

Introduction

Rationale:

Preschool education is designed to foster school readiness before children enter kindergarten. Elements of preschool classrooms will be investigated to understand how they relate to academic and social skills among young children.

Research Questions:

1. What is the relationship between quality teacher-child interactions and academic achievement?
2. How are classroom variables related to students' development of academic skills and school readiness?

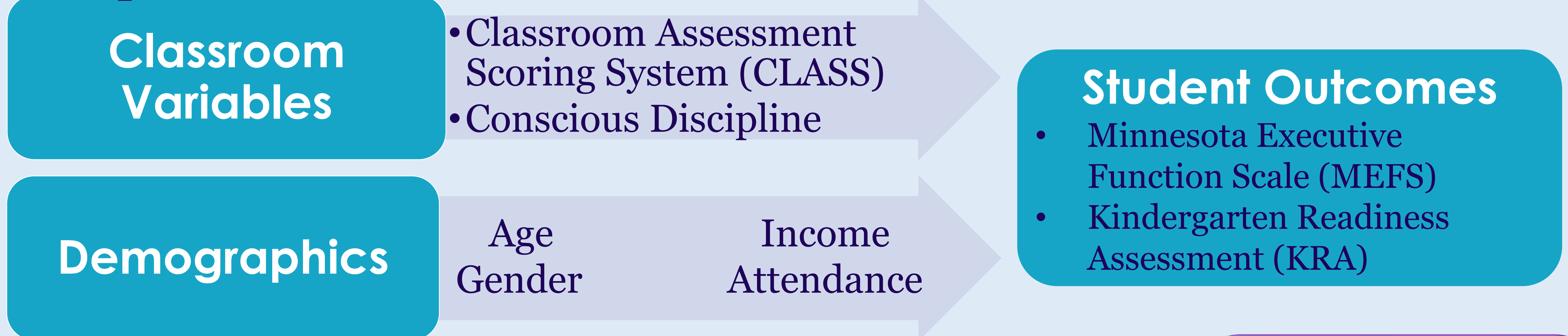
Hypothesis:

It is expected that classrooms with more responsive teachers and positive learning climates will be associated with higher academic achievement among preschool students.

Method

Materials:

125 preschool classrooms were assessed:



CLASS: quality of classroom interactions (*Emotional Support, Classroom Organization, Instructional Support*)

Conscious Discipline: implementation of social and emotional learning

MEFS: executive functioning skills

KRA: school readiness skills upon entry into kindergarten (*Social Foundations, Language & Literacy, Math, Physical Development*)



MEFS assessment

Results

Partial correlations were conducted to determine the relationship between classroom variables and student outcomes

Main Findings:

Classroom Variable	Student Outcome	Correlation
Instructional Support (CLASS)	Physical Development (KRA)	-.184*
Conscious Discipline	MEFS score	.273**
Conscious Discipline	Language & Literacy (KRA)	.204*

* $p < .05$, ** $p < .01$

Analysis

The findings suggest that classrooms with more opportunities for **social and emotional learning** had children who **developed better academic and executive functioning skills**. Classrooms with **higher instructional support** demonstrated **lower physical development**, which suggests that increased time spent on instruction could be related to decreased focus on motor skills.

Conclusion: Classroom variables have a significant relationship to student outcomes across the preschool year.