

MCECL	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 = 1433; 1177 preschool teachers, 256 kindergarten teachers
EMOTIONAL & SOCIAL	to recognize and accurately label emotions	P	0.02	0.27	0.60	0.11	100%
		K	0.04	0.51	0.43	0.02	100%
	to regulate emotions	P	0.02	0.42	0.51	0.06	100%
		K	0.08	0.63	0.28	0.01	100%
	to participate in classroom transitions	P	0.00	0.11	0.64	0.25	100%
		K	0.02	0.43	0.48	0.06	100%
	to understand classroom routines	P	0.00	0.07	0.58	0.35	100%
		K	0.05	0.40	0.47	0.09	100%
	to follow the plans of the large group	P	0.01	0.15	0.63	0.22	100%
		K	0.05	0.36	0.52	0.08	100%
	to modify actions in different situations	P	0.04	0.52	0.39	0.05	100%
		K	0.20	0.59	0.20	0.01	100%
to express self-awareness	P	0.02	0.25	0.55	0.18	100%	
	K	0.04	0.49	0.41	0.06	100%	
to engage with 2-3 play partners	P	0.01	0.15	0.58	0.27	100%	
	K	0.06	0.36	0.51	0.07	100%	
to take the perspective of another person	P	0.08	0.55	0.34	0.04	100%	
	K	0.31	0.56	0.12	0.01	100%	
to resolves conflicts constructively	P	0.04	0.46	0.44	0.06	100%	
	K	0.16	0.65	0.18	0.02	100%	
to change their behavior based on the thoughts, reactions, and feelings of others	P	0.06	0.52	0.38	0.04	100%	
	K	0.19	0.58	0.21	0.02	100%	
to be on-task 80% or more of the time	P	0.06	0.42	0.45	0.08	100%	
	K	0.10	0.54	0.32	0.04	100%	
to sustain attention to difficult tasks, ignoring most distractions and interruptions	P	0.07	0.50	0.38	0.05	100%	
	K	0.16	0.63	0.20	0.01	100%	
to use strategies to help remember things	P	0.13	0.55	0.30	0.03	100%	
	K	0.21	0.60	0.16	0.03	100%	
to use the concept of sequence	P	0.04	0.38	0.50	0.08	100%	
	K	0.25	0.57	0.17	0.02	100%	
to use cognitive reasoning to figure out how to solve problems	P	0.04	0.39	0.49	0.08	100%	
	K	0.15	0.57	0.26	0.02	100%	
to expresses curiosity about the world around them	P	0.01	0.15	0.52	0.32	100%	
	K	0.02	0.31	0.54	0.13	100%	
to plan and carry out simple investigations	P	0.02	0.31	0.52	0.15	100%	
	K	0.12	0.58	0.25	0.05	100%	
to generate explanations and communicate ideas and/or conclusions	P	0.04	0.39	0.46	0.11	100%	
	K	0.13	0.63	0.23	0.02	100%	
to develop physical models that represent their ideas, observations, and explanations	P	0.11	0.51	0.34	0.05	100%	
	K	0.23	0.61	0.14	0.02	100%	
to be comfortable asking questions and expressing when things are unclear	P	0.04	0.25	0.52	0.20	100%	
	K	0.11	0.41	0.41	0.07	100%	
to describe why school is important in helping children achieve goals	P	0.16	0.46	0.33	0.06	100%	
	K	0.25	0.52	0.19	0.04	100%	
to follow simple three-step directions	P	0.02	0.21	0.52	0.24	100%	
	K	0.15	0.40	0.39	0.07	100%	
to understand letter-sound correspondence	P	0.08	0.52	0.33	0.07	100%	
	K	0.20	0.52	0.23	0.05	100%	
to see relationships between sounds and words by generating rhyming words	P	0.08	0.48	0.39	0.06	100%	
	K	0.24	0.49	0.24	0.03	100%	
to use word segmentation skills	P	0.21	0.54	0.21	0.04	100%	
	K	0.50	0.43	0.06	0.02	100%	
to use word blending skills	P	0.30	0.52	0.16	0.02	100%	
	K	0.56	0.38	0.05	0.02	100%	
to understand concepts of print	P	0.03	0.21	0.50	0.27	100%	
	K	0.08	0.50	0.34	0.08	100%	
to understand book features and features of print	P	0.07	0.35	0.42	0.16	100%	
	K	0.31	0.42	0.23	0.04	100%	
to appropriately hold writing tools	P	0.02	0.21	0.53	0.24	100%	
	K	0.06	0.43	0.38	0.14	100%	
to write letters in their name correctly	P	0.04	0.26	0.49	0.21	100%	
	K	0.09	0.39	0.37	0.15	100%	
to use letter-like forms or letters/words to represent written language and convey meaning	P	0.06	0.39	0.42	0.12	100%	
	K	0.22	0.49	0.23	0.06	100%	
to compose informative/explanatory texts in which they name what they are writing	P	0.24	0.47	0.26	0.04	100%	
	K	0.51	0.42	0.06	0.02	100%	
to count with one-to-one correspondence up to 20	P	0.04	0.28	0.47	0.21	100%	
	K	0.27	0.43	0.25	0.06	100%	
to recognize a penny, nickel, dime	P	0.37	0.43	0.16	0.04	100%	
	K	0.68	0.25	0.06	0.01	100%	
to identify which quantities are more, less, or the same	P	0.05	0.31	0.47	0.18	100%	
	K	0.27	0.56	0.15	0.03	100%	
to use relational words (forward, backward, then, when)	P	0.05	0.31	0.48	0.16	100%	
	K	0.25	0.50	0.22	0.04	100%	
to name two- and three-dimensional shapes	P	0.06	0.34	0.46	0.15	100%	
	K	0.31	0.52	0.14	0.03	100%	

to sort two- and three-dimensional shapes	P	0.05	0.27	0.50	0.18	100%
	K	0.29	0.48	0.20	0.04	100%
to compare and contrast	P	0.07	0.38	0.44	0.12	100%
	K	0.35	0.49	0.13	0.02	100%
to categorize objects by physical properties	P	0.04	0.29	0.50	0.17	100%
	K	0.21	0.55	0.21	0.04	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 = 1433; 1177 preschool teachers, 256 kindergarten teachers
Common Core State Standards	P	0.39	0.23	0.21	0.16	100%
	K	0.05	0.07	0.23	0.65	100%
Developmental Screening information data	P	0.21	0.25	0.30	0.25	100%
	K	0.22	0.26	0.32	0.20	100%
Child-directed activities	P	0.01	0.07	0.39	0.54	100%
	K	0.02	0.22	0.50	0.25	100%
Data-based instructional planning	P	0.11	0.28	0.35	0.26	100%
	K	0.03	0.10	0.45	0.42	100%
Emergent curriculum practices	P	0.08	0.19	0.40	0.33	100%
	K	0.06	0.18	0.51	0.25	100%
Developmentally Appropriate Practices	P	0.00	0.03	0.19	0.78	100%
	K	0.01	0.08	0.34	0.57	100%
Evidence-based curriculum	P	0.06	0.13	0.33	0.48	100%
	K	0.04	0.13	0.43	0.40	100%
Progress monitoring data	P	0.04	0.10	0.33	0.54	100%
	K	0.00	0.05	0.36	0.59	100%
Response-to-Intervention tier placements	P	0.28	0.26	0.29	0.17	100%
	K	0.06	0.14	0.35	0.45	100%
Implicit Instruction practices	P	0.22	0.27	0.33	0.17	100%
	K	0.05	0.21	0.42	0.32	100%
Plans for changes to the classroom environment	P	0.04	0.15	0.40	0.41	100%
	K	0.04	0.23	0.47	0.26	100%
IELDS	P	0.80	0.05	0.07	0.08	100%
	K	0.85	0.05	0.06	0.04	100%
Universal Screening data	P	0.33	0.21	0.24	0.23	100%
	K	0.25	0.23	0.26	0.26	100%
Teacher-directed Activities	P	0.09	0.40	0.35	0.16	100%
	K	0.02	0.20	0.55	0.24	100%
IEP (individualized education plan) goals	P	0.18	0.20	0.25	0.37	100%
	K	0.09	0.22	0.34	0.36	100%
Whole Child Approach	P	0.12	0.14	0.37	0.38	100%
	K	0.10	0.28	0.36	0.26	100%
Emergent Curriculum	P	0.20	0.22	0.32	0.26	100%
	K	0.20	0.30	0.33	0.17	100%
Observational data of student development	P	0.05	0.09	0.32	0.55	100%
	K	0.04	0.12	0.41	0.43	100%
Special Education services	P	0.22	0.26	0.24	0.28	100%
	K	0.18	0.25	0.29	0.27	100%
Explicit Instruction practices	P	0.31	0.30	0.26	0.14	100%
	K	0.06	0.20	0.43	0.31	100%
Planning and organizing lessons		0.02	0.06	0.28	0.64	100%
		0.01	0.03	0.23	0.73	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 = 1433; 1177 preschool teachers, 256 kindergarten teachers
Preschool teachers		0.87	0.10	0.00	0.02	100%
Kindergarten teachers		0.78	0.17	0.00	0.05	100%