

# Early Ed – K-3 Alignment and Leadership

DRAFT Amendment by Sen. Mazie K. Hirono

Showing tracked changes to the Every Child Achieves Act (S. 1177)

Based on the standalone bill, the Continuum of Learning Act (S. 643)

Supported by the American Federation of Teachers, First Five Years Fund,

National Association of Elementary School Principals,

National Association Education of Young Children, and New America

## P-3 Alignment and Recognizing Principals, Teacher and Other Early Childhood Educators in Developing State and Local Plans

[Amending HELP Committee-reported Every Child Achieves Act (S. 1177) to add (in red) -]

### **State Plans - Section 1111 (c)(1)(C) “Other Plan Provisions”**

“(C) in the case of a State that proposes to use funds under this part to offer early childhood education programs, how the State provides assistance and support to local educational agencies and individual elementary schools that are creating, expanding, or improving such programs, **including plans for engaging and supporting principals and other school leaders responsible for improving early childhood alignment with their elementary school, supporting teachers in understanding the transition between early learning to kindergarten, and increasing parent and community engagement.**

### **Rationale:**

Elementary school principals have an important role in creating a seamless continuum of learning for every child from early learning to grade three. Today, more than sixty percent of elementary principals report that their school either includes a prekindergarten program on the school campus, or that they have a direct responsibility to lead early learning programming in their learning community.

Principals must provide leadership that includes appropriately staffing school programs that embed developmentally appropriate practice, deeply engage community-based early learning providers and families, align early learning with K-12 state standards to curriculum and instruction, and work effectively to coordinate the delivery of programs and services at the school building level offered by the local educational agency and State programs designed to support young learners. Given these and other leadership roles, it is important that the bill includes principals among the LEA representatives selected to serve as eligible partners selected to help the State and local educational agencies develop plans for promoting early learning alignment and program quality improvements. The success of the early childhood coordinating services that are included in ECA depends on the leadership of effective principals who will not only provide strong instructional leadership and support developmentally appropriate practice in their schools, but bring together educators and other stakeholders, including parents, in their learning communities.

## **Professional Development for Principals, Teachers and Other Educators on P-3 Alignment**

### **Sec. 2101 State Plans (c)(4)(B) State Activities**

insert “(x)” and reorder --

**“(x) Supporting principals, other school leaders, teachers, teacher leaders, paraprofessionals, early childhood center directors and other early childhood providers to participate in efforts to align State early learning guidelines with State academic and other standards, curriculum, and assessment practices from prekindergarten to the third grade and promote quality early learning experiences from birth through age eight;”**

**Sec. 2103 Local Use of Funds (b)(4)**

Amend “(G)” to read as follows [changes to existing (G) in red] –

“(G) providing programs and activities to increase the knowledge base of teachers and **leadership competencies of** principals on instruction in the early grades, **developmentally appropriate and** strategies to measure whether young children are progressing, **and principals’ ability to support teachers, teacher leaders, early childhood educators, and other professionals in the school learning community to meet the needs of students through age eight,** which may include providing joint professional learning **and planning** activities for school staff and educators in preschool programs that address the transition to elementary school, **and promoting effective prekindergarten through grade three alignment;**

**Rationale:**

To expand high quality early learning opportunities and effectively align them with elementary school requires greater access to appropriate professional development for principals, teachers, and other leaders. Promoting quality includes building the early learning capacity of principals and other school leaders based on the latest research about how young children learn, ensuring that they are able to align standards and provide developmentally appropriate curriculum and assessment, and set strong pathways for successful engagement of parents through programmatic support from prekindergarten into the early elementary school years through the third grade. The bill must address the core competencies principals must have to by increasing access to professional development for principals and other school leaders responsible for ensuring their schools achieve the preschool to grade three alignment, and early learning quality goals of this Act.