

APPENDIX T-E

Potential Differences Between ECSE and Kindergarten Programs

- Teacher-child ratio
- Skill level of children in the classroom
- Social and play expectations
- Length of class periods
- Length of activity periods (e.g., academic work periods)
- Expected level of independent performance
- Size of instructional groups
- Amount and availability of teacher attention
- Amount and availability of teacher assistance
- Type of teacher instruction
- Expectations for personal property
- Expectations during activity transitions
- Locations of areas (e.g., restrooms, playground)
- Expected tool and material skills
- Classroom rules
- Behavior management procedures
- Seating arrangements
- Number and type of children in the classroom
- Transportation
- Parent involvement

This list was compiled from the following references: Carden-Smith and Fowler (1983); Hains et al (1989); McCormick and Kawate (1982); Thompson (1979); Vincent et al (1980); Walker and Rankin (1982); Walter (1979); Walter and Vincent (1982).

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