



# **School Readiness:** The Transition to Kindergarten



**Dr. Theresa Vadala**





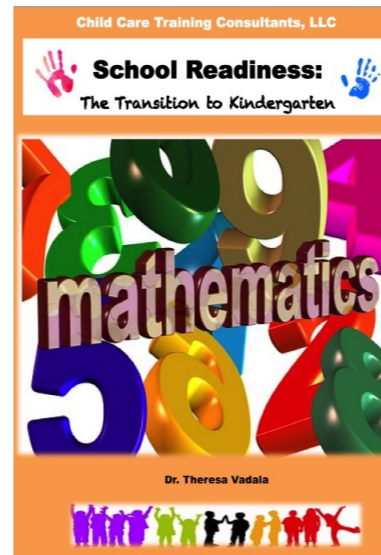
**School Readiness: The Transition to Kindergarten**

by

**Theresa Vadala, Ed. D**

**Child Care Training Consultants, LLC**

**Las Vegas, Nevada 89139**



All rights reserved. No part of this manual may be photocopied or reproduced in any form without written permission from the publisher. Moreover, no part of this publication can be stored in a retrieval system, transmitted by any means, recorded or otherwise, without written permission from the publisher.

**Limits of Liability and Disclaimer of Warranty**

The contents of this training “**School Readiness: The Transition to Kindergarten**” is for Educational Purposes Only. While every precaution has been taken in preparing this manual, including research, development, and testing, the Author assumes no responsibility for errors or omissions. No liability is assumed by the Author for damages resulting in the use of this information.



**Applying New Knowledge:  
Learning & Transfer**

# Child Care Training Consultants, LLC

Accredited by International Association for Continuing Education and Training (IACET)

## PRESCHOOL Module 1

**CDA Subject Area 1: Safe and healthy Learning Environment**

**Title: HLT.SAF 1.C School Readiness: The Transition to Kindergarten**

**2 Hours**

**0.2 CEUs**



**Dr. Theresa Vadala**  
**(Instructor & Curriculum Designer)**





**Applying New Knowledge:  
Learning & Transfer**

## **Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

**Thank you for choosing  
Child Care Training Consultants, LLC.,  
for your CDA Training Needs!**

### **Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

### **Questions?**

**We are happy to help.**

### **Support Services:**

**Please contact us 24/7 at**

**[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)**

**Business # 702.837.2434**



**Applying New Knowledge:  
Learning & Transfer**

# **Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

## **Child Care Training Consultants LLC., Goal**

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

## **Mission Statement**

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

## **Vision**

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.



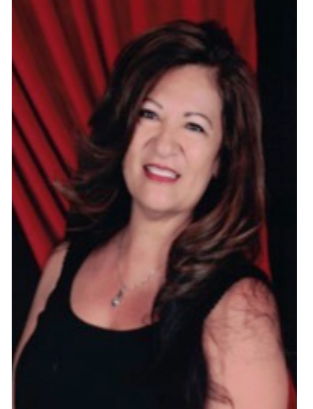
**Applying New Knowledge:  
Learning & Transfer**

## **Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

### **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).

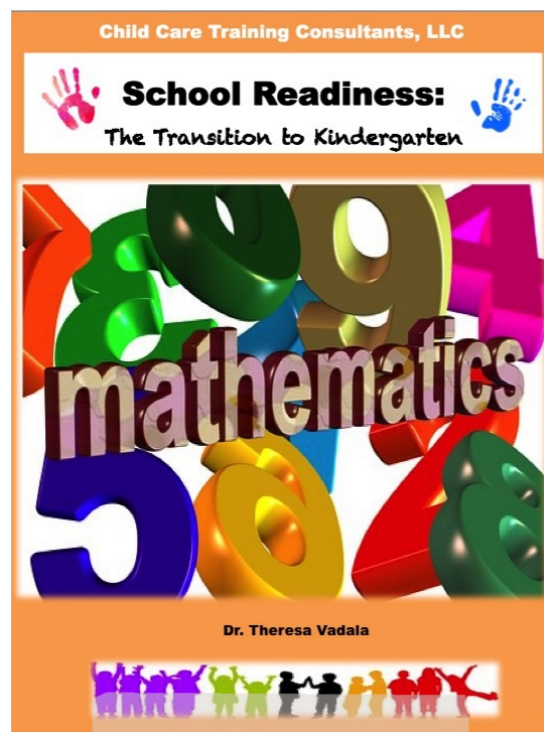


### **Business Description**

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

## Learning Environment

Teaching staff also organize the learning environment and use relationships, the physical space, materials, daily schedule, and routines to create a secure, interesting and enjoyable environment that promotes engagement, play, exploration, and learning for all children including children with special needs.



## Why teach on school readiness?

The first five years are critical to a child's lifelong development. Early experiences influence brain development, establishing the neural connections that provide the foundation for language, reasoning, problem solving, social skills, behavior, and emotional intelligence – characteristics that often determine how well a child will do in school and in life.



# Goal

The goal is to provide early childhood providers with research-based school readiness activities aligned with kindergarten state standards and how to organize an effective learning environment.





# Objectives



Participants will ...



**1. Learn What Research says about School Readiness**



**2. Identify Transition to Kindergarten: School Readiness Skills Students Need**



**3. Preparing an Effective Learning Environment**



# Learning Outcomes



Participants will ...



**1. Identify 2 facts on what research says about school readiness**



**2. Identify 2 School Readiness Skills Students Need for Kindergarten**



**3. Identify 2 ways to prepare an Effective Learning Environment**

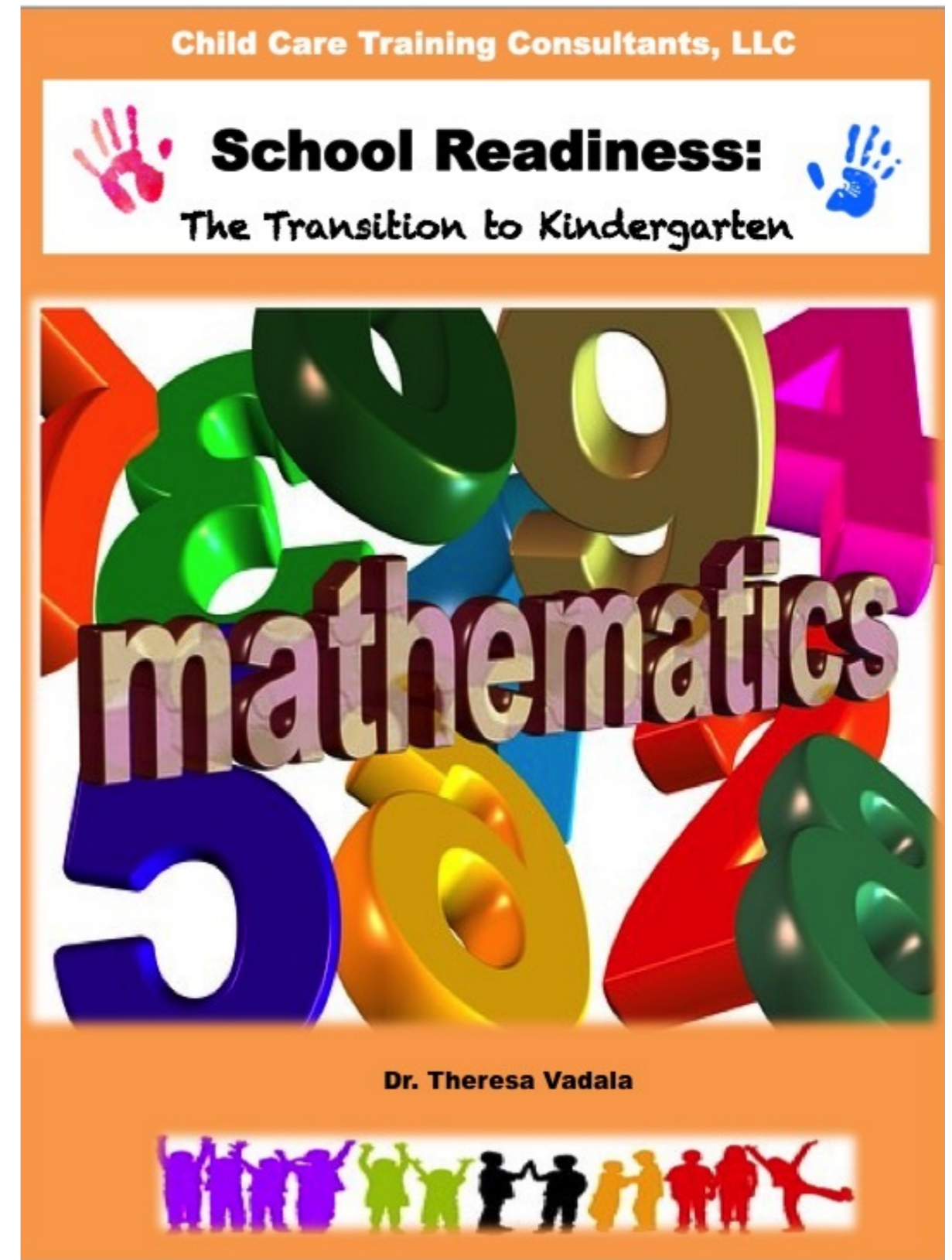
# Prekindergarten Standard Five (5) Domains

1. **Cognitive Development: Math & Science**
2. **Language Development & Communication**
3. **Social Studies/Social Emotional Development**
4. **Health & Physical Development**
5. **Approaches to Learning: Creative Expression**



# Agenda

- School Readiness Theories & Definitions
- What Research says about School Readiness
- Teacher Quality
- Standards and School Readiness
- The Importance of Play
- Poverty and School Readiness
- Issues & Trends
- Recommendations
- School Readiness Activities



# SCHOOL READINESS: What research says

Research shows that preschool students who enter kindergarten need necessary skills for early literacy, mathematics, and social maturity to meet kindergarten standards. Kindergarten programs present a time of change, challenge, and pressure for children (NAEYC, 2011). Current research continues to indicate kindergarten teachers report children have problems during the transition to kindergarten due to "lack of academic skills, difficulty following directions, and difficulty working independently." The Provident National Corporation (PNC) Study of Early Childhood Education (2007) found "kindergarten readiness is often overlooked in the broader debate about education in America." With student achievement an issue in school readiness practices, expectations of children entering kindergarten prepared with the needed skills present unrealistic goals.

# SCHOOL READINESS DEFINITIONS

The working definition of school readiness is an ongoing process from birth to prekindergarten, and through the transition into elementary school.

School readiness is defined as the preparedness of young children to enter kindergarten and the preparedness of schools to receive young children into public educational settings.



# School Readiness Theories

**Martin (2009) described four theories on child development and school readiness:**

1. The nativist view is that once children are “mature enough to sit quietly, engage with peers, and accept direction” they are ready for school
2. The environmental view is the belief that children are ready for school when they can identify “colors, shapes, and the letters of the alphabet”
3. Social-constructivists believe school readiness depends on the individual child or his or her background”
4. The inter-activists believe that readiness primarily depends on the “child’s learning, skills, and knowledge”

The four theories provide specific issues and challenges that schools, parents, and children face regarding school readiness. Children pushed beyond their abilities may be at greater risk of not fitting into their environment or face academic failure.

# Children's Readiness for School: Five Dimensions



HEALTH AND PHYSICAL  
DEVELOPMENT



EMOTIONAL WELL BEING  
AND SOCIAL  
COMPETENCE



APPROACHES TO  
LEARNING



COMMUNICATIVE SKILLS



COGNITION AND  
GENERAL KNOWLEDGE





# School Readiness Goals for Children are:

to create a smooth transition between home and school

to have continuity between early care and education programs and elementary grades

to have a student-centered environment focused on helping children learn

to commit to the success of every child

to use approaches that have been shown to raise achievement for every child

to have a willingness to alter practices and programs to benefit children

to assure that students have access to services and support in the community

Why are teachers' beliefs a critical factor in preparing children for kindergarten?

Yearly, teachers questioned preschool children's kindergarten readiness abilities.

Preschool teachers work effortlessly to prepare children for kindergarten.

Learning about teachers' beliefs is important to social interests as this study may provide insight into teachers' voices being heard.

Teachers' beliefs are formed through life experiences and culture.

Teachers' beliefs are the foundation of their classrooms teaching objectives.

# Teacher Quality and Student Achievement

Four objectives in ensuring schools to obtain high quality teachers were defined by the Early Learning Council as:

(a) building on the education system and offer opportunities for staff to earn an early childhood degree

(b) ensuring that high quality professional development is available to early childhood professionals

(c) demonstrating an awareness of professionals who have reached specific levels of education

(d) ensuring children and families have access to high quality, diverse resources, and trainings.



## Applying New Knowledge: Learning & Transfer

- According to research school leaders are held more accountable for ensuring students meet the new learning standards.
- In efforts to prepare leaders, school districts are encouraged to “articulate the specific demands of the position and changing expectations ” Socialization is a major component of leadership development that begins with administrative training preparation programs.
- Collaboration between preschool and kindergarten programs helps teachers understand concepts children need to learn before kindergarten entry.
- Understanding the characteristics of programs is also critical for evaluating the success of meeting the goals of a program.

How does  
leadership  
affect  
teacher  
quality?

# Are early learning guidelines mandatory for preschool?

- Early Learning Standards (ELS), similar to kindergarten through Grade 12 curriculum standards, contain guidelines with skills and abilities young children need to develop for success in kindergarten.
- These early learning guidelines present the expectations to early care and education providers.
- Over the past decade, preschools in the 50 states, including the District of Columbia, have acquired their own ELG with almost half of the states in the process of developing ELG for infants and toddlers and birth to age three.



# WHY IS “PLAY” IMPORTANT?

According to Booth and Crouter (2008), play is a crucial role in preparing students for school readiness.

Early education research has demonstrated that:

1) Environments in which children participate in rough play,

2) Demonstrated social well-being

3) The ability to lead and follow (Carlson, 2011).



# School Readiness: Socioeconomic Behaviors

- Research shows that children who live in poverty do not start school with academic readiness needed to succeed in school.
- Students who live in poverty also experience performance anxiety.
- Research has found that children who live in poverty are more likely to have less success later in life.
- Children who live in poverty experience social exclusion that affects self-efficacy leading to low self-esteem.
- According to National Scientific Council on the Development of Children (2008), children's early learning experiences are critical to later development.
- Children living in poverty experience transitional discontinuance and have greater difficulties engaging in school.



School  
Readiness:  
Socioeconomic  
Behaviors

- Ethnicity and social class are prominent factors in a child's environment.
- Achievement gaps among ethnic groups of disadvantaged children increase over time
- As the achievement gaps widens over time, children living in poverty experience learning problems as they migrate through the educational system.





# Recommendations

The implementation of teacher training and mentoring at the preschool level



Effective teaching consists of planning, preparation, and instructional planning as the basis for effective student learning and quality programs (McClay, 2010).



Become a member of the Nevada Registry to validate professional goals and achievements



Research showed teachers who teach using structured instructional plans demonstrated higher achievement than teachers with less structured plans (Greiman & Bedtke, 2008).



# Objectives



Participants will ...



1. Learn What Research says about  
School Readiness



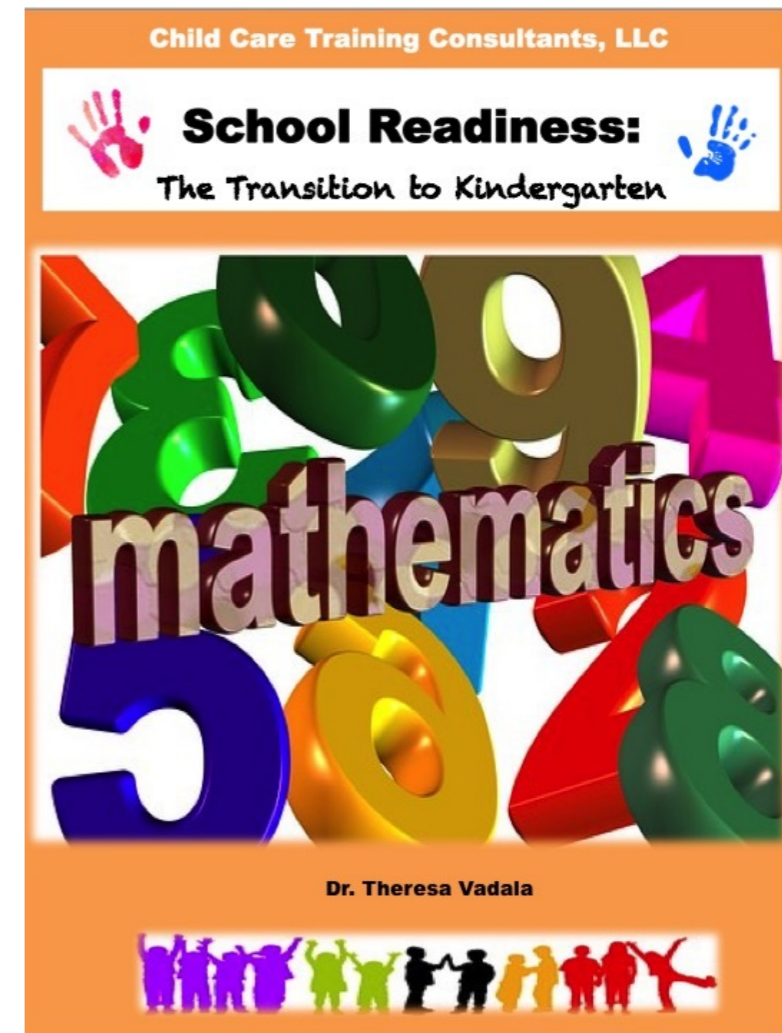
2. Identify Transition to Kindergarten:  
School Readiness Skills Students Need



3. Implement Kindergarten Readiness  
Activities



10 kindergarten  
readiness skills  
to focus on as  
you work with  
your child





## **1. Writing**

Help students practice writing letters, especially the letters in their name. Teach them how to write their name with an uppercase first letter and the remaining letters in lowercase.

Write in shaving cream in the bathtub, salt or sugar in a cake pan or in finger paint to make practicing more fun and multisensory.



## **2. Letter Recognition**

Play games to help your child recognize some letters of the alphabet.  
Play hide and seek with refrigerator magnets.

Rather than drilling your child with flashcards, use flashcards to play a game of alphabet go fish.



### **3. Beginning Sounds**

Help students build an awareness of the sound that each letter makes. Find items around the house that begin with the same sound and identify the letter that makes each sound.

Overemphasize the first sound in words to help students hear the individual sounds in words.



#### **4. Number Recognition and Counting**

Count throughout the day (for example, the crackers your child is eating for snack or the socks in that you take out of the dryer).

Point out numbers you see in your environment and have students identify them. (for example, the numbers found on food boxes or street signs).



## **5. Shapes and Colors**

Help students recognize more difficult shapes such as diamonds and rectangles by showing them how to draw on paper and cut them out.

Play games in which students find objects of certain colors and shapes around the room or during outdoor play.





## **6. Fine Motor Skills**

Give students several different writing options (colored pencils, crayons or markers) to help keep them interested in writing and drawing.

Playing with play dough is a fun way to strengthen the muscles of the hand that will be used for writing.



## **7. Cutting**

Purchase a good pair of child-safe scissors and let your child practice.

Give her old magazines or newspapers to cut up or allow your child to make a collage of the things she likes by cutting them from magazines and gluing them to a piece of paper.

Cutting play dough is also fun for children.



## **8. Reading Readiness**

Run your finger under the words as you read to your child to help them learn that words go from left to right and top to bottom.

Play games with rhyming words to help students hear similar sounds in words. For example, as you are going up the stairs, name one word that rhymes with cat for each step as you go up.



## **9. Attention and Following Directions**

Read books to students and work up to reading longer chapter books, one chapter each night or as child remains interested and focused.

Give students two and three step directions. For example: "put on your pajamas, brush your teeth and pick a book to read."

Play Simon Says with two or three step directions. For example: "Simon Says jump up and down and shout hooray."



## **10. Social Skills**

Give students opportunities to interact with other children in preschool, church or social groups or play dates.

Teach students how to express her feelings if he/she doesn't like something.

Role-play different situations that students might experience in the classroom or at their home. Help them find solutions for typical problems they might encounter.



# Objectives



Participants will ...



1. Learn What Research says about  
School Readiness



2. Identify Transition to Kindergarten:  
School Readiness Skills Students Need



3. Preparing an Effective Learning  
Environment



# Learning Environment

The learning environments for all students must be developmentally appropriate, welcoming, and arranged and organized intentionally to meet the needs of students. There should also be a variety of developmentally appropriate materials accessible for children to explore.



# Learning Environment

A developmentally appropriate daily schedule and weekly lesson plan must also be posted in the classroom and be up to date. The schedule also allows for routine needs of children to be met, nap time, whole group time and a variety of developmentally appropriate experiences.





## REVIEW



**1. Identify 2 facts on what research says about school readiness**



**2. Identify 2 School Readiness Skills Students Need for Kindergarten**



**3. Identify 2 ways to prepare an Effective Learning Environment**



# References

- Colburn, A. (2009) "Ask Questions and Listen." *The Science Teacher* 76 (5) 10.
- Common Core State Standards Initiative. (2011). About the standards. Retrieved from <http://www.corestandards.org/about-the-standards>
- Cross, A. F. & Conn-Powers, M. (2011, March). A working paper: New information about school readiness. Retrieved from <http://www.iidc.indiana.edu/styles/iidc/defiles/ECC/New%20Info%20School%20Readiness.pdf>
- Crouter, A. C. (2008). Processes linking social class and racial socialization in African American dual-earner families. *Journal of Marriage and Family*, 70, 1310-1324.
- Daily, S., Burkhauser, M., & Halle, T. (2010). A review of school readiness practices in the states early-learning guidelines and assessments. *Child Trend: Early Childhood Highlights*, 1(3), 1-12. Retrieved from [http://http://www.childtrends.org/Files Child\\_Trends-2010\\_06\\_18\\_ECH\\_SchoolReadiness.pdf](http://http://www.childtrends.org/Files Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf)
- Nevada Early Childhood Advisory Council. (2012). Retrieved from [http://www.nevadaecac.com/wp-content/uploads/2012/07/KEDS-Vision-and-School-Readiness-Handout\\_6-20121.pdf](http://www.nevadaecac.com/wp-content/uploads/2012/07/KEDS-Vision-and-School-Readiness-Handout_6-20121.pdf)
- National Association for the Education of Young Children. (2012). Professional development. Retrieved [http:// www.naeyc.org/files/naeyc/file/positions/PSCAP.pdf](http://www.naeyc.org/files/naeyc/file/positions/PSCAP.pdf)
- Normone, A. H. (2004). Socializing school administrators to meet leadership challenges that doom all but the most heroic and talented leaders to failure. *International Journal of Leadership Education*, 7(2), 107-125. doi:10.1080/1360312042000185951
- Shidler, L. (2009). Teaching children what we want them to learn. *YC: Young Children*, 64(5), 88-91.
- Viadero, D., (2009, April). [Scholars probe diverse effects of exit exams](#). Education Week.
- Tout, K., Starr, R., Isner, T., Cleveland, J., Albertson-Junkans, L., Soli, M., & Quinn, K. (2011). Evaluation of parent aware: Minnesota's quality rating and improvement system pilot: final evaluation report. Minneapolis, MN: Child Trends.
- R. & Kaurez, K. (2008) Pk inclusion: getting serious about a P-16 education system. *Phi Delta Kappan*, 89(7), 480.
- Winter, S. (2008, January). Forty years of school readiness research: What have we learned? *Association for Childhood Education International*, 84(5). Retrieved from <http://www.freepatentsonline.com/article/Childhood-Education/180695026>



# Transfer of Learning

## **How will you transfer learning into your work environment?**

- Think about strategies or activities that you found of interests.
- How will you use them in the classroom?
- How will you differentiate activities to meet students' needs?
- If you were observed in the classroom, would your supervisor see the connection between the training content and your interactions with students?



**Applying New Knowledge:  
Learning & Transfer**

## **Child Care Training Consultants, LLC**

*Accredited by International Association for Continuing Education and Training (IACET)*

**Thank you for choosing  
Child Care Training Consultants, LLC.,  
for your CDA Training Needs!**

### **Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

### **Questions?**

**We are happy to help.**

### **Support Services:**

**Please contact us 24/7 at**

**[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)**

**Business # 702.837.2434**