



School Readiness

School Readiness Description

Adopted by the State Board of Education on December 11, 2008

School Readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschool or kindergarten. School Readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content. Colorado School Readiness includes:

DRAFT INDICATORS

Child preparedness:

- Social and Emotional Development (e.g. ability to form human relationships, to get along in a group setting, self-confidence, sense of right and wrong, sense of empathy)
- Communication and Language Development (e.g. verbal and non-verbal skills, awareness of representation and meaning, ability to be understood and understand others)
- Approaches to Learning (e.g. participate and complete tasks, independently choose activities, age-appropriate level of concentration, problem-solving skills)
- Content Knowledge (e.g. basic knowledge of numbers, basic understanding of concepts, i.e., heat/cold, more/less)
- Physical Well-Being and Motor Development (e.g. rate of growth, motor skills, medical care)

School capacity:

- Professional Proficiency (e.g. highly trained and qualified adults, knowledge of growth and social development of typically and atypically developing children, ability to translate knowledge into developmentally appropriate practices, application of knowledge of research proven practices to meet the developmental needs of all students)
- Strategic Thinking in Leadership (e.g. school leadership which works invitingly with young families, hospitals, child care providers and all P-3 educators to maximize the learning outcomes; leaders who analyze their success and communicate progress and needs in a way which compels parents and local citizens to get involved)
- Community Services and Family Engagement (e.g. provide an inventory of all available service providers in neighborhood range – [health, parent education, social service, family support; arrange regular meetings and executive director briefings to facilitate active participation and communication about on-going needs and services; measure outreach, enrollment, alignment of student attendance and satisfaction survey by internal and parent consumers])
- Structures and Resources (e.g. salaries commensurate with professional expectations, developmentally appropriate materials and resources, small class size, availability of full-day kindergarten, appropriate facilities)