

# Addressing Kindergarten Program Guidelines through the 2021-2022 Realities

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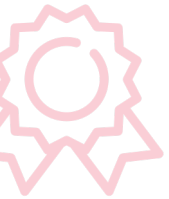
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Date





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**ALL** Students Proficient and Showing Growth in All Assessed Areas



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**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6





## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



“Responsibility for school readiness lies not with children, but with the adults who care for them and the systems that support them.”



# School Readiness: Who is responsible?

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- Ready children
- Ready families
- Ready schools
- Ready communities
- Ready states

- Is a multi-dimensional construct that goes beyond the skills, knowledge, and disposition of children as they enter kindergarten.
- School *readiness* is achieved through a combination of efforts involving children, families, schools, communities, and the state.







## Ready children:

- Show an eagerness to explore, discover, engage, and learn.
- Children are unique individuals, who do not develop at the same time or in the same way.



## Ready families...

- Recognize their role as their child's first and most stable teacher and advocate
- Understanding their child's current level of development
- Ensure a safe and consistent environment
- Promote good health
- Provide steady supportive relationships
- Understand their relationship with the school system to ensure a smooth transition





## Ready schools...

- Provide a welcoming and accepting environment for all
- Have professional educators who consistently strive to advance the growth and achievement for all students
- Educators that understand diverse backgrounds, experiences and abilities of the students while working in partnership their families and communities



## Ready communities...

- Businesses
- Faith-based organizations
- Early childhood service providers
- Community groups
- Local governments





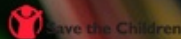
## Ready states...

- Developing appropriate policies
- Providing adequate funds
- Ensuring access to high-quality early development and learning opportunities
- Preparing and retaining a world-class early childhood workforce
- Ensuring an infrastructure to coordinate services
- Including data systems for accountability
- Demonstrating political leadership to make school readiness a state priority





By the time a child celebrates her 5th birthday, her brain has reached 90% of physical brain growth.



- Must reach five years of age on or before September 1<sup>st</sup>
- Birth Certificate
- Immunization record (Form 121)

## Kindergarten

- Research- and evidence-based curriculum aligned to MCCRS (comprehensive if applicable)





Lesson plans should reflect:

- MCCRS
- large and small group activities
- individual instructional activities
- learning center activities through thematic units
- integrated language arts, music, art, math, social studies, science, dramatic play, and physical activities





## Thematic Approach to Teaching and Learning

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- Many areas of the required curriculum are connected using a common theme
- Teachers teach multiple standards at one time
- An overarching theme allows content standard areas to be interrelated throughout learning centers, increase student interest in learning, and maximize student engagement

As best practice kindergarten students should not receive number grades. Any number grade given should be a percentage of the standards students are expected to have mastered during a given period.

Don't forget progress reports and report cards are just an abstract tool for parent to gauge their student's learning progress.

It is a violation of an EL student's Civil Rights if you retain them during the initial stages of their English language acquisition.

Districts must ensure that EL students are placed appropriately and can participate meaningfully and equally in educational programs.

Language supports and classroom accommodations must be noted on their report card and shared with their families to ensure they have an understanding of true academic performance in English language proficiency.



The Mississippi Department of Education recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels” (Copple & Bredekamp, 2006).



# Learning Centers: Kindergarten Requirements

- minimum of four different centers
- three primary centers and one teacher-led small group
- primary centers are book/library, math/manipulative, and creative arts
- minimum of 120 minutes per day



School districts shall spend \$1,000 per kindergarten classroom to replenish the consumable supplies and instructional material at least once per year  
(This is in addition to EEF monies.)



# Kindergarten Guidelines: Required Assessment & Screening 21

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- Vision and hearing screenings shall be conducted within the first 45 days of school enrollment
- Physical or developmental screening results are reviewed, and all necessary education or developmental referrals are made within 45 days of the initial screening



Assessment of kindergarten skills may be documented through use of a variety of techniques and procedures to include checklists, performance scales, portfolios of children's work, anecdotal records, observational reports, video and audio tape recordings, experience charts, photographs, informal tests and transition folders that follow the child to first grade.



The Developmental Checklist for Kindergarten Students is not mandatory but is a good source to document student progress.





## Required Individualized Assessment: Kindergarten

A continuous evaluation through the use of a variety of techniques, procedures, and tools shall be used to determine individual student's social, emotional, and academic enrichment needs. The evaluation shall be based on the learning outcomes in the required curriculum standards.



## Kindergarten Guidelines Recommended Screenings

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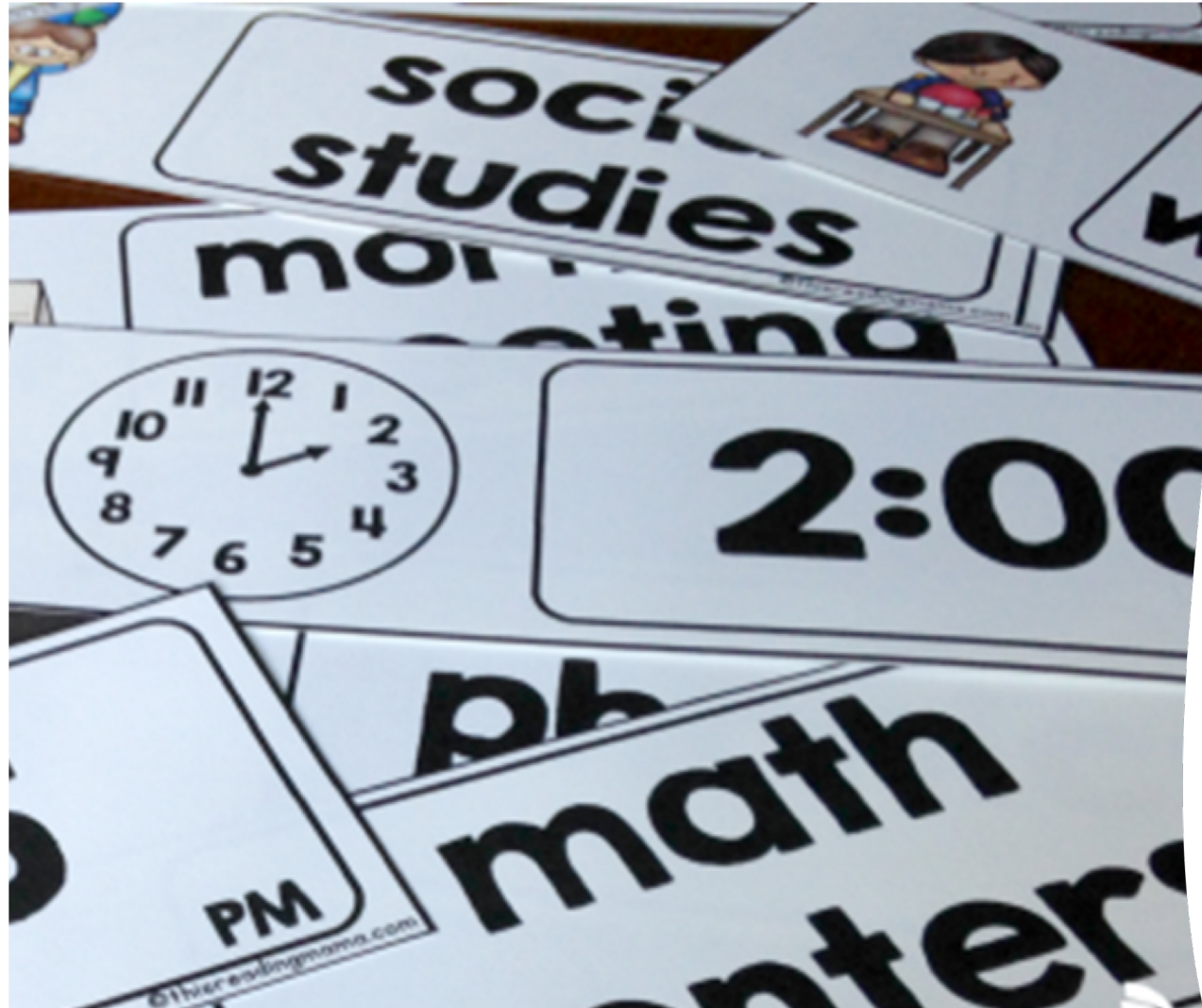
### **Comprehensive Health Screenings such as:**

- Early and Periodic Screening, Diagnosis, and Treatment
- Standard Physical
- Referrals/Physicals conducted 45 Calendar days

## Organizational Procedures: Kindergarten

Procedure	Requirement
Length of School Day/Term	Same as the other grades in elementary schools
Teacher- Child Ratio	1:22 or 2:27
Instructional Day	330 minutes
Physical Activity	30 Minutes (minimum) - 60 minutes (maximum)
Quiet Time	30 Minutes (recommended only)
Health	45 Minutes (per week)

# What's Important about Schedules? (Schedule Handout) 26



Minutes

Centers

Whole/Small Group

Physical Activity

Quiet Time (pre-k)

Health (kindergarten)

Mixing activity times of the day





## Kindergarten General Education Teachers

- Hold a Pre-K/K (153) License **OR**
- Hold a K-3 (116) License, a K-4 (152) License, or a K-6 (120) License **OR**
- Other Pathways and Completion of an approved Licensure pathway degree program to obtain 116 (K-3), 120 (K-6), 152 (K-4), or 153 (Pre-K/K) endorsement **AND** Any additional requirements needed for licensure

Hold an Associate's Degree or higher

**OR**

Two Years or 48 College Credit Hours  
*(transcript verification required)*

**OR**

High School Diploma/GED **AND** Verification of WorkKeys® Scores

## Professional Development: Kindergarten Requirements 29

- Teachers, Assistants and Kindergarten Administrators must complete at least eight (8) contact hours of early childhood professional development annually
- Professional Development Calendar Year (June 1<sup>st</sup> -May 31<sup>st</sup>)





## Family Engagement: Kindergarten Requirements

### REQUIRED

- Handbook that addresses kindergarten philosophy, goals and information unique to a kindergarten program
- Parent/teacher conferences *two times* per year to inform parents or guardians of student progress

### RECOMMENDED

- Volunteer participation by parents, guardians and community members

600 square feet/35 square feet per child

Located on ground level

Outlets-safety covers or tamper resistant

Maximum distance to an exit 150 feet from any point in the building

Maximum distance from classroom door to exit is 100 feet

No more than 125 feet from a bathroom

Toilet door lock is designed to permit opening from the outside in case of emergency

Furniture is appropriate height for the children

9x12 area rug or carpet squares for large group meetings

Play area has defined boundaries/do not simultaneously share an area with first grade or higher (pre-kindergarten), third grade or higher (kindergarten)

# Signs of a High-Quality Kindergarten



**Children are wandering aimlessly or being forced to sit quietly for long periods of time.**



**Children have access to various activities throughout the day.**

**Children have an opportunity to play outside everyday that weather permits.**

**Children learn numbers and the alphabet through rote memorization.**

**Teachers read books to children throughout the day.**

**Teachers spend their time only with the entire group.**



**The curriculum is adapted for those who are ahead as well as those who need additional help.**

Kindergarten is a magical time for a child. With the right environment, a healthy partnership between family and the school, and an understanding of the ways in which young children learn, kindergarten can be the first step in encouraging a child to become a life-long learner.



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