Preparing for Kindergarten and Beyond

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Head of Lower School
Why Country Day?

1. We have a demanding curriculum that promotes growth and success.
2. We encourage discovery so students become confident and well-rounded.
3. We create a community that instills a strong sense of self.

CCDS Kindergarten

- Full day program (8:30 am – 3:15 pm) with extended program options
- Teacher dedicated to focusing strictly on Language Arts
- Additional specials include World Language (French and Spanish), Art, and Library
- Assembly
- Lunch in Dining Terrace
- Learning Lab (3:15 – 4:00 pm)
- Increased extracurricular activities and after school enrichment opportunities
- Tuition assistance available
  - Filing deadline 12/1/2016
  - Tuition assistance notification in February 2017
Country Day’s Kindergarten

Not a Sit and Get Program
We are a Get and Go Program

We are going to give it as they need it, then let them go and manipulate, dissect, and apply it until they are ready to get some more.
A Global Perspective

- Who dictates education policy
- Standardized testing
- Student accountability
Public School Drivers

• School report card
  • No Child Left Behind
  • Race to the Top
• 3rd Grade Reading Guarantee
• Ohio Teacher Evaluation System
  • 50% of a teacher’s evaluation
• Narrowed curricula
CCDS Drivers

- Long Range Plan
- Innovative learning and teaching
- Global engagement
- Environmental commitment
CCDS Culture

• Culture always trumps school “report cards”
• Whole child education
  • Rigorous academics
  • Non-cognitive skills
  • Finding passion
• Student accountability
An Investment in Their Happiness

HAPPY PLACES MAKE HAPPY KIDS
## KRT Administration

<table>
<thead>
<tr>
<th>Typical Administration</th>
<th>CCDS Administration</th>
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<tbody>
<tr>
<td>Intended to assist in determining a student’s readiness for beginning Kindergarten (level students)</td>
<td>Intended to assist in determining a student’s readiness for our full day Kindergarten program</td>
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<tr>
<td>Typically administered at the end of preschool or before the third full week of Kindergarten</td>
<td>Administered the first week in December in the PKII and MII students</td>
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<td>Recommended that the test be given in two sessions or with a break after Test 4 and in groups of 3</td>
<td>Administered during one sitting with a break after Test 4 and in groups of 3</td>
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Readiness Skills

Language Arts
- Letter Recognition
- Visual Discrimination
- Phonemic Awareness
- Vocabulary
- Listening Comprehension
Readiness Skills

Math

- Numbers and Operations
- Measurement
- Geometric Concepts
How does Country Day use the KRT results?

Results are used to set goals for remainder of current year and assist in recommending programs for the upcoming academic year.

Classroom observations, authentic assessments, and parent/teacher feedback are also considered.
Both academic and nonacademic school readiness skills are correlated to eventual reading and mathematical achievement in 5th grade. Growth, development, and mastery of skills and concepts all contribute to children’s success when they enter formal education.
Indicators for Readiness

• Track across a page with eyes
• Cross the midline with their limbs
• Focus on one item in the midst of many
• Understand part-to-whole concepts
• Demonstrate one-to-one correspondence
• Feel secure in new environments
• Have positive self-concept and self-esteem
• Attend to a task not of their choosing for 5 minutes
Indicators for Readiness

• Practice self and emotional regulation
• Able to communicate with peers and adults
• Demonstrate fine and gross motor control/coordination
• Demonstrate curiosity and a disposition for learning
• Demonstrate problem-solving and critical thinking skills
• Engage in pretend, interactive, and cooperative play with peers and adults
Starting Now

• Understand the key developmental areas
  http://www.schoolsparks.com/

• Support the 3 R’s
  *Rigor, Resiliency and Rapport*

• Balance skill drills with unstructured exploration

• Focus on the core

• Remember the journey will only be accomplished one step at a time
# What Drives Teaching In...  

<table>
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<tr>
<th>Independent Schools</th>
<th>Public Schools</th>
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| **Individualized education**  
- accommodating to student’s individual needs, circumstances, and abilities | **Meet specific criteria to qualify for remedial/gifted** |
| **School-wide screenings – 3 times per year**  
- closely monitor progress  
- adapt instruction | **Third Grade Reading Guarantee**  
- assessed at the beginning of the school year in K-Gr 3  
- must retain student in third grade if they are not reading as expected |
| **Spiraling curriculum**  
- continuously evolving  
- freedom to explore, take more time  
- capture teachable moments | **Curriculum Handed Down (Fed to State)**  
- teach only to the mandated Standards/Common Core  
- no freedom to go beyond set curriculum |
| **Reasoning and abstract thinking**  
**Opportunity for deeper exploration of skill set and critical thinking**  
**Demonstrating knowledge through projects** | **Worksheets and rote memorization**  
**Shallow process of skill set**  
**Fewer opportunities to progress through Bloom’s Taxonomy** |
| **Parent participation and feedback is valued** | **No opportunity for parent input or educational direction** |
| **Growth mindset**  
- intelligence can be grown; where you are is a starting point | **Pigeonhole**  
- once labeled student stays on same track |
Independent School Advantage

- **High academic standards** - nurture intellectual curiosity, stimulate personal growth, and encourage critical thinking
- **Low student-teacher ratios and individual attention**
- **Excellent teachers** - autonomy within the classroom, allows teachers to develop a full understanding of how each student learns and what interests and motivates each individually
- **Greater likelihood of a student completing a bachelor’s degree or graduate degree**
- **Education for the whole child** - nurture intellectual ability, personal and social growth, and civic conscience
- **Inclusiveness** - maintain diverse and vibrant student communities and welcome and respect each family
- **A community of parents who actively participate in their children’s education** - promote regular communication among students, parents, and teachers to ensure everyone is working toward the same goals for the student
- **The opportunity to choose a school with a mission** – you can select a school whose philosophy, values, and teaching approach is right for your child
- **And most important** – An independent school education will pay dividends for a lifetime!
Introduction to Kindergarten/Montessori Kindergarten

February 1, 2017, 8:30 a.m.
Hopple Library