Early Childhood/Elementary Presentation Summary

**Our group members:**

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**Goals for Childhood Education: Paraphrased from Parkay, 2006, p. 328-329**1.Develop social skills  
2. Help develop a sense of trust, autonomy, and initiative  
3. Introduce structure and organization without curbing self-expression  
4. Provide physical and health education  
5. Establish a desire to learn and appreciate education  
6. Develop interests in many subject areas   
7. Develop feeling of self worth and security   
8. Provide opportunities of achievement  
9. Develop process of conceptualizing, problem solving, self direction, and creating.  
10. Develop an appreciation for the differences of others  
11. Develop a concern for the environment  
12. Help learners examine and develop moral values

**-Why so many Asian parents want a full-day kindergarten program?**

**-Busy Asian parents would like to have their children attend a full day 8: am to 5: pm school program.**

The reasons:

\*Cultural values in both parents working and double income. For example: Hard working and over time working are both considered as virtue and contribution to the company.

\*Global economy, financial crisis and job market is the major issue in social forces.

\*Minority students in American school districts need more time to fit in and social with other families.

\*Language learning and social skill development is very important in early childhood. American born Asian children need more attention from their teachers, parents and friends. So they may need to spend more time at school to learn and get familiar with the surroundings.

**All I ever needed to know, I learned in Kindergarten**

Full day vs. half day kindergarten is a big issue in our schools today.  Looking at numerous research articles, the two biggest issues regarding full day vs. half day kindergarten are academics and social development.

In response to No Child Left Behind, Minneapolis Public Schools provided an optional full-day program in 2001.  After the kindergarten year, African American, American Indian, and Hispanic students mastered 30% more letter sounds then their peers in the half-day program.  Hispanic students in the full-day program were able to identify twice as many letters as their peers in half-day programs.  Lastly, students of all races in the full-day kindergarten program made more gains in letter naming, letter sounds, vocabulary, and rhyming that their peers in the half-day program.

Another study taken from the Educational Resource Information Center (ERIC) focused on the social development of full day vs. half day kindergarten.  This study found that full day kindergartners showed more independence in the classroom.  They also had more interaction with their peers and were more likely to approach the teacher.  Lastly, they showed less behaviors of withdrawal, anger, and shyness than half day kindergartners.

Full day kindergarten seems to be the best way for our students to not only excel academically, but also in their social development skills.