

	What level of proficiency do you expect children, exiting preschool, to demonstrate in the following areas? I believe children should demonstrate an ability...	P = Preschool; K= Kindergarten	“beginning”; rarely or never exhibit desired performance	“developing; generally demonstrates desired performance	“proficient”; exhibits desired performance as prompted	“exemplary”; high level of regular, independent performance	N = 35--18 preschool teachers, 17 kindergarten teachers
EMOTIONAL & SOCIAL	to recognize and accurately label emotions	P	0.00	0.22	0.61	0.17	100%
		K	0.06	0.59	0.35	0.00	100%
	to regulate emotions	P	0.00	0.28	0.67	0.06	100%
		K	0.00	0.71	0.29	0.00	100%
	to participate in classroom transitions	P	0.00	0.11	0.67	0.22	100%
		K	0.00	0.29	0.65	0.06	100%
	to understand classroom routines	P	0.00	0.11	0.61	0.28	100%
		K	0.00	0.35	0.59	0.06	100%
	to follow the plans of the large group	P	0.00	0.22	0.56	0.22	100%
		K	0.00	0.24	0.71	0.06	100%
	to modify actions in different situations	P	0.00	0.56	0.44	0.00	100%
		K	0.06	0.71	0.24	0.00	100%
	to express self-awareness	P	0.00	0.11	0.83	0.06	100%
		K	0.00	0.47	0.47	0.06	100%
to engage with 2-3 play partners	P	0.06	0.11	0.67	0.17	100%	
	K	0.00	0.29	0.59	0.12	100%	
to take the perspective of another person	P	0.11	0.56	0.33	0.00	100%	
	K	0.12	0.77	0.12	0.00	100%	
to resolves conflicts constructively	P	0.06	0.33	0.61	0.00	100%	
	K	0.00	0.82	0.18	0.00	100%	
to change their behavior based on the thoughts, reactions, and feelings of others	P	0.06	0.50	0.44	0.00	100%	
	K	0.06	0.65	0.29	0.00	100%	
to be on-task 80% or more of the time	P	0.00	0.33	0.50	0.17	100%	
	K	0.00	0.65	0.24	0.12	100%	
to sustain attention to difficult tasks, ignoring most distractions and interruptions	P	0.00	0.28	0.72	0.00	100%	
	K	0.00	0.77	0.18	0.06	100%	
to use strategies to help remember things	P	0.06	0.44	0.50	0.00	100%	
	K	0.12	0.59	0.29	0.00	100%	
to use the concept of sequence	P	0.06	0.33	0.56	0.06	100%	
	K	0.18	0.59	0.24	0.00	100%	
to use cognitive reasoning to figure out how to solve problems	P	0.00	0.11	0.89	0.00	100%	
	K	0.06	0.77	0.18	0.00	100%	
to expresses curiosity about the world around them	P	0.06	0.06	0.56	0.33	100%	
	K	0.12	0.35	0.41	0.12	100%	
to plan and carry out simple investigations	P	0.00	0.28	0.67	0.06	100%	
	K	0.12	0.53	0.35	0.00	100%	
to generate explanations and communicate ideas and/or conclusions	P	0.06	0.33	0.56	0.06	100%	
	K	0.12	0.71	0.18	0.00	100%	
to develop physical models that represent their ideas, observations, and explanations	P	0.11	0.50	0.39	0.00	100%	
	K	0.12	0.77	0.12	0.00	100%	
to be comfortable asking questions and expressing when things are unclear	P	0.06	0.17	0.61	0.17	100%	
	K	0.06	0.35	0.47	0.12	100%	
to describe why school is important in helping children achieve goals	P	0.11	0.67	0.22	0.00	100%	
	K	0.12	0.47	0.41	0.00	100%	
to follow simple three-step directions	P	0.06	0.17	0.50	0.28	100%	
	K	0.00	0.59	0.24	0.18	100%	
to understand letter-sound correspondence	P	0.11	0.50	0.28	0.11	100%	
	K	0.12	0.59	0.24	0.06	100%	
to see relationships between sounds and words by generating rhyming words	P	0.11	0.39	0.50	0.00	100%	
	K	0.29	0.29	0.35	0.06	100%	
to use word segmentation skills	P	0.22	0.50	0.22	0.06	100%	
	K	0.59	0.35	0.06	0.00	100%	
to use word blending skills	P	0.22	0.56	0.22	0.00	100%	
	K	0.53	0.47	0.00	0.00	100%	
to understand concepts of print	P	0.06	0.22	0.44	0.28	100%	
	K	0.12	0.53	0.18	0.18	100%	
to understand book features and features of print	P	0.06	0.28	0.39	0.28	100%	
	K	0.29	0.41	0.24	0.06	100%	
to appropriately hold writing tools	P	0.06	0.00	0.83	0.11	100%	
	K	0.00	0.53	0.29	0.18	100%	
to write letters in their name correctly	P	0.06	0.11	0.67	0.17	100%	
	K	0.00	0.53	0.29	0.18	100%	
to use letter-like forms or letters/words to represent written language and convey meaning	P	0.06	0.11	0.78	0.06	100%	
	K	0.24	0.53	0.12	0.12	100%	
to compose informative/explanatory texts in which they name what they are writing	P	0.22	0.39	0.33	0.06	100%	
	K	0.47	0.47	0.00	0.06	100%	
to count with one-to-one correspondence up to 20	P	0.06	0.28	0.50	0.17	100%	
	K	0.18	0.59	0.24	0.00	100%	
to recognize a penny, nickel, dime	P	0.44	0.56	0.00	0.00	100%	
	K	0.77	0.24	0.00	0.00	100%	
to identify which quantities are more, less, or the same	P	0.11	0.22	0.61	0.06	100%	
	K	0.29	0.59	0.12	0.00	100%	

	to use relational words (forward, backward, then, when)	P	0.11	0.11	0.78	0.00	100%
		K	0.18	0.59	0.12	0.12	100%
	to name two- and three-dimensional shapes	P	0.17	0.28	0.50	0.06	100%
		K	0.24	0.65	0.12	0.00	100%
	to sort two- and three-dimensional shapes	P	0.17	0.22	0.44	0.17	100%
		K	0.24	0.47	0.29	0.00	100%
	to compare and contrast	P	0.11	0.28	0.56	0.06	100%
		K	0.24	0.65	0.12	0.00	100%
to categorize objects by physical properties		0.11	0.33	0.56	0.00	100%	
		0.18	0.53	0.29	0.00	100%	
To what degree do you use the following concepts when planning curriculum or teaching children?		P = Preschool; K= Kindergarten	Rarely	Occasionally	Frequently	Consistently	N = 35--18 preschool teachers, 17 kindergarten teachers
Concepts when planning curriculum or teaching children	Common Core State Standards	P	0.33	0.33	0.22	0.11	100%
		K	0.00	0.00	0.29	0.71	100%
	Developmental Screening information data	P	0.22	0.39	0.28	0.11	100%
		K	0.29	0.24	0.35	0.12	100%
	Child-directed activities	P	0.00	0.06	0.72	0.22	100%
		K	0.06	0.18	0.53	0.24	100%
	Data-based instructional planning	P	0.11	0.28	0.33	0.28	100%
		K	0.00	0.18	0.35	0.47	100%
	Emergent curriculum practices	P	0.22	0.11	0.50	0.17	100%
		K	0.00	0.29	0.47	0.24	100%
	Developmentally Appropriate Practices	P	0.00	0.00	0.28	0.72	100%
		K	0.00	0.00	0.65	0.35	100%
	Evidence-based curriculum	P	0.00	0.22	0.22	0.56	100%
		K	0.00	0.24	0.47	0.29	100%
	Progress monitoring data	P	0.00	0.00	0.39	0.61	100%
		K	0.00	0.00	0.41	0.59	100%
	Response-to-Intervention tier placements	P	0.33	0.33	0.33	0.00	100%
		K	0.06	0.18	0.29	0.47	100%
	Implicit Instruction practices	P	0.17	0.33	0.44	0.06	100%
		K	0.00	0.18	0.41	0.41	100%
	Plans for changes to the classroom environment	P	0.11	0.22	0.56	0.11	100%
		K	0.12	0.06	0.59	0.24	100%
	Universal Screening data	P	0.33	0.39	0.11	0.17	100%
		K	0.29	0.35	0.18	0.18	100%
	Teacher-directed Activities	P	0.06	0.61	0.22	0.11	100%
		K	0.00	0.29	0.53	0.18	100%
	IEP (individualized education plan) goals	P	0.00	0.33	0.28	0.39	100%
		K	0.12	0.18	0.53	0.18	100%
	Whole Child Approach	P	0.11	0.28	0.44	0.17	100%
		K	0.06	0.41	0.35	0.18	100%
	Emergent Curriculum	P	0.39	0.28	0.17	0.17	100%
		K	0.18	0.47	0.12	0.24	100%
	Observational data of student development	P	0.00	0.11	0.33	0.56	100%
		K	0.00	0.12	0.41	0.47	100%
Special Education services	P	0.22	0.33	0.28	0.17	100%	
	K	0.29	0.18	0.35	0.18	100%	
Explicit Instruction practices	P	0.33	0.33	0.22	0.11	100%	
	K	0.06	0.35	0.29	0.29	100%	
Planning and organizing lessons	P	0.00	0.06	0.11	0.83	100%	
	K	0.00	0.00	0.18	0.82	100%	
What is the most essential competency children need in making a successful transition from preschool to kindergarten?			Social-Emotional Development	Cognitive Development	Physical and Motor Development	Speech and Language Development	N = 35--18 preschool teachers, 17 kindergarten teachers
Preschool teachers			0.83	0.17	0.00	0.00	100%
Kindergarten teachers			0.53	0.29	0.00	0.18	100%