

# Kindergarten Readiness


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# What is Kindergarten Readiness?





# Investigating Kindergarten Readiness (KR)

- Understanding what kindergartners need to know and be able to do as they *exit* kindergarten
- Clarifying the components of KR
- Establishing a framework for articulating KR
- Developing a common language for KR



# Four Big Questions

1. Why is kindergarten readiness so important?

2. How do we get children "ready?"

3. Are schools "ready" for kindergartners?

4. What happens when children are "not ready" for kindergarten?





# What are Kindergartners Expected to Know and Be Able To Do?

## Kindergarten Common Core Content Standards

### *Mathematics:*


- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Measurement and Data
- Geometry

# Kindergarten Common Core Content Standards

## *English/Language Arts*


- Reading Standards for Literature
- Reading Standards for Informational Text
- Reading Standards for Foundational Skills
- Writing Standards
- Speaking and Listening Standards
- Language Standards





Children who *start* “behind”  
*lag* behind and *stay* behind

What is "behind?"



Preschool experience

Mother's education

Socio-economic status


Primary home language

Resources and opportunities

Social-emotional maturity

Health





# Children who start behind...

Intervention

Retention

Identification as Special Needs

Failure

Drop-Out

Delinquency, crime, and violence



# Is Readiness:

- A fixed or prerequisite set of skills?
- Maturational?
- Chronological?
- Beliefs of families, schools, and community?
- A child's abilities, skills, and characteristics?





# Views of Readiness:

- Policy Makers

- Legislators

- Administrators

- Families

- Preschool Teachers

- Kindergarten Teachers



# National Education Goals Panel (NEGP)

“...By the year 2000, all children in America will start school ready to learn.”

(NEGP, 1993)



# NEGP

- Child's individual characteristics
- Family support/participation
- High quality preschool experience
- Smooth transition to kindergarten
- Readiness of the school
- Teachers' support of learning/development



# NEGP Multidimensional Framework


## *Domains of Early Learning and Development*

1. Physical Well-Being/Motor
2. Social/Emotional
3. Approaches Towards Learning
4. Language
5. Cognition/General Knowledge

(Kagan et al., 1995)

Nancy L. Cappelloni, Ed.D. (2012)





Physical/Motor

Social Development

Emotional Development

Approaches to Learning

Language and Communication

Early Literacy

Cognitive Development and General Knowledge



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Physical/Motor

Social Development


Emotional Development

Approaches to Learning

Language and Communication


Early Literacy

Cognitive Development and General Knowledge

- 
- Physical Well-Being/Motor Development
    - Gross, fine, graphomotor, self-help, overall health/fitness
  - Social Development
    - Interactions and relationships with adults/children, respect, caring, forming friendships, cooperating, resolving conflict, sharing, and taking turns
  - Emotional Development
    - Self-control and self-regulation, self-concept, self-confidence, self-efficacy, awareness and expression of one's own emotions, sensitivity towards others, separates from parent
  - Approaches Towards Learning
    - Independence, interest, enthusiasm, engagement, curiosity, imagination, task persistence, attentiveness, making transitions, following directions and routines, accepting new challenges



- Language and Communication Development
  - Expressive: speaking, communicating; Receptive: listening, comprehending; English language acquisition; vocabulary; asking/answering questions, engaging in conversations
- Early Literacy Development
  - Phonemic awareness, alphabetic knowledge, concepts of print, book awareness, story sense, comprehension, writing letters and name, communicating in drawing/writing
- Cognitive Development and General Knowledge
  - Physical, logico-mathematical, and social-conventional knowledge: Observing; questioning; recognizing relationships, associations, differences/similarities; comparing/contrasting, problem solving



# What are Kindergarten Teachers' Perceptions of Kindergarten Readiness?

- Self-Help Skills
- Ability to Communicate Needs
- Social Competency
- Emotional Maturity
- Positive Approaches to Learning






# *Social and Emotional Development and Approaches toward Learning are Precursors for Academic Success*

The domains:

- are NOT isolated
- are interrelated; connected; associated
- have a reciprocal relationship

Development in ALL domains is important



What Can Preschools Do to  
Prepare Young Children for  
Kindergarten?





# *Developmentally Appropriate Practice (NAEYC)*

Intentional Teaching/Facilitating Learning


Knowledge of how children learn

Understanding the wide variation in children's  
development and learning

Meet needs of ALL children

Scaffolding and Differentiation

Culturally Relevant Teaching

- 
- Inclusive of families
  - Teacher-child interactions/ relationships are:
    - Positive
    - Supportive
    - Encouraging
  - Learning outcomes are:
    - Challenging
    - Appropriate
    - Achievable





# *Positive Classroom Learning Environments*

- Exposure, Engagement, Exploration
- Meaningful and Relevant Learning
- Build on student interests/provide choice
- *Exposure*, Not Mastery
- Address all domains of learning/development
- PLAY




# Planning Template: Five Senses

Domains:	Physical Well-Being/ Motor	Social	Emotional	Approaches to Learning	Early Literacy	Language/ Communication	Cognitive/ General Knowledge
5 Senses:							
Sight							
Touch							
Smell							
Taste							
Hear							



In Conclusion, *Readiness* is comprised of:

- Characteristics, Abilities, and skills of the individual child
- Family's participation and support
- High quality preschool experience
- Development in **all** domains of ELD
  - Focus on social, emotional, well-being
- Collaboration and expectations of **all** parties involved
- Readiness of schools for **ALL** Children



*Kindergarten Readiness*

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