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New Hampshire
Preschool Development Grant B-5
Kindergarten Teacher Survey

This survey was created with support from the Preschool Development Grant Birth through Five Initiative (PDG B-5) awarded to the University of New Hampshire, Grant Number 90TP0006, from the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services.

The instrument was developed by the University of New Hampshire and the PDG B-5 Needs Assessment team in collaboration with the RAND Corporation and other experts in the state of New Hampshire.

Please direct any questions about the survey to the grant's primary investigator, Kimberly Nesbitt, Ph.D.

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Q1

In December 2018, the University of New Hampshire, in collaboration with the New Hampshire Departments of Health and Human Services and Education, was awarded a federal grant from the U.S. Department of Health and Human Services called a Preschool Development Grant (PDG). The grant provides an opportunity for stakeholders in New Hampshire to better understand the state's early childhood system and to create a strategic plan to build a system that will better address the needs of vulnerable children and improve outcomes for children, families, schools, and communities throughout New Hampshire.

As part of the PDG, we are working to understand the kindergarten teachers' perceptions of (1) indicators of kindergarten readiness, including the kindergarten entry assessment process; (2) the process of children and families transitioning to kindergarten; (3) students' readiness for success in kindergarten; and (4) play-based kindergarten and classroom learning. We will also collect information about your background and information about your classroom.

Taking part in the survey is voluntary and will take approximately 30 minutes to complete (you may skip any question you do not wish to answer). You will be eligible for a \$20 Amazon gift card as a token of appreciation for completing the survey. You must be at least 18 years old to participate in the study and be a kindergarten teacher in New Hampshire for the 2018-2019 school year.

Are you (or were you) a kindergarten teacher in New Hampshire for the 2018-2019 school year and at least 18 years old?

Yes

No

Display This Question:

If Q1 = No

If Q1 = No Skip to End of Survey

Thank you for your time and consideration.
However, you do not meet the requirements for completing the survey.
If you have any questions, please email XXX.

Q2

Consent Form for Participation in a Research Study (consent form not provided here but was approved by the UNH IRB, Study #8099)

- Click here if you **consent** to participate in the research study.
- Click here if you **decline** to participate in the research study.

Skip To: End of Survey If Q2 = Click here if you decline to participate in the research study.

Start of Block: Teacher Information

Q3

How many years have you been teaching?

- Less than 1 year
 - 1 - 3 years
 - 4 - 5 years
 - 6 - 10 years
 - 11 - 19 years
 - 20+ years
-

Q4

How many years have you been teaching kindergarten?

- Less than 1 year
 - 1 - 3 years
 - 4 - 5 years
 - 6 - 10 years
 - 11 - 19 years
 - 20+ years
-

Q5

What NH Credentialing Endorsement do you currently hold? (Check all that apply)

- Early Childhood Education (N-3)
 - Early Childhood Special Education (N-3)
 - Elementary Education (K-6)
 - Elementary Education (K-8)
 - General Special Education
 - None
 - Other _____
-

Q6

Please specify your baccalaureate degree: _____

Q7

Please check the statement below that applies to you regarding a Master's degree. Specify the program area or degree obtained, if applicable.

- I do not hold a Master's degree
 - I am currently enrolled in a Master's program: _____
 - I have a Master's degree in: _____
-

Q8

Other than kindergarten, in what early childhood settings have you previously worked? (Check all that apply)

- Private preschool
 - Private/Parochial elementary school
 - Center-based child care
 - Home/family-based child care
 - Early Head Start/Head Start classroom
 - Laboratory school
 - None
 - Other: _____
-

Q9

Which School Administrative Unit (SAU) did you teach kindergarten during the 2018-2019 academic year? _____

Q10

Do you have any other comments relating to teacher information that you wish to share?

Start of Block: Demographic Information

Q11

Do you identify as Hispanic or Latinx?

- Yes
- No
-

Q12

What best describes your race? Select all that apply.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Self-described, please describe: _____
-

Q13

With which gender do you identify?

- Male
- Female
- Non-binary
- Self-described, please describe: _____

Start of Block: Classroom Information

Q14

Please choose the description that best defines your kindergarten day

- Full day kindergarten
- Half day kindergarten
- Half day with option for established before/aftercare program
- Other: _____

Display This Question:

If Q14 = Half day with option for established before/aftercare program

Q15

To what degree do you communicate or partner with teachers in the before/aftercare program?

- Not at all
- Seldom
- Occasionally
- To a considerable degree
- Almost always

Q16

How many kindergarten students did you have in your classroom for the 2018-2019 year?

- Less than 10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Q17

How many adults are present in your kindergarten classroom on an average day?

Teachers : _____

Assistant teachers : _____

Paraprofessionals : _____

Volunteers : _____

Total : _____

Q18

Do you have other comments relating to classroom information that you wish to share?

Start of Block: Kindergarten Entry Assessment Process

Q19

What assessment tools are used to determine kindergarten readiness for children entering your classroom? (Check all that apply)

- Teaching Strategies Gold (TS Gold)
 - Work Sampling System (WSS)
 - Phonological Awareness Literacy Screening (PALS)
 - Bracken School Readiness Assessment (BSRA)
 - HighScope Child Observation Record for Kindergarten (COR)
 - Ages and Stages Questionnaire (ASQ)
 - Ages and Stages Questionnaire: Social Emotional (ASQ:SE)
 - Other literacy screening _____
 - Other (list all): _____
 - No assessment is conducted
-

Q20

Which domains are assessed for the kindergarten entry assessment? (Check all that apply)

- Approaches to Learning (e.g., attention, engagement, and persistence)
 - Literacy (e.g., letter identification, phonemics, writing)
 - Language (e.g., receptive and expressive vocabulary and communication skills)
 - Mathematics
 - Science
 - Social Studies
 - Social Skills (e.g., positive relationships and cooperation)
 - Emotional Development (e.g., understanding and regulation of emotions)
 - Creative Expression
 - Fine Motor Skills
 - Gross Motor Skills
-

Q21

Who is responsible for implementation of the kindergarten entry assessment? (Check all that apply)

- Kindergarten Teacher
 - Curriculum Specialist
 - Special Education Teacher/Administrator
 - ESOL Teacher
 - Reading/Literacy Specialist
 - Assessment Team
 - Other: _____
-

Q22

For children entering kindergarten in the fall of the school year, when is the kindergarten entry assessment carried out? (Check all that apply)

- During scheduled kindergarten registration day(s)
 - During a drop-in visit prior to the start of the kindergarten year
 - After school
 - Before school
 - Summer months
 - Other: _____
-

Q23

How long does each student's kindergarten entry assessment typically take?

- 5-10 minutes
 - 11-15 minutes
 - 16-30 minutes
 - 30+ minutes
-

Q24

To what extent does assessing kindergarten readiness impact your classroom schedule?

- Not at all
 - Somewhat
 - Moderately
 - Significantly
-

Q25

How would you rate the kindergarten entry assessment process in your school?

- Very Poor
 - Poor
 - Acceptable
 - Good
 - Very Good
-

Q26

What, if any, recommendations do you have for improving the kindergarten entry assessment process? Please explain.

Start of Block: Transition Information and Partnerships

Q27

What information do you receive about the children and families before the school year begins?
(Check all that apply)

- General Information (e.g., name, date of birth, address)
 - Information for children with an IEP (e.g., copy of IEP and other records)
 - Child assessment results from an early childhood program the child attended (e.g., Head Start, child care, private preschool, public preschool)
 - Other child information from an early childhood program the child attended (e.g., Head Start, child care, private preschool, public preschool) that helps you get to know him/her (e.g., summary of strengths, likes and dislikes, strategies that help the child to be successful in the classroom, etc.).
 - Family questionnaire
 - No information
 - Other: _____
-

Q28

Please comment on how helpful you find the information you receive regarding the children and families.

Q29

How many opportunities do you have to partner with families before or during the kindergarten transition process?

- 0
- 1-3
- 4-5
- 6+

Display This Question:

If Q29 does not = 0

Q30

Please comment on the opportunities you have to partner with families before or during the kindergarten transition process. Give examples as applicable.

Q31

To what degree do you partner with local childcare programs (e.g., Head Start, child care, private preschool, public preschool) regarding the transition to kindergarten?

- Not at all
- Seldom
- Occasionally
- To a Considerable Degree
- Almost Always

Display This Question:

If Q31 does not = "Not at all"

Q32

Please give an example of a successful partnership with a local childcare program regarding the transition to kindergarten.

Q33

On average, what percentage of children in your classroom has transitioned from a Head Start, child care, private preschool, and public preschool setting before starting kindergarten?

Q34

Other than Head Start, child care, private preschool, and public preschool, do you partner with any other community agencies in your school district to help ensure that children are prepared (e.g., succeed in school when they enter kindergarten)?

- Yes
- No

Display This Question:

If Q34 = "Yes"

Q35

Which community agencies do you partner with?

Display This Question:

If Q34 = "Yes"

Q36

In what ways do you partner? (check all that apply)

- Mutual referrals
- Share information (with family consent)
- Share resources
- Other _____

Q37

What, if any, recommendations do you have for improving the transition process? Please explain.

Start of Block: Student Readiness and Success

Q38

In your opinion, how important are each of the following skills for success in kindergarten?

	Extremely important	Very important	Moderately important	Slightly important	Not at all important
Approaches to Learning (e.g., attention, engagement, and persistence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy (e.g., letter identification, phonemics, writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language (e.g., receptive and expressive vocabulary and communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39

About what percentage of students do you feel are “ready” for kindergarten for each of these skills?

- _____ Approaches to Learning (e.g., attention, engagement, and persistence)
- _____ Literacy (e.g., letter identification, phonemics, writing)
- _____ Language (e.g., receptive and expressive vocabulary and communication skills)
- _____ Mathematics
- _____ Science
- _____ Social Studies
- _____ Social Skills
- _____ Emotional Development
- _____ Creative Expression
- _____ Fine Motor Skills
- _____ Gross Motor Skills

Q40

To what extent do you think the academic expectations of kindergarten students in your school is appropriate? Please comment on your answer.

- Not at all
- Somewhat
- Mostly
- Completely
- Not sure

Q41

Please provide any additional information about the extent do you think the academic expectations of kindergarten students in your school is appropriate, as you see fit.

Q42

Please rate your familiarity with each of the following resources/documents. Please comment when applicable.

	Not at all (Never heard of it/them)	Somewhat (I've heard of it/them; have a vague idea)	Familiar (I have a seen it/them before)	Very Familiar (I have a working knowledge of it/them)	Extremely Familiar (I use it/them in my work)
NH Kindergarten Readiness Indicators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NH Early Learning Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head Start Parent, Family, Community Engagement Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dual Capacity-Building Framework for Family-School Partnerships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43

Please provide any additional information about your familiarity with resources listed in the prior question, as you see fit.

Start of Block: Play-based Classroom Learning

During the 2018 legislative session RSA 193-E:2-a was amended to add a provision specific to the course content and teaching of kindergarten which is structures upon a play-based model. The new section of the law, which

will be applicable to all kindergarten instruction for the upcoming 2018-2019 school year, is provided in its entirety below:

Instruction in support of kindergarten standards shall be engaging and shall foster children's development and learning in all domains including physical, social, cognitive, and language. Educators shall create a learning environment that facilitates high quality, child-directed experiences based upon early childhood best teaching practices and play-based learning that comprise movement, creative expression, exploration, socialization, and music. Educators shall develop literacy through guided reading and shall provide unstructured time for the discovery of each child's individual talents, abilities, and needs.

To learn more visit: <https://www.education.nh.gov/standards/documents/play-based-kindergarten.pdf>

Q44

What does play-based kindergarten mean to you?

Q45

Do you currently have a play-based classroom?

- Yes
- No
- Not sure

Q46

What do you see as the benefits of play-based kindergarten?

Q47

How practical would you consider the implementation of play-based kindergarten in your classroom to be?

- Very impractical
- Impractical
- Moderately practical
- Practical
- Very practical

Q48

Please rate how supportive your school is in regards to play-based kindergarten.

- Not supported
 - Moderately supported
 - Supported
 - Very supported
-

Q49

Please rate your comfort level with implementing play-based kindergarten in your classroom.

- Very uncomfortable
 - Uncomfortable
 - Moderately comfortable
 - Comfortable
 - Very comfortable
-

Q50

In your opinion, how important is play-based kindergarten to your students' success?

- Not important
 - Moderately important
 - Important
 - Very important
-

Start of Block: Classroom Instruction

Q51

What curriculums do you currently use in your classroom?

- Literacy _____
 - Mathematics _____
 - Science _____
 - Others: _____
-

DEFINITIONS OF INSTRUCTIONAL SETTINGS

WHOLE GROUP: Whole groups occur when the entire group is meeting together, and some form of content is being discussed. Whole group also occurs when all children are working on the same type of task, regardless if they are working independently or collaborative.

SMALL GROUPS: Small groups occur when students are working in small groups that are facilitated by a teacher and/or are assigned by a teacher (e.g., an adult calls specific children over to participate; the adult may have assigned one or more children to an area to work on specific tasks or with specific materials). The activity is not optional.

CENTERS: Characterized by children having relatively more freedom about what they do and where they go, although teachers may place limitations on children's choices. Centers can be tables where children have a limited number of choices about what they can do (puzzles, journals) or center time can be freer play, during which children are allowed to move about the classroom freely. Another type of center time can be seen when children are assigned to areas but have complete freedom to choose what they do in that given center area.

SPECIALS: Art, gym, music, computer/technology education occurring outside the classroom.

Q52

How many minutes in your typical school day do students spend in...

Whole group : _____

Small group : _____

Centers : _____

Specials : _____

Total : _____

Q53

How would you rate your students' overall engagement level during...

	No engagement	Low engagement	Medium engagement	High engagement
Whole group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q54

What percentage of your typical school day do students focus on...

Approaches to Learning (e.g., attention, engagement, and persistence)	
Literacy (e.g., letter identification, phonemics, writing)	
Language (e.g., receptive and expressive vocabulary and communication skills)	
Mathematics	
Science	
Social Studies	
Social Skills	
Emotional Development	
Creative Expression	
Fine Motor Skills	
Gross Motor Skills	

Q55

Please rate students' overall engagement level during...

	No engagement	Low engagement	Medium engagement	High engagement
Approaches to Learning (e.g., attention, engagement, and persistence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy (e.g., letter identification, phonemics, writing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language (e.g., receptive and expressive vocabulary and communication skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEFINITIONS OF PLAY

FREE PLAY: child has freedom in choice of activity/center and what he/she does when engaged in that activity or center

GUIDED PLAY: child may have freedom in choice of activity/center, but the teacher poses questions or scenarios targeted towards specific academic content

Q56

What percentage of your typical school day do students spend in...

Free play : _____

Guided play : _____

Direct instruction : _____

Q57

How would you rate students' overall engagement level when participating in...

	No engagement	Low engagement	Medium engagement	High engagement
Free play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEFINITIONS OF SOCIAL INTERACTIONS

SOLITARY: child is working alone in an activity that is unique from the activities of all others in the classroom.

PARALLEL: child is working by him/herself but with materials that are like those that other children are using; children do not interact with each other about the task. Children are not co-creating a product.

ASSOCIATIVE: when a child is working by him/herself but with materials that are like those that other children are using; children do interact with each other about the task (such as to share materials, ask questions, or make comments) but the children are not co-creating a product.

COOPERATIVE: Cooperative interactions are characterized by group identity, rules, and organization. Children are following predetermined rules and those rules govern the steps or sequence of a child's behavior.

Q58

What percentage of your typical school day do students spend in...

Solitary interactions	
Parallel interactions	
Associative interactions	
Cooperative interactions	

Q59

How would you rate students' overall engagement level when participating in...

	No engagement	Low engagement	Medium engagement	High engagement
Solitary interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parallel interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associative interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperative interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q60

How often are students engaged in associative and cooperative interactions for the following developmental domains?

	No interactions	Little interactions	Some interactions	A lot of interactions
Approaches to Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q61

What percentage of instructional time is dictated by...

Teacher/assistant teacher talking : _____

Child/children talking : _____

Media (TV, music, computer tutorial, audiotapes) : _____

Silence/no speaking : _____

Q62

For each content focus area, who or what is the predominant speaker?

	Teacher/Assistant	Child/Children	Media	Silence
Approaches to Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fine Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gross Motor Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Start of Block: Play-based Classroom Learning Support

Q63

Which resources have you accessed over the last year to support carrying out play-based kindergarten?

- Workshop/Training/Professional Development Opportunity Total number of hours: _____
- Kindergarten Toolkit
- National Association for the Education of Young Children (NAEYC)
- Books
- Articles
- Other: _____
- No resources were accessed

Q64

Would you find coaching, mentoring, or training related to play-based kindergarten beneficial to your practice?

- Yes
- No
- Maybe (please clarify) _____

Q65

How do your families learn about play-based kindergarten?

Q66

What, if any, recommendations do you have to support the implementation of play-based kindergarten?
