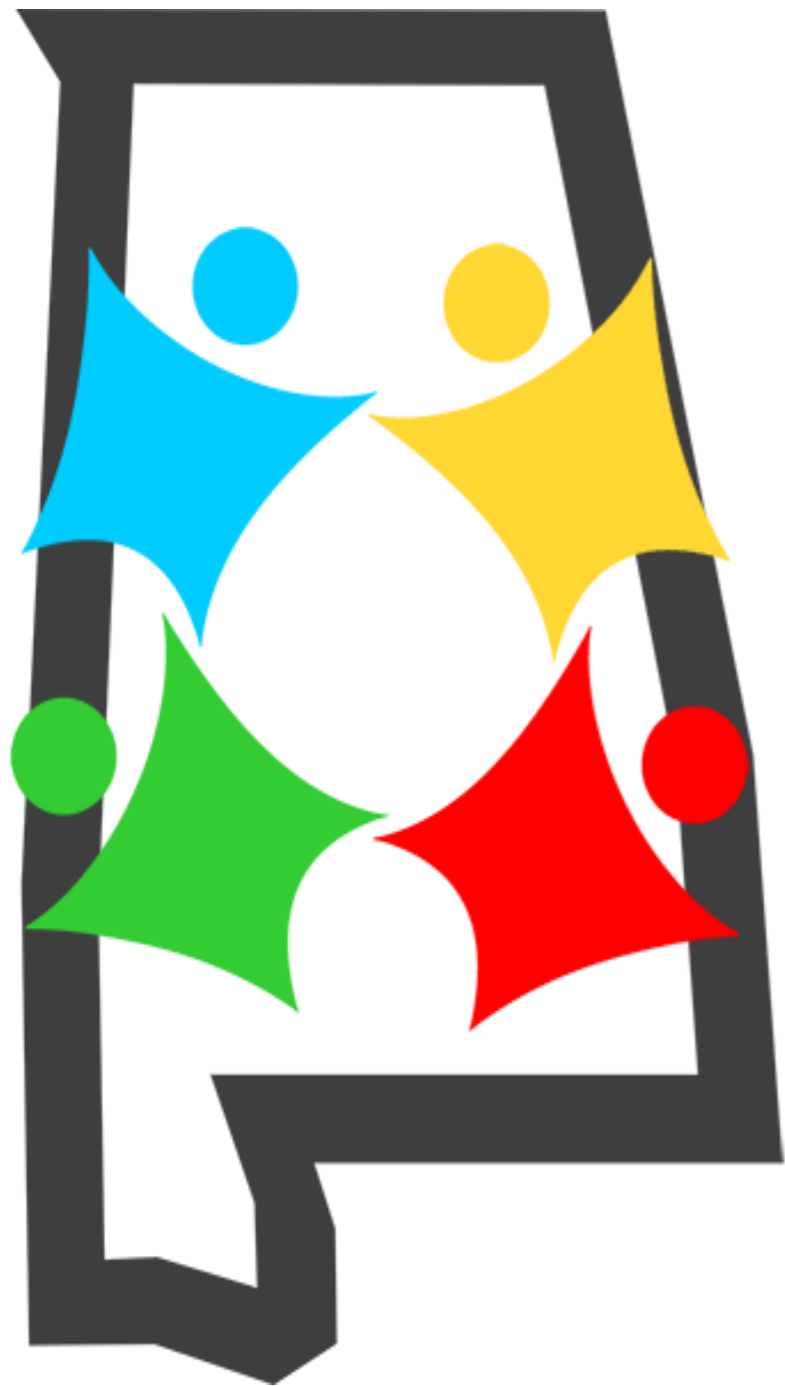


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WHERE PRINCIPALS
GO TO LEARN.



National Association of Elementary School Principals
Serving all elementary and middle-level principals