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A comparison of preschool and kindergarten teacher expectations for school readiness

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The purpose of this study was to obtain information on those school skills that preschool and kindergarten teachers expect children to display in regular kindergarten classrooms. The Skill Expectation Survey for Kindergarten Readiness (SESKR) was administered to 21 preschool teachers and 28 kindergarten teachers from two school districts in Kansas. All teachers were interviewed in person regarding the following, categories of skills: academic, independent work, instruction-following, activity transitions, communication, social interaction, self-care, large group, and conduct. The results of the survey indicate that preschool teachers had higher expectations than did kindergarten teachers for kindergarten entry skills. Preschool teachers' expectations approximated the kindergarten teachers' expectations of children's performance at kindergarten exit. The survey may be most useful in providing a framework for teachers to discuss school readiness expectations.

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