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PreK-3rd Implementation and Evaluation Framework

PreK-3rd grade reforms are complicated and complex. They cross the traditional boundaries of ECE (early care and education) and K-12 education. They cross multiple grades and have multiple elements. They aim for practice and policy changes in many areas (e.g., governance, professional development, data) and at multiple levels (e.g., classrooms, schools, districts, neighborhoods). They aim for multi-faceted changes in multiple groups (children, families, teachers, education leaders, community members).

It can be difficult to understand how to build and improve PreK-3rd efforts. It can also be difficult to discern the evaluation options available and how to choose a direction.

The PreK-3rd Implementation and Evaluation Framework will take an important step toward helping to address these challenges. The Framework will be a useful guide and self-assessment tool for those engaged in the development, planning, and evaluation of efforts that link and align preschool with the primary grades. The research-based Framework not only will help users understand the depth, breadth, and quality of their PreK-3rd approach, but also will establish the foundation upon which they can design a meaningful approach to evaluating the systemic impacts of their PreK-3rd efforts.

The Framework is designed to be used by policymakers and leaders at state, school district, school site, and classroom levels. It addresses the important roles of not just public education, but also Head Start, child care, and other non-school partners. The Framework is designed to address eight major categories of PreK-3rd reforms:

- Mechanisms for cross-sector work
- Administrator and Leadership Quality
- Teacher and Teaching Quality
- Instructional Tools
- Instructional Environment
- Data-driven Improvement
- Transitions and Pathways
- Engaged Families

The Framework is being co-created by Kristie Kauerz (at the College of Education, University of Washington and Harvard Graduate School of Education) and Julia Coffman (at the Center for Evaluation Innovation). The effort is co-funded by the Foundation for Child Development, the W.K. Kellogg Foundation, the Bill and Melinda Gates Foundation, and the W. Clement and Jessie V. Stone Foundation.

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