



Kindergarten school readiness: Key skills for successful transition 2009-2010 Update



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integrating information for change

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EXECUTIVE SUMMARY

Introduction

This report updates findings from First 5 Marin's Fall 2008 survey of Marin County kindergarten teachers with additional data for the 2009-2010 school year. The purpose of the survey was to gain insight from current kindergarten teachers about the skills they believe students need for a successful transition to kindergarten. The first part of the survey asked teachers for their opinions regarding the level of proficiency students need at entry to be ready for school. The survey then asked that teachers select among these 23 skills to indicate five they feel are: a) most important, b) easiest to impact, and c) where they "spend the most time." The survey then asked teachers to provide some background information about curriculum used in their classrooms and about their own educational backgrounds. The second section of the survey asked teachers to rate the proficiency of their students in each of five domains related to school readiness skills.

Who Responded to the Survey

In 2008, the two-part survey was sent to and completed by 46 teachers from 16 elementary schools in five Marin County school districts. In 2009, 41 teachers from 15 elementary schools in four Marin County school districts responded to the survey. Among these 41, all responded to student observation form, which asks teachers rate to their current students' proficiency in key school readiness skill areas. Additionally, seven kindergarten teachers, who did not complete the survey in 2008, also completed the portion of the survey regarding their perceptions of the importance of school readiness skills. In both years, the majority of respondents (approximately 85%) were from the two larger school districts – San Rafael or Novato.

Teachers' Perceptions of Importance of School Readiness Skills

Level of Proficiency Students Need for Transition to Kindergarten

Teachers were asked to rate 23 school readiness skills in 6 categories in terms of their perception of what students must have in order to make a successful transition into kindergarten. Each skill was rated on a scale of **1 to 4** where **1 = Not Yet; 2 = Beginning; 3 = In Progress; and 4 = Proficient**.

Across all categories and skill areas teachers' mean ratings suggest that students need to be *in progress*. In fact, with the exception of one skill (recognizing rhyming words), more than one-half of responding teachers indicated that students needed to be either "in progress" or already "proficient" upon entry. For approximately one-half of the skills (12 of 23 skills, 52%), teachers ratings indicated that a minimum of "in progress" proficiency is needed – that is, 10% or fewer responding teachers selected "not yet" or "beginning" for these skills. And, in one instance (students must be able to perform basic self-help/self-care tasks.) nearly all teachers (90.2%) believe proficiency is required for a successful kindergarten transition.

These twelve key skills--distinguished by agreement from at least 90% of respondents that students need to be "in progress" or already "proficient" for successful transition into kindergarten--are shown in the Table 2 below. Within district mean ratings for these eleven items are shown in Table 2a. (See Appendix A, Figures 6 – 11 for frequency and mean ratings for all 23 skills.)

Table 2. Updated Key Skills for Successful Transition to Kindergarten

School Readiness Skill Areas	Mean Rating for level of proficiency	% Indicating Proficient	% Indicating In Progress
Perform basic self-help/self-care tasks	3.90	90.2%	9.8%
Recognizes eight primary colors	3.45	54.9%	37.3%
Appropriately expresses needs and wants verbally in primary language	3.45	51.0%	43.1%
Controls impulses and self-regulates	3.41	43.1%	54.9%
Relates appropriately to adults other than parent/primary caregiver	3.37	39.2%	58.8%
Participates successfully in circle time	3.36	40.0%	56.0%
Works and plays cooperatively with peers	3.35	37.3%	60.8%
Follows one- to two-step directions	3.34	42.0%	50.0%
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	3.26	36.0%	54.0%
Stays focused / pays attention during activities	3.24	28.0%	68.0%
Use of small manipulatives such as crayons, paintbrush, button, zippers	3.24	26.0%	72.0%
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	3.08	17.6%	72.5%

Scale: 1 = Not Yet; 2 = Beginning; 3 = In Progress; and 4 = Proficient

Top 5 Skills – Most Important for Kindergarten Entry

1. Performs basic self-help/self-care tasks (81%)
2. Controls impulses and self-regulates (is not disruptive of others or class) (59%)
3. Works and plays cooperatively with peers (takes turns and shares, helps others) (45%)
4. Stays focused/pays attention during activities (40%)
5. Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc. (32%)

Top 5 Skills – Easiest to Impact

1. Writes own first name (spelling and writing all letters correctly) (53%)
2. Recognizes eight primary colors (red, orange, yellow, green, blue, purple, brown, black) (49%)
3. Can count 10 objects correctly (“Please give Maria 5 crayons” or “Please put 10 blocks in the basket”) (47%)
4. Recognizes three primary shapes (43%)
5. Engages with books (42%)

Top 5 Skills – Time Spent

1. Recognizes letters of the alphabet (59%)
2. Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving), (51%)
3. Stays focused / pays attention during activities (47%)
4. Participates successfully in circle time (listens, focuses, sits still, engages) (41%)
5. Controls impulses and self-regulates (is not disruptive of others or class) (40%)

Summary

While teachers are confident in their abilities to impact students' academic development (as indicated in the commonality of several basic academic skills among the those that are "easiest to impact"), skills related to students coping and social and emotional development are harder to impact for most teachers and are commonly included among those where teachers are spending the most time. Taken as whole, teachers ratings and indications of importance, impact, and time spent suggest that pre-kindergarten experiences that would benefit incoming students are those that attend to their self-care, social-emotional development, and basic knowledge.

Overview of Findings From Kindergarten Observation Form

In the fall of 2008 and 2009, teachers were asked to rate each of their entering students in terms of their general proficiency in five areas:

- Transition to School (e.g., able to adjust to a new routine and follow teacher instructions)
- Fine Motor Skills (e.g., ability to hold a pencil and scissors, copy, write, or draw)
- Engagement in Reading (e.g., listens to stories and pucks up books/reads on his/her own)
- Language Development (e.g., speech is understandable, participates in conversations)
- Cognitive Development (e.g., able to recognize and label shapes, colors, his/her own name)

Teachers rated students on a scale of 1 to 4 where 1 = limited, 2 = somewhat or beginning, 3 = in progress, and 4 = proficient. Overall, teachers' mean ratings suggest that students are "in progress" in terms of their proficiency in each area. **Additionally, mean ratings were similar across both years with the overall mean rating for Engagement in Reading showing the greatest increase (3.06 in 2008 to 3.19 in 2009; increase = 0.13). Also, somewhat fewer students had "limited" or "beginning" proficiency in 2009 (20-25% in 2009).**

Highlights and Considerations

Overall, responding kindergarten teachers tended to report confidence in their abilities to impact the basic academic skills commonly associated with kindergarten readiness. Skills and behaviors associated with students' social emotional development, while highly regarded in terms of the necessity for successful kindergarten transition, are more difficult to impact and are the skills on which a large percentage of teachers report spending most of their time. While teachers note that their curriculum includes special programs to address the development of self-regulation skills, further discussion might illuminate areas for professional development that could enhance the effectiveness of these programs in supporting students' social and emotional development.

With respect to pre-kindergarten experiences, these survey results suggest that a child's social emotional readiness and coping skills are important and necessary for successful kindergarten transition. In order to learn in a school setting and achieve academically, kindergarten teachers indicate that children should come to school with basic self-care, social and emotional skills and language skills. Teachers' survey responses also suggest that the greater students' proficiency in these areas upon entry, the more focused time could be spent on academic and fine motor skills, areas which teachers indicated they are most able to impact.

Consideration should also be given to how the current educational climate and perceptions of/prescriptions for early childhood educational experiences fit with the skills kindergarten teachers perceive as highly relevant, as well as how communities are currently and could further support young children in these early learning experiences, so that they can be more successful in school.

Next Steps

Determine appropriate frequency of administration for this survey going forward.

- **Recommendation:** Part I (teachers' perceptions about importance of school readiness) be administered no more than once every 3-5 years. This will allow for the survey to provide a snapshot of trends/changes in the teacher population and perceptions.
- **Recommendation:** Part II (observation of students) be administered annually and/or combined with MCF efforts and aligned with Summer Bridge data. (*See below*)

Align and/or leverage data collection with other regional data collection efforts.

- **Recommendation:** First 5 Marin, coordinate with other regional entities (i.e., Marin County Office of Education, and Marin Community Foundation), to leverage resources around similar data collection efforts. For example:
 - Marin County district superintendents have indicated a willingness and readiness to implement the "Child Snapshot" for entering kindergarten students. These data include more detailed information about the pre-school experiences of each child and might be used to understand the readiness of children in Marin with a variety of pre-K experiences.
 - Marin Community Foundation is exploring the use of the non-abridged version of the Kindergarten Observation Form in the communities they are working in. Coordinating efforts with MCF could provide richer data on the school readiness of Marin children in the communities in which First 5 Marin currently collects data.

Continue to refine data collection and data management

- **Recommendation:** Continue with First 5 Marin's School Readiness Initiative's and jdcPartnerships' efforts to develop a separate data management area for Summer Bridge within Persimmony reporting system, attending to ways in which consistent management of Summer Bridge data can best align with other data collection efforts, both within First 5 Marin and as noted above.

INTRODUCTION

This report updates findings from First 5 Marin's Fall 2008 survey of Marin County kindergarten teachers with additional data for the 2009-2010 school year. The purpose of the survey was to gain insight from current kindergarten teachers about the skills they believe students need for a successful transition to kindergarten. The first part of the survey asked teachers for their opinions regarding the level of proficiency students need at entry to be ready for school. The survey then asked that teachers select among these 23 skills to indicate five they feel are: a) most important, b) easiest to impact, and c) where they "spend the most time." The survey then asked teachers to provide some background information about curriculum used in their classrooms and about their own educational backgrounds. The second section of the survey asked teachers to rate the proficiency of their students in each of five domains related to school readiness skills.

In 2008, the two-part survey was sent to and completed by 46 teachers from 16 elementary schools in five Marin County school districts. In 2009, 41 teachers from 15 elementary schools in four Marin County school districts responded to the survey. Among these 41, all responded to student observation form, which asks teachers rate to their current students' proficiency in key school readiness skill areas. Additionally, seven kindergarten teachers, who did not complete the survey in 2008, also completed the portion of the survey regarding their perceptions of the importance of school readiness skills.

Methodology

Surveys were delivered to teachers in Fall 2008 and again in 2009. Teachers who responded in 2008 were asked to complete the student observation form only in 2009. Seven teachers, who were not solicited in 2008, were asked to complete both the student observation form and the portion of the survey regarding their perceptions of the importance of school readiness skills. After receipt of the surveys, First 5 Marin School Readiness staff worked with individual respondents to clarify responses and ensure accuracy. Data were then entered were entered into SPSS and descriptive statistics were generated. The results of these analyses are summarized in this report.

Report Structure

This report is divided in to three sections. The first two correspond to the primary data collection instruments that shaped the research and analysis, and the third includes highlights of findings, including consideration of next steps. Instruments and additional tables and figures can be found in the appendices.

- **Highlights & Considerations, Next Steps**
 - Included in the Executive Summary, This section provides highlights of findings and offers considerations for how these findings might be used to inform action.
- **Overview of Findings from Teacher Survey on Importance of School Readiness**
 - This section provides an updated summary of findings to include the additional seven teachers who responded in 2009, representing a total of 53 Marin county kindergarten. The survey asks teachers about the importance of 23 school readiness skills across six categories: 1) Physical well-being and motor-development; 2) Social and emotional development; 3) Approaches toward learning; 4) Communication and language usage; 5) Cognition and general knowledge; and 6) Coping skills.
- **Overview of Findings from Kindergarten Observation Form**
 - This section provides a summary of 2009-2010 and 2008-09 kindergarten student proficiency as observed by teachers in the fall of each school year. A total of 41 teachers provided ratings in 2009-10 and 46 teachers provided ratings in 2008-09. As with the school readiness skills,

proficiency ratings are provided for each of five domains: 1) Transition to school; 2) Fine motor skills; 3) Engagement in reading; 4) Language development; 5) Cognitive development.

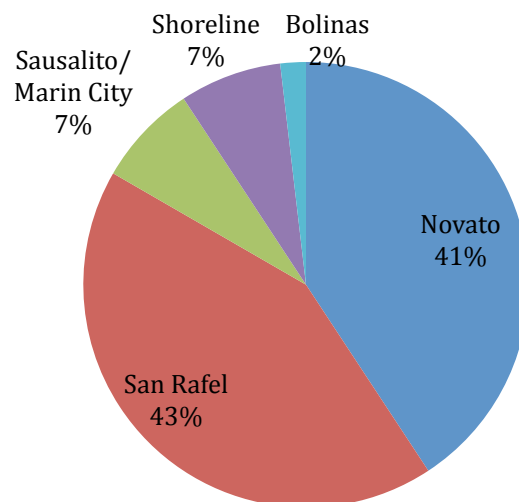
Who Responded to the Survey

2009: A total of 41 Kindergarten teachers from 15 elementary schools in four Marin county school districts responded to the survey for a 89% response rate. As in 2008, the majority of respondents were from larger school districts, either San Rafael (43%) or Novato (41%). (See Fig 1.)

2008: A total of 46 Kindergarten teachers from 16 elementary schools in five Marin county school districts responded to the survey for a 100% response rate. The majority of respondents were from the larger school districts either Novato (44%) or San Rafael (41%). (See Fig 1.)

Across the two years, respondents are primarily Caucasian (85%) followed by Latino (8%), Asian (6%), and African American (2%).

Figure 1. 2009-2010 Districts in which Respondents are Teaching



Responding Teachers' Educational Background and Years of Experience

All respondents hold undergraduate degrees and are fully credentialed, and approximately 25% of respondents hold advanced degrees. While respondents report a variety of undergraduate majors, with few exceptions, their advanced degrees are directly related to education (e.g., Curriculum & Instruction, Early Childhood Education, Elementary Education).

Respondents have an average of 7 years of experience teaching kindergarten (range 1 to 24 years). Approximately 30% of teachers have a decade or more of experience, another 30% have 1-2 years of experience, and one-fifth have 3-5 years of experience.

Table 1. Years of Experience Teaching Kindergarten

<i>Years Teaching</i>	<i>Number of Teachers</i>	<i>%</i>
1-2	14	30.4%
3-5	12	26.1%
6-9	12	26.1%
10-14	9	19.6%
15-17	2	4.3%
18-20	2	4.3%
21-24	2	4.3%

TEACHERS' PERCEPTIONS OF IMPORTANCE OF SCHOOL READINESS SKILLS

Level of Proficiency Students Need for Transition to Kindergarten

Teachers were asked to rate 23 school readiness skills in 6 categories in terms of their perception of what students must have in order to make a successful transition into kindergarten. Each skill was rated on a scale of 1 to 4 where 1 = Not Yet; 2 = Beginning; 3 = In Progress; and 4 = Proficient.

Across all categories and skill areas teachers' mean ratings suggest that students need to be *in progress*. In fact, with the exception of one skill (recognizing rhyming words), more than one-half of responding teachers indicated that students needed to be either "in progress" or already "proficient" upon entry. For approximately one-half of the skills (12 of 23 skills, 52%), teachers ratings indicated that a minimum of "in progress" proficiency is needed – that is, 10% or fewer responding teachers selected "not yet" or "beginning" for these skills. And, in one instance (students must be able to perform basic self-help/self-care tasks.) nearly all teachers (90.2%) believe proficiency is required for a successful kindergarten transition.

These twelve key skills--distinguished by agreement from at least 90% of respondents that students need to be "in progress" or already "proficient" for successful transition into kindergarten--are shown in the Table 2 below. Within district mean ratings for these eleven items are shown in Table 2a. (See Appendix A, Figures 6 – 11 for frequency and mean ratings for all 23 skills.)

Table 2. 2009-2010 Updated Key Skills for Successful Transition to Kindergarten

School Readiness Skill Areas	Mean Rating for level of proficiency	% Indicating Proficient	% Indicating In Progress
Perform basic self-help/self-care tasks	3.90	90.2%	9.8%
Recognizes eight primary colors	3.45	54.9%	37.3%
Appropriately expresses needs and wants verbally in primary language	3.45	51.0%	43.1%
Controls impulses and self-regulates	3.41	43.1%	54.9%
Relates appropriately to adults other than parent/primary caregiver	3.37	39.2%	58.8%
Participates successfully in circle time	3.36	40.0%	56.0%
Works and plays cooperatively with peers	3.35	37.3%	60.8%
Follows one- to two-step directions	3.34	42.0%	50.0%
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	3.26	36.0%	54.0%
Stays focused / pays attention during activities	3.24	28.0%	68.0%
Use of small manipulatives such as crayons, paintbrush, button, zippers	3.24	26.0%	72.0%
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	3.08	17.6%	72.5%

Scale: 1 = Not Yet; 2 = Beginning; 3 = In Progress; and 4 = Proficient

Table 2a. 2009-2010 Key Skills for Successful Transition to Kindergarten by District

Skill	Overall Mean Rating (N=51)*	Novato Mean Rating (N =22)	San Rafael City Schools Mean Rating (N = 21)	Sausalito/ Marin City Mean Rating (N=4)	Shoreline-Bolinas Mean Rating (N=4)
Perform basic self-help/self-care tasks	3.90	3.95	3.90	3.75	3.75
Recognizes eight primary colors	3.45	3.64	3.24	3.75	3.25
Appropriately expresses needs and wants verbally in primary language	3.45	3.64	3.24	3.25	3.75
Controls impulses and self-regulates	3.41	3.68	3.14	3.25	3.50
Relates appropriately to adults other than parent/primary caregiver	3.37	3.50	3.19	3.50	3.50
Participates successfully in circle time	3.36	3.68	3.00	3.25	3.50
Works and plays cooperatively with peers	3.35	3.55	3.14	3.25	3.50
Follows one- to two-step directions	3.34	3.55	3.15	3.00	3.50
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	3.26	3.18	3.24	3.75	3.33
Stays focused / pays attention during activities	3.24	3.41	3.10	3.00	3.25
Use of small manipulatives such as crayons, paintbrush, button, zippers	3.24	3.33	3.19	3.00	3.25
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	3.08	3.14	3.00	3.25	3.00

Scale: 1 = Not Yet; 2 = Beginning; 3 = In Progress; and 4 = Proficient

*These data are missing for 2 of the 53 respondents.

While there is some variation in the rank orders of districts' mean ratings, overall, teachers across the four districts tended to indicate that students needed at least a beginning level of proficiency for any of the school readiness skills. There were only a few skills that more than 5% of teachers indicated students did not yet need even a beginning level of proficiency (i.e., rated the item "not yet"):

- Recognizing rhyming words (13.7%)
- Recognizing letters of the alphabet (10%)
- Can count 10 objects correctly (6%)
- Recognizing three primary shapes (6%)

Overall, teachers' ratings suggest the importance of self-care, expression, and basic knowledge for successful transition to kindergarten. These ratings align with and are further illuminated by teachers' indications of *Top 5 Skills* in terms of: 1) Skills Most Important at Entry; 2) Skills Easiest to Impact During the School Year; 3) Skills on Which Teachers Spend the Most Time During the School Year.

Top 5 Skills – Most Important for Kindergarten Entry

By far, the largest percentage of responding teachers (81%) indicated that a student's ability to *perform basic self-help/self-care tasks (toileting, eating, washing hands)* was among the top five skills needed at entry. Only 5.7% of teachers reported that this was among the five skills easiest to impact, and no teachers reported spending most of their time on this skill.

The other skills most commonly indicated as important at entry include:

- Controls impulses and self-regulates (is not disruptive of others or class) (59%)
- Works and plays cooperatively with peers (takes turns and shares, helps others) (45%)
- Stays focused/pays attention during activities (40%)

Approximately one-quarter to one-third of teachers included the following skills in their Top 5:

- Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc. (32%)
- Appropriately expresses needs and wants verbally in primary language (30%)
- Participates successfully in circle time (listens, focuses, sits still, engages) (30%)
- Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from) (28%)
- Writes own first name (spelling and writing all letters correctly) (26%)
- Follows one-to-two step instructions (23%)

Teachers were least likely to include the following skills in their Top 5:

- Engages in symbolic / imaginative play with self or peers (plays house, fire station) (8%)
- Engages with books (knows where a book starts, associates print with storyline, pretends to read) (6%)

- Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying) (6%)
- Has expressive abilities (tells about a story or experience in response to a prompt) (4%)
- Can count 10 objects correctly (“Please give Maria 5 crayons” or “Please put 10 blocks in the basket”)(4%)

No teachers included recognition of rhyming words among their Top 5 skills needed for entry. This skill also received a low mean rating with teachers indicating, on average, that students need a “Beginning” level of proficiency. Furthermore, approximately one-quarter of teachers included this item in their top five areas of time spent and one-fifth indicated it is easy to impact. (See Appendix A, Table 3 for full list of skills)

Top 5 Skills – Easiest to Impact

In terms of areas they perceive as easy to impact during the school year, teachers frequently selected skills related to Communication and Language Usage and/or Cognition and General Knowledge. Approximately one-half of teachers indicated that the following three skills were among the five easiest to impact.

- Writes own first name (spelling and writing all letters correctly) (53%)
- Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black) (49%)
- Can count 10 objects correctly (“Please give Maria 5 crayons” or “Please put 10 blocks in the basket”) (47%)

The next most frequently indicated skills included:

- Recognizes three primary shapes (circle, triangle square) (43%)
- Engages with books (knows where a book starts, associates print with storyline, pretends to read) (42%)
- Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination) (38%)

Teachers were least likely to include Coping Skills (2% to 6% of teachers) among those easiest to impact during the school year, and inclusion of Social and Emotional Development Skills varied a bit but were also mostly infrequent (6% to 15%). (See Appendix A, Table 4 for full list of skills)

Top 5 Skills – Time Spent

While the greatest percentage of teachers (59%) included attending to alphabet recognition in their Top 5 areas of time spent during the school year, the next most common skills (listed below) where teachers spend time relate primarily to student behavior and classroom management. (See Appendix A, Table 5 for full list of skills)

- Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving), (51%)
- Stays focused / pays attention during activities (47%)
- Participates successfully in circle time (listens, focuses, sits still, engages) (41%)
- Controls impulses and self-regulates (is not disruptive of others or class) (40%)
- Works and plays cooperatively with peers (takes turns and shares, helps others) (32%)

- Follows one- to two-step directions (32%)

Approximately one-fifth to one-quarter of teachers included the following skills in their Top 5 areas of most time spent during the school year:

- Engages with books (knows where a book starts, associates print with storyline, pretends to read) (26%)
- Appropriately expresses needs and wants verbally in primary language (25%)
- Can recognize rhyming words (25%)
- Can count 10 objects correctly (23%)
- Writes own first name (19%)

Summary

While teachers are confident in their abilities to impact students' academic development (as indicated in the commonality of several basic academic skills among the those that are "easiest to impact"), skills related to students coping and social and emotional development are harder to impact for most teachers and are commonly included among those where teachers are spending the most time. Taken as whole, teachers ratings and indications of importance, impact, and time spent suggest that pre-kindergarten experiences that would benefit incoming students are those that attend to their self-care, social-emotional development, and basic knowledge.

OVERVIEW OF FINDINGS FROM KINDERGARTEN OBSERVATION FORM

In the fall of 2008 and 2009, teachers were asked to rate each of their entering students in terms of their general proficiency in five areas:

- Transition to School (e.g., able to adjust to a new routine and follow teacher instructions)
- Fine Motor Skills (e.g., ability to hold a pencil and scissors, copy, write, or draw)
- Engagement in Reading (e.g., listens to stories and pucks up books/reads on his/her own)
- Language Development (e.g., speech is understandable, participates in conversations)
- Cognitive Development (e.g., able to recognize and label shapes, colors, his/her own name)

Teachers rated students on a scale of 1 to 4 where 1 = limited, 2 = somewhat or beginning, 3 = in progress, and 4 = proficient. Overall, teachers’ mean ratings suggest that students are “in progress” in terms of their proficiency in each area. **Additionally, mean ratings were similar across both years with the overall mean rating for Engagement in Reading showing the greatest increase (0.13). Also, somewhat fewer students had “limited” or “beginning” proficiency in 2009.**

2009: Means ranged from 3.00 for Fine Motor Skills and Language Development to 3.19 for Transition to School and Engagement in Reading, on 4-point scale. These means suggest moderate proficiency across all 41 classrooms; however, it is important to note that approximately 20%-25% of students were rated as having “limited” or “beginning” proficiency in each of the five areas.

2008: Means ranged from 2.97 for Fine Motor Skills and Language Development to 3.2 for Transition to School on 4-point scale. These means suggest moderate proficiency across all 46 classrooms, it is important to note that approximately 25%-30% of students were rated as having “limited” or “beginning” proficiency in each of the five areas.

Figure 2. 2009-2010 Teachers’ Ratings for Students in 5 Key School Readiness Skill Areas

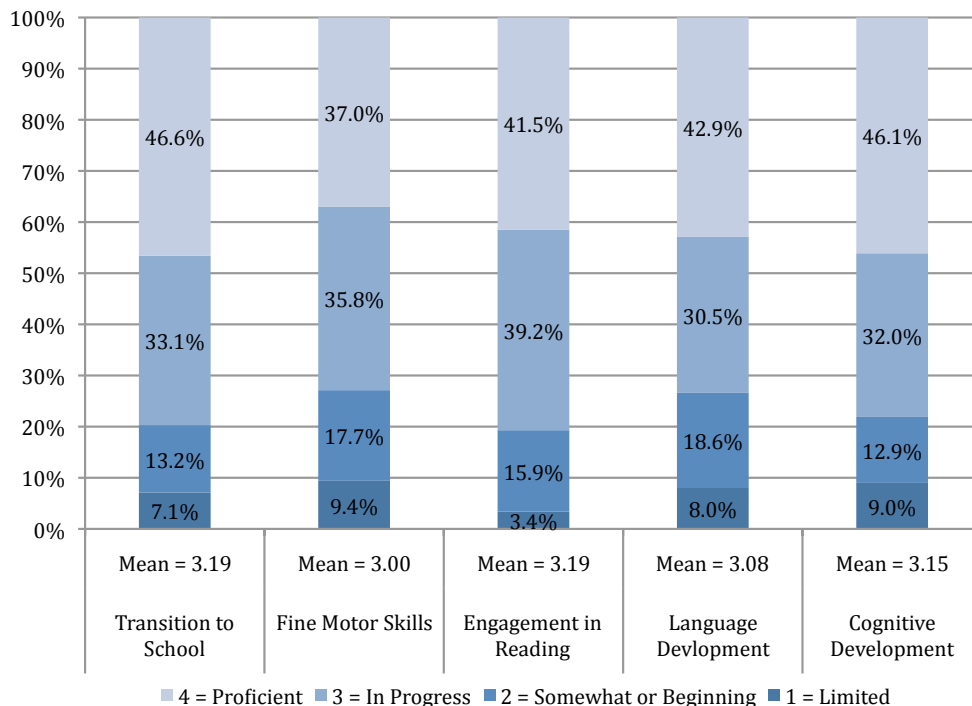
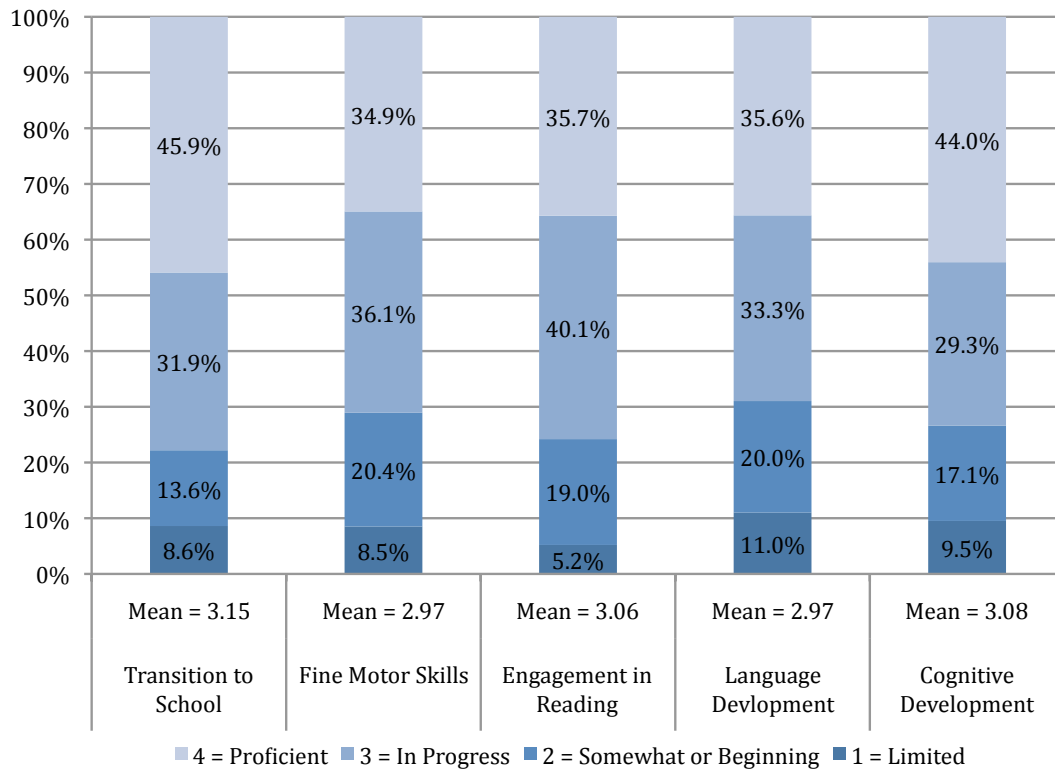


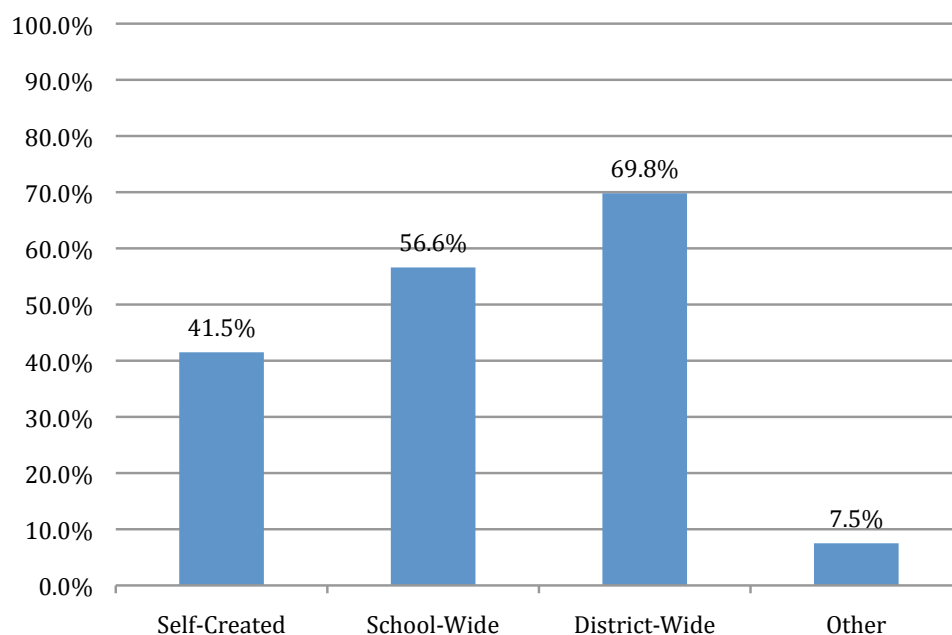
Figure 3. 2008-2009 Teachers' Ratings for Students in 5 Key School Readiness Skill Areas



HOW TEACHERS DESCRIBE THEIR CURRENT CLASSROOM INSTRUCTION

In terms of curriculum, nearly three-fourths of responding teachers report using a district-wide curriculum, approximately one-half are using a school-wide curriculum, and approximately one-third are using curriculum they created themselves. Teachers report that their classroom instruction is based on more than one type of curriculum. For instance, approximately one-third of those using a district-wide curriculum also report using a school-wide curriculum and/or a curriculum of their own creation. Given the multiple district- and school-wide curricula in use, discussions around potential professional development might consider if there are similar areas in which teachers are supplementing with self-created curriculum, and how professional development opportunities can support in these areas.

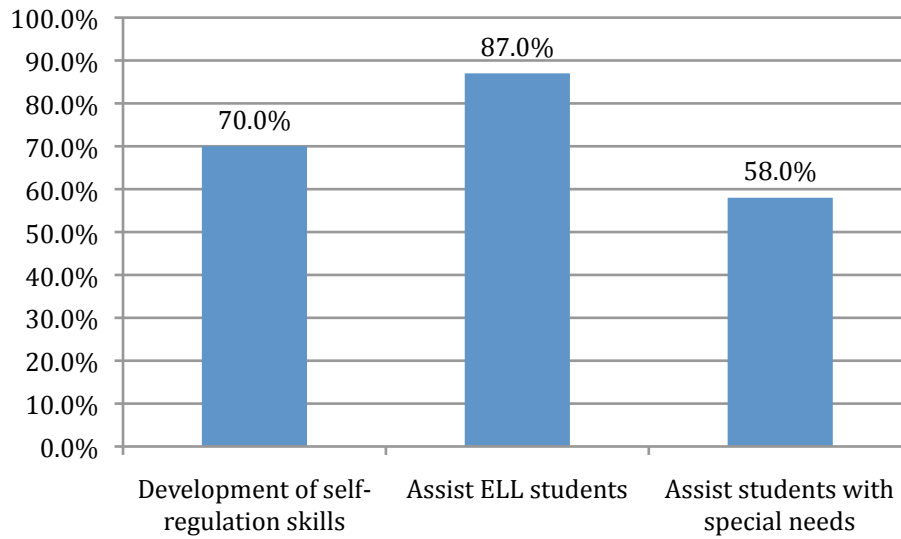
Figure 4. 2009-2010 Types of Curriculum Upon Which Classroom Instruction is Based



Teachers were also asked about special programs or activities in their curriculum.

Almost all teachers (87%) report programs or activities in their curriculum to address assisting English Language Learners. More than two-thirds (70%) report programs or activities to address the development of children's self-regulation skills; and more than one-half (59%) indicate program or activities to address assisting students with special needs. The majority of teachers also have had special training in at least one of these areas. Nearly all (87%) responding teachers report having special training for working with students who are English Language Learners, and just under one-half (45%) have had special training in working with students with special needs

Figure 5. 2009-2010 Special Programs or Activities



Appendix A: Additional Figures

Table 3. 2009-2010 Frequency of Teachers' Indications of Top Five Skills
 "Most Important" for Kindergarten Entry

Skills	% Indicating MOST IMPORTANT at entry
Performs basic self-help / self-care tasks (toileting, eating, washing hands)	81.1
Controls impulses and self-regulates (is not disruptive of others or class)	58.5
Works and plays cooperatively with peers (takes turns and shares, helps others)	45.3
Stays focused / pays attention during activities	39.6
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	32.1
Participates successfully in circle time (listens, focuses, sits still, engages)	30.2
Appropriately expresses needs and wants verbally in primary language	30.2
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	28.3
Writes own first name (spelling and writing all letters correctly)	26.4
Follows one- to two-step directions	22.6
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	15.1
Recognizes three primary shapes (circle, triangle square)	13.2
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	13.2
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	13.2
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	11.3
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	9.4
Has general coordination on playground (kicking balls, running, climbing)	9.4
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	7.5
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	5.7
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	5.7
Has expressive abilities (tells about a story or experience in response to a prompt)	3.8
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	3.8
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	0

Table 4. 2009–2010 Frequency of Teachers' Indications of Top Five Skills "Easiest to Impact" During the School Year

Skills	% Indicating EASIEST TO IMPACT
Writes own first name (spelling and writing all letters correctly)	52.8
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	49.1
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	47.2
Recognizes three primary shapes (circle, triangle square)	43.4
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	41.5
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	37.7
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	30.2
Has general coordination on playground (kicking balls, running, climbing)	30.2
Follows one- to two-step directions	20.8
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	17
Works and plays cooperatively with peers (takes turns and shares, helps others)	15.1
Participates successfully in circle time (listens, focuses, sits still, engages)	15.1
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	13.2
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	11.3
Has expressive abilities (tells about a story or experience in response to a prompt)	11.3
Stays focused / pays attention during activities	9.4
Controls impulses and self-regulates (is not disruptive of others or class)	7.5
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	7.5
Performs basic self-help / self-care tasks (toileting, eating, washing hands)	5.7
Appropriately expresses needs and wants verbally in primary language	5.7
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	5.7
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	3.8
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	1.9

Table 5. 2009-2010 Frequency of Teachers' Indications of Top Five Skills on Which Teachers Spend the "Most Time" During the School Year

Skills	% Indicating MOST TIME SPENT
Recognizes the letters of the alphabet (note: may be CAPs, lowercase or combination)	58.5
Negotiates with peers to resolve social conflicts with adult guidance (e.g., engages in problem-solving)	50.9
Stays focused / pays attention during activities	47.2
Participates successfully in circle time (listens, focuses, sits still, engages)	41.5
Controls impulses and self-regulates (is not disruptive of others or class)	39.6
Works and plays cooperatively with peers (takes turns and shares, helps others)	32.1
Follows one- to two-step directions	32.1
Engages with books (knows where a book starts, associates print with storyline, pretends to read)	26.4
Can recognize rhyming words ("Shoe rhymes with Glue. Does Blue rhyme with Glue? Does Dog?")	24.5
Appropriately expresses needs and wants verbally in primary language	24.5
Can count 10 objects correctly ("Please give Maria 5 crayons" or "Please put 10 blocks in the basket")	22.6
Writes own first name (spelling and writing all letters correctly)	18.9
Use of small manipulatives such as crayons, paintbrush, buttons, zippers, etc.	15.1
Has expressive abilities (tells about a story or experience in response to a prompt)	15.1
Expresses curiosity and eagerness for learning (tries new activities, asks questions)	15.1
Expresses empathy or caring for others (e.g., consoles or comforts a friend who is crying)	7.5
Comforts self with adult guidance (e.g., goes to quiet area when upset; identifies emotion s/he is feeling)	5.7
Recognizes three primary shapes (circle, triangle square)	1.9
Relates appropriately to adults other than parent/primary caregiver (converses with, seeks help from)	1.9
Recognizes eight primary colors (Crayola basic 8: red, orange, yellow, green, blue, purple, brown, black)	1.9
Has general coordination on playground (kicking balls, running, climbing)	0
Engages in symbolic / imaginative play with self or peers (plays house, fire station)	0
Performs basic self-help / self-care tasks (toileting, eating, washing hands)	0

Figure 6. 2009-2010 Physical Well-Being and Motor Development

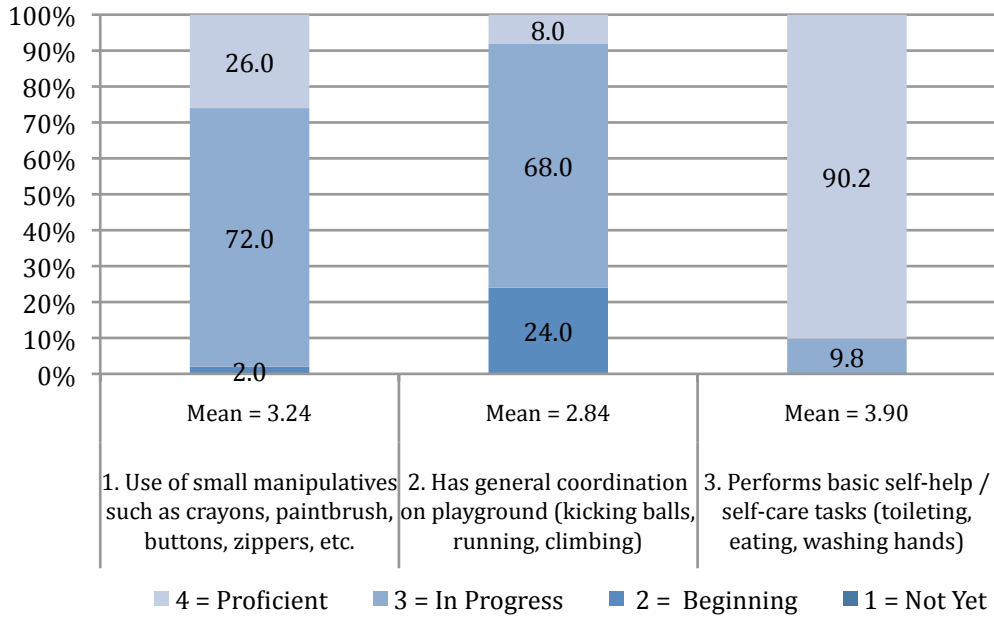


Figure 7. 2009-2010 Social and Emotional Development

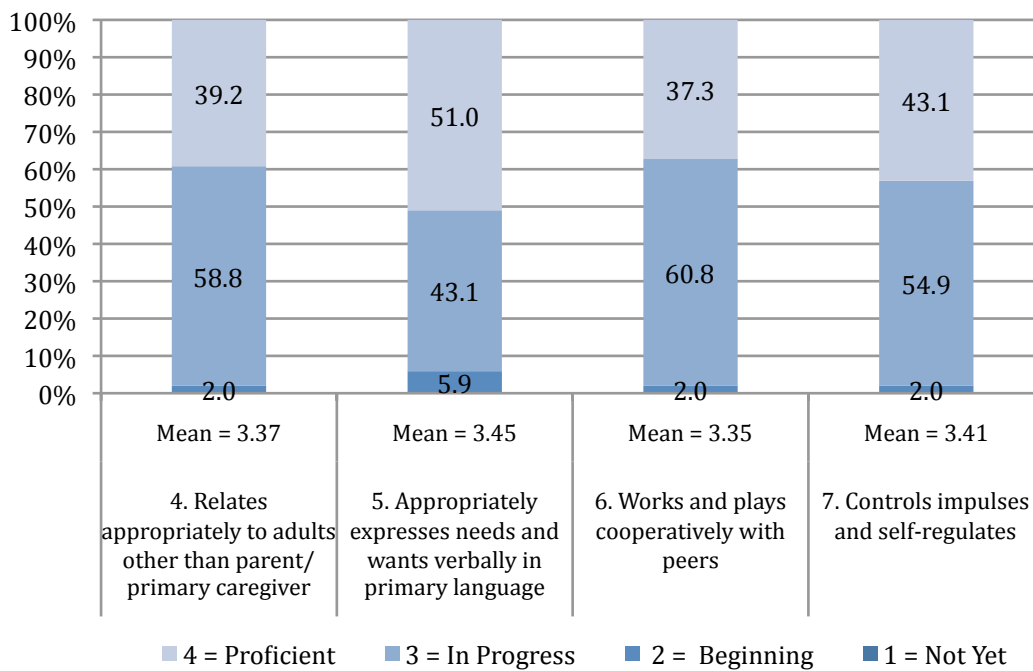


Figure 8. 2009-2010 Approaches Toward Learning

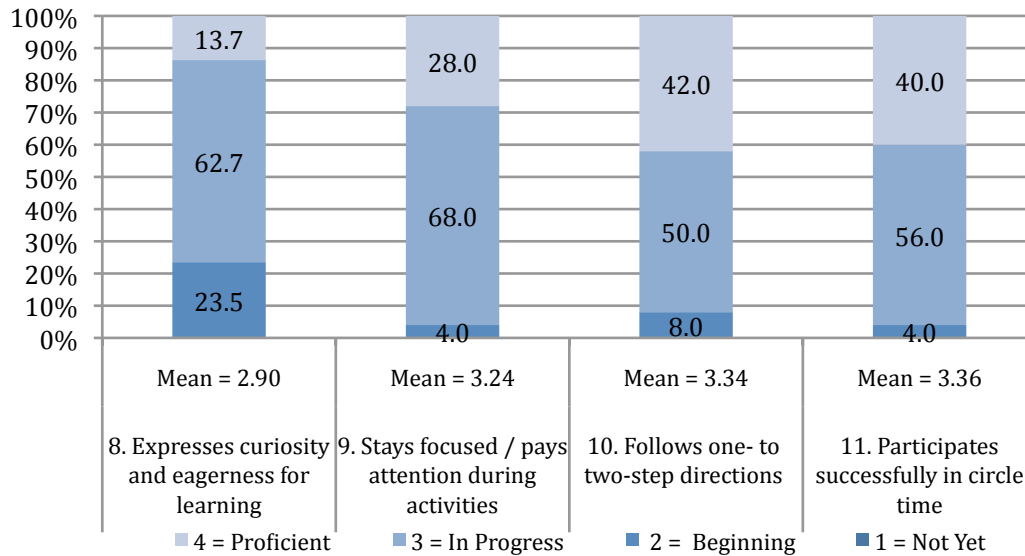


Figure 9. 2009-2010 Communication and Language Usage

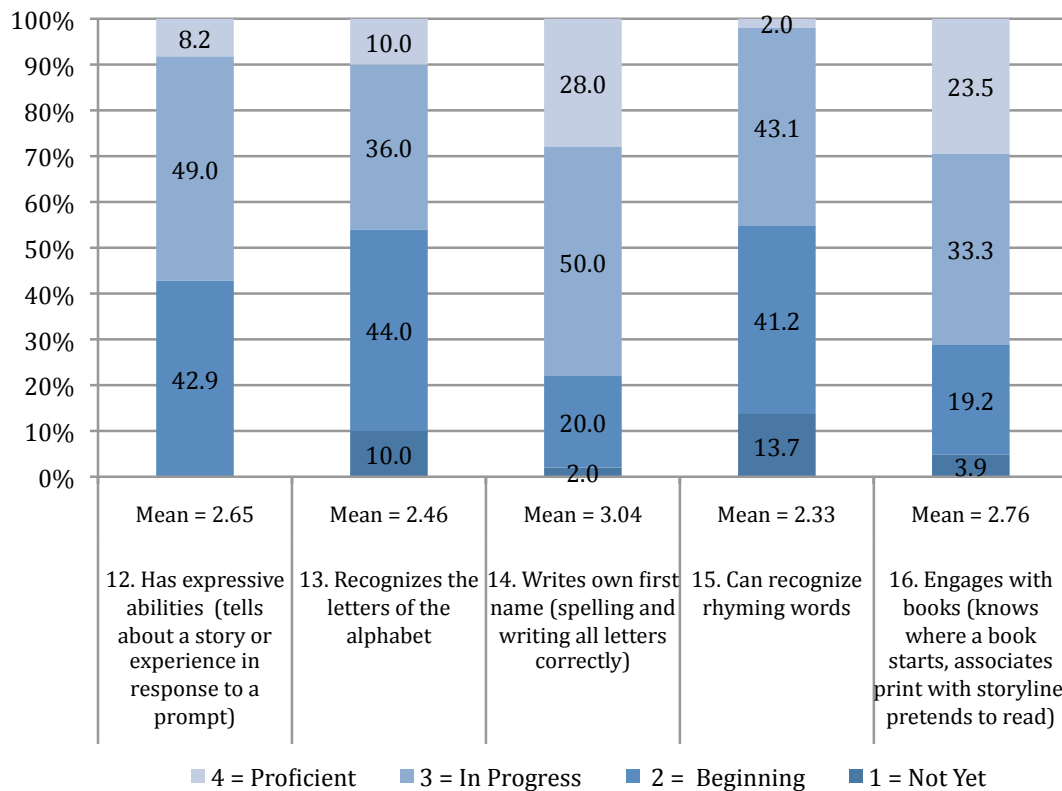


Figure 10. 2009-2010 Cognition and General Knowledge

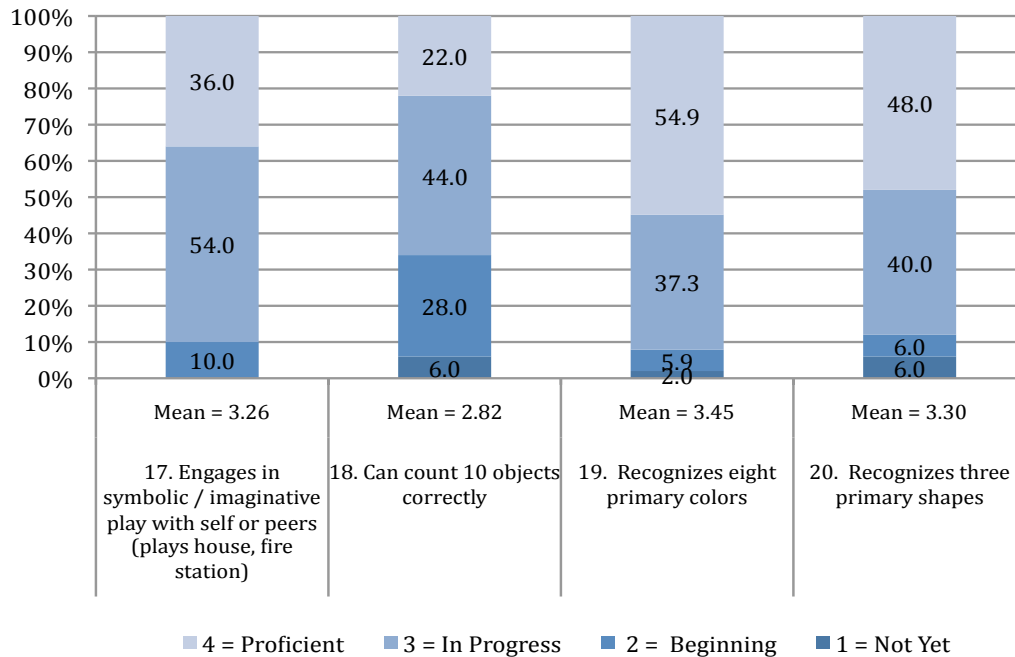
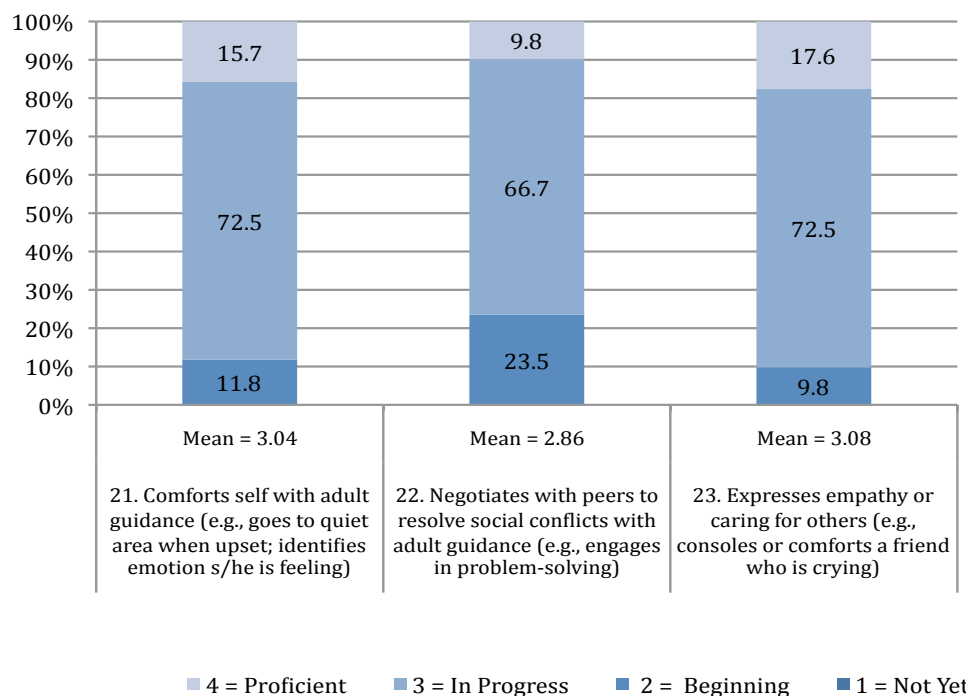


Figure 11. 2009-2010 Coping Skills



Appendix B: Instruments