

To ensure that 3-year-olds and 4-year-olds are getting high-quality pre-K, focus on

# 3 Practices and 3 Policies Indispensable for High-Quality Teaching and Learning in Pre-K

## PRACTICES

**Engage in positive interactions with children and their families**, recognizing the strengths and diversity of their backgrounds.

**Use learning trajectories in subject areas and domains**, supported by effective curricula, to help children meet goals in learning and development.

**Promote children's social development and self-regulation** in ways that reflect an understanding of the multiple biological and environmental factors that affect behavior.

## POLICIES

**Allocate increased, predictable, and sustainable funding** to establish the conditions necessary for high-quality teaching and learning.

**Provide educators with professional learning** (pre-service and in-service) based at a minimum on the 3 indispensable practices and on in-service opportunities aligned with the definition of professional development in the Every Student Succeeds Act.

Use high-quality data to **promote continuous quality improvement and better continuity** from ages 0–3 to pre-K and pre-K to grades K–3.

### The Research:

Behind each of these statements are peer-reviewed research studies; consensus reports from the National Academies of Medicine, Engineering, and Science; case studies of effective programs; and syntheses of standards documents used by research institutes, state and national leaders, and the Office of Head Start.



Go to [qualitypre-k.earlysuccess.org](http://qualitypre-k.earlysuccess.org) to click on the statements, read summaries of the research behind them, and gain access to a curated list of sources and tools for developing quality programs.

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# Origins of the 3+3 Indispensables for Quality Teaching and Learning in Pre-K

Decades of research show how young children benefit from high-quality pre-K, but confusion can arise over the types of policies and instructional practices that lead to quality. In 2016, more than 30 top-level researchers, program leaders, and advocates came together to generate the statements on the previous page: three instructional practices made possible by three policies that are indispensable to building pre-K programs that lead children to thrive, setting them up for success in kindergarten and beyond.

These practices and policies are designed to provide policymakers and advocates with easy-to-remember statements on what is needed to develop quality pre-K. The consensus-building process was led by New America, a non-partisan think tank, and funded by five philanthropies with a dedication to improving outcomes for young children: the David and Lucile Packard Foundation, the Bill & Melinda Gates Foundation, the Heising-Simons Foundation, the Buffett Early Childhood Fund, and the George Kaiser Family Foundation. Public dissemination of the result of the project is funded by the David and Lucile Packard Foundation and the Bill & Melinda Gates Foundation.

To learn more, see [qualitypre-k.earlysuccess.org](http://qualitypre-k.earlysuccess.org).

## Principles

Researchers and program and advocacy leaders for this project were guided by five principles focused on:

- 1) teacher knowledge and compensation
- 2) instructional leaders
- 3) standards and curricula
- 4) continuous improvement across the birth-through-8 age span
- 5) public financing

*Read more about the principles on the Origins section of the website.*

## Think Equity

Policies to promote high-quality pre-K must be designed to ensure equitable access to underserved children, particularly children of color and children in low-income households.

Any efforts to improve pre-K should be accompanied by efforts by community and state leaders to know the needs of their communities. See our guide to tools and resources for community and state leaders to ensure equity.



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