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Attachments: pathway-pre-k-12-future.pdf

Actually, I liked your article better, but this may support as well....

Page 6 As we move forward to the next phase of our national discourse on school reform, we must begin with the key factors that influence children's educational success and recognize how we are – or are not – cultivating and building upon foundational skills that help students master academic content, navigate peer interactions and learn to approach problems and complex tasks. **Instead of persisting with pre-k as a strategy divorced from other major changes to our public education system, those changes should be informed by what we know from decades of research and knowledge in early learning. The national conversation about how to improve education at the elementary, middle and high school levels must shift to concentrate on the ways that integrating pre-k will allow us to raise early achievement and improve teaching practices to support learning in all grades.** It must be about how to advance a Pre-K-12 system that can develop critical skills early and then build upon them in subsequent grades rather than remediating children later or not maximizing early gains. In this way, we can instill in every level of our public education system a focus on ensuring that children cultivate, sustain and apply crucial skills.

Page 7 But, as described below, many of these efforts fail to integrate the best practices from pre-k and early learning into their design, and indeed, many ignore the Pre-K-3 grades altogether. This omission limits the impact on student performance and the returns to society. By contrast, just as investments in children yield the greatest benefits when applied to the early years, education reforms that begin with pre-k and incorporate research-based principles from early education can improve teaching and learning in the later years, generating superior outcomes for children and taxpayers.

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