

Current Reality Tree and its Future Reality Tree

Be Socratic -- If this is true, then what else is also true?

1. One could call the following first things first right the first time to start first grade at 3rd grade reading levels and doing math at 4th grade levels. Don't say your child does not have to be that smart. You cannot predict what your child needs over the future 85 year arc of effectiveness. He will need to compete with the world. **Right now** he or she can learn at that pace, don't waste it with low expectations! If this is true, then what else is true?

2. Let us start with another fundamental truth. A child with 3 years of Montessori Preschool Education covering kindergarten in the third year going half days for 10 months out of the year **will not drop out of high school**. And, will go on to some form of post secondary education. More about Montessori written by the Columbia Teachers College is here.

<http://www.usa-positive-expectations.com/support-files/montessorimainstream.pdf>

If this is true, what else is true?

3. Exactly what is first things first literacy as defined by Montessori. Recap from David Gettman's -- Basic Montessori Learning Activities for Under-Fives published in 1987. Of course other pedagogy has also proven itself. In these discussions there are no reasons to stray from what has proven to work in a subset of the paid for economy.

4. Language Activities	131
Introduction	131
Early Preparation	134
Classified Pictures	134
I Spy	136
Speech	137
Sandpaper Letters	139
Writing	140
Metal Insets	140
Movable Alphabet	142
Writing Individual Letters	146
Writing Families of Letters	147
Positioning Letters on Lines	147
Sandpaper Capitals	148
Storage of Work	149
Reading	150
Object Boxes	150
Action Cards	152
Reading Folders	153
Puzzle Words	155
Book Corner and Library	156

4. Exactly what is first things first math as defined by Montessori. Recap from David Gettman's -- Basic Montessori Learning Activities for Under-Fives published in 1987. Of course other pedagogy has also proven itself. In these discussions there are no reasons to stray from what has proven to work in a subset of the paid for economy.

5. Mathematics Activities	159
Introduction	159
Group 1: Introduction to Numbers	162
Number Rods	162
Sandpaper Numbers	163
Number Tablets (with the Number Rods)	164
Spindles	166
Numbers and Counters	167
Memory Play	168
Group 2: Introduction to the Decimal System	169
Limited Bead Material	169
Number Cards	171
Function of the Decimal System	172
Formation of Complex Numbers	174
Unlimited Bead Material	175
Group 3: Introduction to Teens and Tens	177
Introduction to Teens	177
Introduction to Tens	179
Fractions	181

5. The kindergarten class of the urban public school is not aligned with the above. So the whole K-12 system is not aligned to ever remove the gap created by best practice delivering the suburban others and our worldwide competitors. Early brain science developments are not widely used in urban public K-6 education.

When we say the schools are constrained by the literacy being taught and retained we are talking about the above. For simplicity and impact we are saying the system is constrained in the delivery of pages 131 to 181 above representing non-exclusive best practice.

6. The value to our nation of an at risk child, given the arc of his future, at age of 5 1/2 starting kindergarten, given #3 and #4 above, is at least \$500,000 different on the basis of with or without. This quantification is generally not understood and does not drive action within the urban communities.

7. The reasons for the difference that can be addressed by the citizen, minority, community, city, and businesses that pay for the public school include the following: Many of these are causes and effects in the current reality tree.

a. Mom, Dad, Network, Family does not have the same positive expectation for the effort required at age 0-6. They don't know so much is on the line so early. They have been influenced to accept less for more. Influence... there are so many ways to misuse one's influence.

- b. The community does not know it boils down to the simple activities (at least) listed in steps #3 and #4 above because they are outcomes. The school district has not stated the requirement clearly or set itself up with discipline and commitment to help and insist with the best practice requirement early enough.
- c. Pre-k and the K-12 systems are separate silos of public spending on our most at risk children and the flow of outcomes of the first are not aligned with the input requirements for the next.
- d. Our rank and file democracy has lost sight of the fact that literacy is freedom and our nation was 97% literate when it declared independence.
- e. Our rank and file democracy has lost sight of a truism -To Succeed You Must Read- coined by Albert Briscoe @TSYNRUSA and if you don't read / succeed you will cost yourself and the nation excessive unnecessary pain.
- f. Nobody treats the public money or the public interest the same as their own so the natural first things first done right the first time noted above does not happen for the at risk without both top down and bottoms up attention. This fact regarding positive expectation causes a battle for effective K-12 systems. Opinions are more than plentiful. Issues and undesirable effects to start current reforms are plentiful.

In a 13-15 year dual silo system it is only natural that many would decide to start reform in the middle or at the end in front of inspection (testing) and discipline (expulsion). New high quality definitions of the 1980's and the concept of cost of quality have debunked the concept of inspection in lieu of building quality - one size fits one and would never start quality control in the middle of a constrained process.

- g. The natural first things first done right the first time is and always has been to do it as soon as possible because time is money and procrastination means lost time that cannot be recovered. Lost time, money, materials, knowledge and opportunity is value lost to the individual, the nation and the world. The structures are not run with this in mind.
- h. God's direction to bring up the child in the way of the God fearing parent and Dr. Maria Montessori's defining of the child as our love for each other and everyone's future has clearly defined the sensitive period to learn language and order (math concepts) during the ages of 0-6. Increasingly others have agreed. Understand this is proven daily to be economic and prudent as a best practice using private money in the local economy. So much so that clearly parents concerned with the arc of the child's effectiveness in the future have their children ready to read before kindergarten. This readiness is increasing as the goal of upper society. The child's competition over 85 years prompts doing at least what we know will reduce the risk, not grow it.
- 8. Rolling this thinking to the K-12 public schools we notice that the K-12 system is a set-up that could mask effective learning. Grades are a set-up that masks effective learning. Classrooms are a batch set-up that masks effective learning. We know it takes a group of teachers to effectively teach a child. We know a teacher is rarely effective at teaching the whole group of children in a defined period of time. But to act on this, the child has to be reading proficiently as a part of common sense and common practice. At risk children are missing it.

If this is true, what else is true? Set-up on a group level of children is a waste for many in the group. The need to set-up on each child at each class and grade disappears if first things first right the first time is done as soon as possible in the early life of the child. This is big and should fund early activity within the concept that quality is free if first thing first is done right the first time.

9. The first thing cause—effect-cause is step #3 and #4 and when it is missing before the age of 5 1/2 the literacy and math capacity in the public school systems are overrun with needs in excess of capacity. What clearly was not learned when best timing was available; would have avoided the need for over the top teaching efforts that impossibly cannot make up for lost time of those behind.

10. If first thing first is not done right the first time the system of dependent events will not work like those in the suburbs. Who thinks we have a choice? Politicians, Educators and the powerful holding the money and spending it on issues that are not first thing first are everywhere. Some might call it snakes in the grass that ignore the laws of achieving a goal.

- Throughput of good proficiency is increasing (graduation)
- In process risk to the fit for future purpose is decreasing (drop out / not proficient)
- Total cost of the school district and its community feed to do the above is decreasing per unit

Changes made to the branches of the current reality tree that are not core undesirable causes and effects first things first will always be further effected by changes made later that are closer to the real core issue (the first things first issue).

Why not exclusively change only undesirable causes and effects that are first things first. The changes can be tranced into the district to match the flow of children who were ready to read before kindergarten. Of course that works if 100% of the children start ready.

11. Doing first things first right the first time creates a high quality outcome step by step and this creates the positive expectation that high quality is free. This is right out of the book by Philip Crosby. School districts are not aware of the “book” on quality.

12. This should take you back to the start.

Concluding with -- The Future Reality tree is possible if the leaders and participants in the urban community can strike the correct cause—effect-- cause changes by asking and answering the following Socratic questions along the lines of -- if this is true, then this is also true, or what else is true, and of course -- no that is not true.

What to change

What to change to

How to cause the change

These following local issues could become desirable expectations subject to true cause – effect – cause changes.

- Leadership commits to doing first things first, innovating, saving, bridging, and growing.
- Uses Existing Personnel or paid mentor network from local economy
- Uses Existing Infrastructure from the local economy
- Accepts USA Values to Communicate with community and families using usavaluescoupons.com and flyers
- Accepts dedicated funding from all sources
- Accepts USA VALUES multi-concept and direction to new money for ERSD-RA
- Knows 100% readiness is start to 100% proficiency and 100% community support
- Knows 100% readiness is the start to monetize the present value of positive expectations from ERSD-RA
- Willing to commit to innovation and savings because first things first generates more brainpower in the district
- Willing to pay back a bridge loan
- Willing to drive public policy change for district
- Leverages the simple message that 100% of students must be ready to read before kindergarten
- Make at risk families aware that there is an effective solution with flyer and internet
- Helps align the ERSD capacity to the exact school district requirement
- Assists funding new money for new delivery because of the commitment to pay a loan back and earn it back
- Assists public policy change for new money
- Reward for success
- Local conditional cash transfer incentives
- **Provides a Scientifically Based, proven solution to schools, school personnel, mentor capacity to reach 100% of those at risk**
- Works with schools to use funding effectively
- Can deliver effective results for \$2000-\$5,000 per student per year
- Assists in innovation and savings from day one with understanding of first things first
- The economic , education, emotions, and ethics will support first things first change by 100% ERSD-RA before kindergarten by messaging, innovating, saving, bridging, growing, creating and paying for new money and driving public policy change for the 21st century requirement.
- Understand the present value of positive expectations from pre-k drives decisions to first things first putting a new delivery **in front of all else**.
- Local communities and school districts empower themselves on the basis of first things first
- 100% readiness for kindergarten changes everything
- New brainpower creates innovation and savings as it tranches through the grades
- Intuitively, school leadership knows readiness can be funded by innovation and savings
- School districts will shift costs and direct avoidance of the education gap creating expectation that fights poverty

Move these costs up or out with the delivery effort to create reading readiness and high quality early learning

- Grade retention

- Ready to read before kindergarten
- Remedial reading
- Special education
- Classroom attention to teacher's positive direction
- Reduced lost learning due to IEP and grade structure

The second level of costs and innovation address individual initiative from a 100% proficient population allowing more and better learning without constraint from trailing students and other artificial individual constraints.

The third level of innovation and costs addressed are all teacher and district initiatives from all corners that allow the student and teacher to be the best they can be. Interdependent and independent learning capacity balanced with understanding variation will give rise to fewer artificial constraints.

- More completions, same total cost and less in-process on the way to the goal.
- Expert change consultants exist, as required

There is another whole discussion of utopian community existence based on the Absorbent Mind documented by Maria Montessori and presented in [chapter 28](#) as the summary. This can not be ignored because we know it is true. If this is true, what else is true.