

Full-Day Kindergarten in the Education Continuum



PreK-3rd A Comprehensive Reform Strategy Kristie Kauerz, Ed.D. Research Scientist
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Why Full-day Kindergarten?

Children in full-day (vs. half-day) classrooms spend:

- **More** time engaged in child-initiated activities
- **More** time in teacher-directed individual work
- **Less** time in teacher-directed large groups
- **More** time reflecting on their own learning

Kristie Kauerz, "Full-day kindergarten: Pedagogical Perspective"



Oregon's Early Learning
and Kindergarten Guidelines

COMPREHENSION AND TEXT STRUCTURE

Goal 1: Child demonstrates an understanding of narrative structure through storytelling/re-telling. ***

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4-5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
<ul style="list-style-type: none"> With support, may be able to tell one or two key events from a story or may act out a story with pictures or props. 	<ul style="list-style-type: none"> Retells 2-3 key events from a well-known story typically in the right order and using some simple sequencing terms, such as "first," "and then." 	<ul style="list-style-type: none"> Retells or acts out a story that was read, putting events in the appropriate sequence and demonstrating more sophisticated understanding of how events relate, such as cause-and-effect relationships. Tells fictional or personal stories using a sequence of at least 2-3 connected events. Identifies characters and main events in books and stories. 	<ul style="list-style-type: none"> With prompting and support, retells familiar stories, including key details. (K.M.1) With prompting and support, identifies the main topic and retells key details of a text. (K.M.2) With prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in a text. (K.M.3) With prompting and support, describes the relationship between illustrations and the story/ text in which they appear. (K.M.4) With prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories. (K.M.5) With prompting and support, identifies basic similarities in and differences between two texts on the same topic. (K.M.6)



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EMOTIONAL FUNCTIONING

Goal 3: Child manages emotions with increasing independence. ***

Social and Emotional Learning Competency: Self-Management

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4-5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
<ul style="list-style-type: none"> Manages less intense emotions, such as mild frustration, independently. May require troubled adult support to manage more intense emotions. 	<ul style="list-style-type: none"> Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to a trusted adult for support in managing the most intense emotions, but shows increasing skill in managing emotions independently. 	<ul style="list-style-type: none"> Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs. Looks for adult assistance when feelings are most intense. With adult support, uses a variety of coping strategies to manage emotions, such as using words or taking a deep breath. 	<ul style="list-style-type: none"> Expresses feelings in ways that are appropriate to the situation according to their life experience and cultural beliefs, with increasing confidence. Looks for adult assistance when feelings are most intense. Uses a range of coping strategies to manage emotions, such as using words or taking a deep breath, independently or with some adult support.



2018 Oregon FDK Survey



Survey history

- Motivation
- Audience
- Outreach
- Over 1000 responses

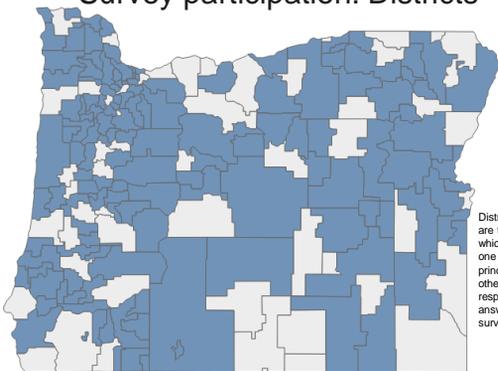


Survey topics

- Demographics
- Classroom schedule and program features
- Curriculum and alignment
- Professional development (PD) practices and needs
- Kindergarten transition practices



Survey participation: Districts



Districts in blue are those from which at least one teacher, principal, or other respondent answered the survey.

Typical schedule

Five days a week

- Reading and language arts: 1.5-2 hours/day
- Mathematics: 1-1.5 hours/day

Two days a week

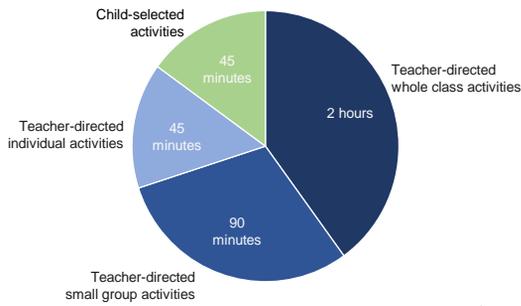
- Social studies, science, music, and physical education: each 0.5-1 hour/day

One day a week

- Art: 0.5-1 hour/day



Child-directed vs. adult-directed time



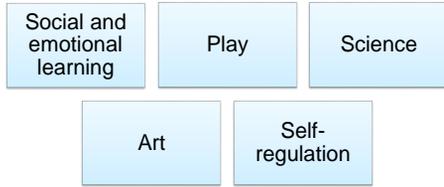
Time for free play



- A typical schedule is:
- 16-30 minutes of lunch
 - 16-30 minutes of free play indoors
 - 31-45 minutes of free play outdoors (including recess)



Where would teachers like to devote more class time?



Support for managing student behavior

More than 90% of principals and other staff reported using:

- Specific classroom management strategies, like PBIS, PAX, and Conscious Discipline
- Trauma-informed practices

Teachers asked for professional development on:

- Trauma-informed practices
- Social and emotional learning
- Classroom behavior management strategies



Students on half-day schedules

- 22% of principals and other staff said children are sometimes placed in their full-day kindergarten program for only a half day
- Common reasons:
 - Behavior issues
 - Not developmentally ready
 - Special education needs
- Most had plans to reintroduce these children to a full-day schedule during kindergarten



Teacher comments

*“One of the challenges of implementing full-day kindergarten has been not receiving additional materials to use in the classroom. Especially any materials for social play.”
--Kindergarten teacher*



Principal comments

“I think that the most successful kindergarten classrooms are those that embody rigor and joy.

*We do not need to choose between academics and social emotional learning, the best classrooms integrate both in a meaningful way.” -
-Principal*



Research on play

Research links play with:

- Self-regulation
- Executive function
- Social skills
- Problem solving
- Language and literacy
- Mathematical skills



The NAEYC's guidelines for developmentally appropriate practice encourage teachers to "organize the daily and weekly schedule to provide children with **extended blocks of time in which to engage in sustained play**, investigation, exploration, and interaction (with adults and peers)."



Play in the Kindergarten Classroom

"In a healthy kindergarten, play does not mean 'anything goes.' It does not deteriorate into chaos."

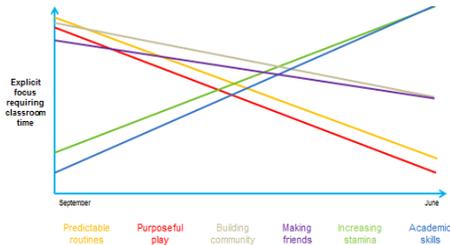
THE KINDERGARTEN CONTINUUM



Miller & Almon, 2009



Kindergarten as a Transition Year



*2015-2016 Reynolds School District Kindergarten Workgroup



Twelve Key Types of Play

- Large-motor play
- Small-motor play
- Mastery play
- Rules-based play
- Construction play
- Make-believe play
- Symbolic play
- Language Play
- Playing with the arts
- Sensory play
- Rough-and-tumble play
- Risk-taking play

From Crisis in the Kindergarten by Edward Miller and Joan Almon, © 2009 Alliance for Childhood.



What Does the Teacher Do?

- Acknowledge
- Encourage
- Give specific feedback
- Model
- Demonstrate
- Create or add challenge
- Ask questions
- Give assistance
- Provide information
- Give directions

10 Effective DAP Teaching Strategies www.oreyo.org/dap/10-effective-dap-teaching-strategies

