Global Scientific JOURNALS

PRINCIPALS' UNDERSTANDING AND KNOWLEDGE OF PRESCHOOL EDUCATION AND HOW IT IMPACTS SCHOOL READINESS

Submitted by

Alma J. Baxter

Ocala, Florida USA

Abstract: The research focuses on the importance of preschool education in an elementary school milieu. There is knowledge and understanding that principals need to know to prepare early learners for kindergarten and school readiness. The research reflects on the extent of knowledge that principals had on early childhood education. Brown, Squires, Connors-Tadros, Horowitz, (2014) noted that existing in most schools, principals in primary schools were not accountable for preschoolers. Licensing and certification were not mandatory. In most states, professional development was lacking. The Center on Enhancing Early Learning Outcomes(CEELO),circulated a finding on implementing prekindergarten education in elementary schools (Brown et al., 2014). The impact of preparing principals for early learners toward school readiness is examined in North Carolina through Shue, Shore, and Lambert (2012). The Universal Prekindergarten program is being explored with analytical finding from Bish, Shore, and Shue (2011). There are recommendations for principals toward supervising preschool programs in the elementary school.

Table of Contents

(Note: once you automatically update the TOC, you will need to manually add a period

after the Appendix letter (e.g., "Appendix A. xxx) per the example above.

List of Tables
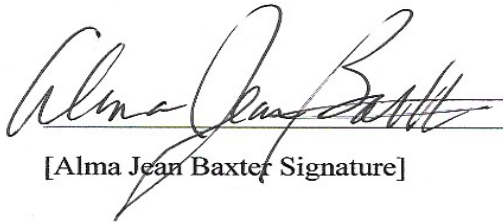
Note: single-space multiple line Table titles; double-space between entries per example in List of Tables on previous page. After you update your List of Tables, you will need to manually remove the italics per the example above.
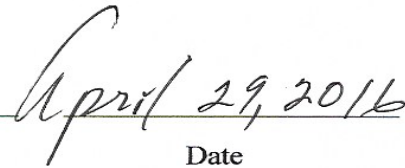
Principals' Understanding and Knowledge of Preschool Education and How It Impacts

School Readiness

I verify that my dissertation represents original research, is not falsified or plagiarized, and that I have accurately reported, cited, and referenced all sources within this manuscript in strict compliance with APA and Grand Canyon University (GCU) and Christian University of Southern Indiana guidelines. I also verify my dissertation complies with the approval(s) granted for this research investigation by GCU & CUSI Institutional Review Board (IRB).

[Alma Jean Baxter Signature]

April 29, 2016

Date

Chapter 1: Introduction to the Study

The advent of prekindergarten in public schools broadens the perspectives for preparing learners for kindergarten.This research attempts to detect the extent of knowledge and understanding that principals have in early childhood education with their elementary schools. Shue, Shore, and Lambert (2012) noted that there should be further examination into preparing principals for the early learners toward the impact on school readiness. The authors explored the ideologies and professional development of principals in North Carolina. Shue et al. (2012) investigated leadership practices in accomplishing the most effective styles in producing optimum learning. Bish, Shore, and Shue (2011) acknowledged that in the thousands, principals from elementary schools across the nation are being introduced to the concept of universal preschool for all learners, despite conditions and structures. Shue, Shore and Lambert, 2012 recommended that principals have supervisory skills, knowledge, and understanding of preschool education, considering the initiation of prekindergarten in the elementary public schools. The essential aspects of preschool education include developmentally appropriate practices, differentiated instructions, and authentic assessment. These areas provide the foundation for enhancing instructional formats. This extent of knowledge and understanding can help elementary school principals achieve school readiness (Shue et al., 2012).Rice and Costanza (2011) analyzed the successful affirmation of preschool

education toward successful gains in accomplishing a stronger foundation for successful achievement in assessment and measured performance. The merging of educational entities provides the basis for expansion and growth. Knowledge of how to progress learners through the learning cycle is accomplished when principals have insight into the formative process of learning.

Bish et al. (2011) provided statistics across the country on the impact of primary education in various states. There is an increase of preschoolers into elementary schools. Strategizing plans to extract best results provides a formula for maximizing principal engagement in a comprehensive learning environment that fosters early education attentiveness. Researchers have investigated and substantiated the need for further professional development with school leaders. Accomplishing success is having the knowledge and skills to produce optimal results.

In former years, principals were not responsible for prekindergarten in their elementary schools, therefore, credential requirements were not compulsory. Brown et al. (2014) studied that early childhood education (ECE) licensing and accreditation was unnecessary or mandatory for principals in public elementary schools; professional development and preparatory programs for most states were non-existing. The demand challenged to what extent of knowledge and understanding principals had in preschool education and the reasons principals were at that state of perception, skills, training, or professional development. In the areas of ECE, principals were confronted with developmentally appropriate practices, differentiated instructions, and authentic assessment. The insight for principals to have in ECE could provide intentional practices toward achieving school readiness. Brown et al. (2014) noted that limited states include

early childhood education preparation in the licensing and accreditation process for
careers as principals of elementary public schools. The research analyzed the extent of
professional development and leadership practices that exist among elementary school
principals. In determining the extent of information, the research discovered that
principals needed further professional development and training. Equipping principals
with knowledge encompassed a framework for successful achievement toward school
readiness for ages up to eight years old. Göncü, Main, Perone, and Tozer (2014)
explored the initiatives that included prekindergarten to grade twelve in Illinois.
Knowing the predicament of principals provides the basis for structuring components
toward change. There is a need to extended research to provide consistency throughout
the nation on inclusion of universal prekindergarten and professional development for
leaders. Dichter (2011) examined the training levels of principals and staff toward the
understanding and knowledge of preschool education in Pennsylvania's elementary
school. There is concern that leadership maximize educational component for optimal
results.

Existing research indicated a need to acknowledge early childhood education
toward integrating components for preparation into elementary schools. The awareness
of leaders in   preschool education leads to productive practices concerning school
readiness. The preparedness of principals in the area of early education provides the firm
foundation in addressing preparation for primary school.

Background of the Problem

In previous times, principals were not responsible for prekindergarten programs in
the elementary schools. Brown et al. (2014) researched that early childhood education

licensing and accreditation wereunnecessary or mandatory for principals in public

schools. There was a void of professional development and preparatory programs for a

majority of states. The onset of universal prekindergarten and other early learning

programs provided inquiries into the extent of knowledge and understandingthat existed

with principals in facilitating prekindergarten programs in elementary schools. Brown et

al. (2014) further highlighted the unawareness of knowledge in linking the effectiveness

of early learning and school readiness with developmentally appropriate practices. The

level of understanding and knowledge that principals have in early childhood education is

questionable toward school readiness. Bish et al. (2011) acknowledged that principals

are being required in various states to include prekindergarten without prior knowledge

on how to maximizes student accomplishments with early childhood education. There is

a need to understand the extent of awareness principals have in the elementary schools

that pertains to knowledge of early education up to age eight as indicated in Table 2. In

former years in America, early childhood education was detached from the elementary

public school system. Stephen (2013) proposulated that the last 25 years revealed a move

toward prekindergarten instead of kindergarten. The author noted that 50 years of

research indicated that early learning bridges the achievement gap and advances school

readiness. It is reported that principals' acknowledgement of preschool principles

sustains the accomplishment of school readiness; the latest research assists in formulating

information that leads to optimal leadership in merging knowlede with practices.

Brown et al. (2014) research indicated that early childhood education licensing

and accreditation were unnecessary or mandatory for principals in public schools. The

induction of licensing contributes to knowledge and understanding of preschool education. Illonois was the only state with mandatory licensure. In the area of licensing, other states reported varied degrees of conditions regarding preparatory programs in early learning as indicated in Table-1.

Table-1: States licensure and early childhood content

States	Criteria
Arizona, Arkansas, and D. C.	"Pre-K teaching experience can be used to qualify for administrator licensure, but it is not a requirement;
Delaware, New Mexico, New Jersey, Oregon, and South Dakota	states outlined no specific early childhood content or experience for licensing;
Nebraska	states included in principal licensure renewal—but state website sources do not indicate clearly whether it is required for initial licensure;
Virginia	the states offered various routes to a pre-K -12 endorsement for an administration and supervision license, but no specific experience or content related to pre-K is specified in licensure regulations" (Brown et al., 2014, p. 7).

Other states were void of professional development and preparatory programs in early learning. The onset of universal prekindergarten and other early learning programs provided inquiries into the extent of knowledge and understandingthat existed with principals in facilitating prekindergarten programs in elementary schools. Brown et al. (2014) further highlighted the unawareness of knowledge in linking the effectiveness of early learning and school readiness with developmentally appropriate practices. The extent of understanding and knowledge that principals have in early childhood education

is questionable toward school readiness. Bish et al. (2011) acknowledged that principals

are being required in various states to include prekindergarten when principals are void of

prior knowledge on maximizing student accomplishments through early childhood

education. There is a need for principals to have awareness of early education in the

elementary schools. In former years, early childhood education was detached from the

elementary public school system in North America. Rice and Costanza (2011) speculated

that effective early engagement in children with the school environment was derived

from the administration of the school district. The authors revealed financial restraints in

providing preschools in public schools. Rice and Costanza (2011) reported that the

financial deliemma, complexcities of early learning components and the separation

among the prekindergarten elements and early childhood years through 3rd grade effects

districts' decision toward implementing prekindergarten in elementary schools.

Stephen (2013) proposulated that the last 25 years revealed a move toward the

initition of prekindergarten as oppose to kindergarten in the of elementary schools. The

author noted that 50 years of research indicated that early learning bridges the

achievement gap and advances school readiness. Stephen (2013) reported that principals'

acknowledgement of preschool philosophies maintains the accomplishment of school

readiness. Los Angeles county stakeholders acknowledged that the awareness in

leadership practices toward early childhood education formulates a framework for best

practices with student accoimplishments and success in school.

Shue et al. (2012) noted that the information acquired in early childhood

education would assist principals in assimilating developmentally appropriate practices

for early learners. The ages and grades impacted through early childhood education is

denoted in Table-2: *American Grade Equivalent* levels as of July 1, 2014

developmentally appropriate practices and best practices in early education specify

learning adaptations to meet the needs of young students. Dichter (2011) analyzed the

need for internal stakeholders in having knowledge and understanding of early childhood

education for optimum results. The awareness provides proficient adaptations for young

learners with the inclusion of professional development and training for principals in

preschool education.

Table-2: American Grade Equivalent

Age	Grade
8-years-old	Grade 3
7-years-old	Grade 2

Shue et al. (2012) noted that additional examination is needed in professional

development for principals with prekindergarten programs. Quality early childhood

experiences help children to develop critical thinking in later school and life. The

elements of developmentally appropriate practices in early learning are crucial when

achieving optimum results on standardized assessments. Shue et al. (2012) examined

elementary school principals' perceptions, needs, and confidence levels in Primary

Education. The insight in this report investigated the need for additional professional

development and awareness of preschool education among leaders in the elementary

schools.

The practices align principals to achieve the objectives mandated through state

and federal mandates. Licensing as reported in Illinois mandated early learning elements.

Other states had only offer varying degrees of conformity. The combination of leadership styles and practices in successful student achievement target the needs for academic accomplishments. The integration and merging of principals' awareness assists in formulating knowledge of preschool education toward changes in the elementary schools.

Problem Statement

It is not known the extent of knowledge elementary school principals have on preschool education in their respective ten primary schools in Palm Beach County, Florida. Brown et al. (2014) studied existing credentials of principals in regulating preschool programs. In some states, licensing and accreditations were altered requiring principals to regulate early childhood education in the elementary school milieu. Palm Beach County has incorporated the prekindergarten concept into the elementary schools.At this stage in the research, it is unknown the extent of knowledge principals had in preschool education and developmentally appropriate practices that will effect school readiness. Rice and Costanza (2011) noted that when leaders are aware of the knowledge toward early development in maximizing optimal learning, progressive student achievement is achieved. Rice and Costanza (2011) noted that quality development in early education toward school readiness is derived from preschool classrooms at the elementary schools. Shue et al. (2012) conducted an investigation to determine the extent of knowledge that existed with principals regarding early childhood education. The study explored principals' attitudes toward prekindergarten in North Carolina. The exploration revealed that a few principals with preschool in the elementary environment had knowledge in early childhood education. Bish et al. (2011) noted that universal prekindergarten is affecting principals nationally in elementary schools. The

awareness is escalating that further professional development in preschool education is needed for principals. Göncü et al. (2014) denoted that Illinois was the first state to mandate principals in the elementary schools throughout the state to have professional development from preschool to the twelfth grade as oppose to starting at the kindergarten level.

Dichter (2011) investigated Pennsylvania's educational procedures toward preschool education. The article reflected on the need for professional development of principals and staff regarding preschool education. The study explores the knowledge that principals have in developmentally appropriate practices as the best pathway for school readiness and student achievement.

Purpose of the Study

Thepurposeofthisqualitativecasestudyistounderstandthe extent of knowledge that 10 elementary school principals have in early childhood education in Palm Beach County.Atthisstageintheresearch, it is not known the extent of understanding or knowledge that elementary principals have in preschool education that willbegenerallybedefinedasexaminingleadership practices in facilitating prekindergarten.

Qualitative (Research Questions and Phenomena Description)

Phenomenon

This qualitative case study investigates the extent of knowledge and understanding that elementary school principals have on early childhood education (ECE). The implications provide insight into the deliemma of school readiness. The information broadens the awareness among principals in ECE that expands optimum

learning and school success. The levels of comprehension in early learning extends

prospects for supplementary professional development in preschool education.

R_1: How do principals perceive their extent of understanding and

knowledge of preschool education toward school readiness in the areas of

Southwest region of the United States?

R_2:Why are principals at the extent of understanding and knowledge in

preschool education.

Advancing Scientific Knowledge

The author of this work, through current research will increase the awareness that

principals with prekindergartenat elementary schools have on theirknowledge

ofearlychildhood and developmentally appropriate practices. The understanding provides

awareness of components necessary for bridging the achievement gap and school

readinesss for successful encounters in school and life. The study can provide

enlightenment to theories instituted through Jean Piaget, Jerome Bruner and Lev

Vygotsky, and Albert Bandura theories that concentrated on the developmental

propensitythat children have toward learning. The voidance of principals' awarenss of

optimal learning capabilities in learners,prohibits best practices toward student success.

The reseach examines the gap in knowledge along with understanding that principals

have on early childhood edcation in the current condition of elementary schools.

Stephen (2013) reported research and data collected for 50 years that verified

early childhood education bridging the achievement gap in education. A long span of

time substantiated a need for further development toward preparing children for school.

Recent studies noted that few principals are aware of essential components for

maintaining school success through early learning. A few states adjusted licensing and accretitation for principals in early learning. The information in the study attempts to improve the existing knowledge.

Significance of the Study

Brown et al. (2014) denoted that there are limited quantities of principals with qualifications that include early education training. Shue et al. (2012) provided insight into the degree of awareness and attitudes principals had concerning preschool education. The study attempts to provide insight toward developmentally appropriate practices and school readiness in proliferating best practices and optimal learning. The research will provide discovery into leadership practices that dictates a high-quality learning environment. The study will contain examples from various states in attempting to address the deficiency in principals' leadership practices with early childhood education. The research will contribute to existing studies on effective leadership styles in promoting optimal learning environments and professional development practices for leaders in the elementary schools. Stakeholders involving administrators, learners, teachers, and families will profit when principals have understanding and knowledge of early childhood education. The knowledge in the early stages assist in developing appropriate practices, curriculum, and authentic assessment the drives best practices for student achievement. Best practices assure that learning is scaffold for effective outcomes in a progressing toward accomplishments in the foundational structure of the learning community. The knowledge and understanding for principals toward early childhood education will promote the advancement of school readiness in the elementary schools.

Rationale for Methodology

Yin (2009) noted that the case study approach provides supplementary variable

that extends interest in the data. There are manifold pieces of evidence that regulates in a

triangulating style. The case study approach allows indebt knowledge of principals'

understanding of preschool education phenomena and how it relates to school readiness.

The case study approach provides an opportunity for authentic cycles of progression

(Yin, 2009).

Denzin (2008) reported that qualitative methodology is appropriate for data

collection and analysis. The author noted that the method provides a multiplicity of

categories for investigation. The selected case study in qualitative analysis sanctions

interviews, interpretations, field notes, and life experiences were conducive for the

research.

Shue et al. (2012) approach included mixed methodology in utilizing

questionnaires, surveys and means for the descriptive data. This study seeks to identify

the topic, answer the research questions, and comprehend the phenomenon of principals'

awareness toward early childhood education that encompasses preschool education skills

to third grade. The research pursues professional development for principals in

understanding early childhood education. There will be ten principals in the sample

population selected from elementary schools in the Palm Beach County, Florida. The

methodology of the research will involve a qualitative case study with audio recorded

interviews of principals. It will allow multiple dimensions with ten ethnically diverse

principals from elementary schools. The ten principals will be characterized as having

prekindergarten classes at the public elementary schools. The forum will assessment of

knowledge and understanding of early childhood education while included in their prekindergarten structure of the elementary schools. The interviews will be conducted with an interview tools for engagement with the principals. The interviews and field notes from the principals will be transcribed and coded. The study will involve qualitative comparative analysis to understand the styles of leadership and the degree of knowledge in early childhood education of leaders operating at the elementary schools. The interviews will be transcribed, organized, and coded by hand through thematic analysis from particular themes. The repetition, similarities, differences, linguistic connectors, and missing data will explore the phenomenon. The strategy will be to identify the knowledge and abilities of principals in facilitating prekindergarten classes at the elementary schools.

Nature of the Research Design for the Study

The research design will be qualitative case study. Yin (2009) noted that the case study design approach will allow the researcher to plan, design, prepare, collect, analyze, share, highlight assessment and revision of previous decisions; chapters will be independently structured, although, it will connect to the supplementaryphases of the study. The research question will be answered through the 10 principals interviewed in determining awareness of early childhood education toward school readiness in the elementary schools.

The qualitative case study will identify the extent of knowledge and understanding elementary school principals have on early childhood education in Palm Beach County, Florida. The case study methodology will allow investigations into the extent of information principals have on preschool education. This is the most

appropriate approach in response to the research questions that addresses the problem

statement. Yin (2009) noted that the case study approach will provide supplementary

variable that extends interest in the data. There are manifold pieces of evidences that

regulates in a triangulating style. The case study approach will allow indebt inquiry into

principals' perception about their extent of knowledge in preschool education and

principals' thoughts concerning improving their extent of knowledge in preschool

education as it effects school readiness. The case study approach will provide an

opportunity for authentic cycles of progression (Yin, 2009).

There will be interviews conducted with an audio recording device from

principals in the Palm Beach County of Florida. The interviews will be transcribed,

coded, and inputted in a statistical tool (SPSS) along with field notes. The tool utilized

for will be a Semi Structured Interview Guide with Skype or in-office sit down approach.

The Semi Structured Interviews will afford the opportunity to initiate, conduct,

interviews for data collection.

Definition of Terms

Thesedefinitions are included to allow clarity in understanding the research:

Quality Preschool Education. Quality preschool education addresses the child's

development: cognitively, physically, socially, and emotionally (Feeney, Galper, &

Seefeldt, 2009). Seifring (2010) as citing Bodrova and Leong (2005) along with

Mashburn, Pianta, Hamre, Downer, Barbarin, Bryant, Burchinal, Early, and Howes

(2008) noted that Vygotsky's concept of high quality early childhood programs promotes

learning through age appropriateness and developmentally appropriate practices; there is

dramatic area for exploration; there is social interaction with peers and teachers through

scaffold learning; practices for later development and learning. High quality preschool

education encompasses professionalism, developmentally appropriate occasions for

children to regulate in a safe and secure environment

Optimal Learning. Optimal learning is pedagogies grounded in relationship and

collaboration. There is interchange that assist in evolving the cognitive thought process

in children (Ashton, Woodrow, Johnston, Wangmann, Singh, & James, 2008). Optimal

learning is produced in a school culture that reflects optimistic nurturing care and

relationships with social and emotional support that provides self-assurance and

individuality; there is competency allowing children to interact with peers and adults;

children learn to self-regulate, and operate independently in the learning community; the

environment is excellent in the instructional format with critical thinking learning

strategies, and a curriculum for a diverse group of learners (Oertwig &Ritchien, 2013).

Developmentally Appropriate Practices (DAP). DAP are practices that involves

children and teachers in active roles.The practices are appropriate to age; the individual

child, social, and emotional development (Kostelnik, Soderman, &Whiren, 2011).

School Readiness. Measures, cognitive, social, emotional, and physical

development(Dockett & Perry, 2009). School readiness allows children to be ready for

the next level of educational achievement. Seifring (2010) noted that early childhood

programs assist children prior to entering school with advanced progressive competency

allowing children to achieve more proficiently in school while in the primary years.

Best Practices. The Individualist (2011) reported that best practices for children

are interventions that are scientifically provendealing with the major components of child

development. It has aresearch-based mannerismsfor instructional applications(Seifring,

2010). A major component in best practices for the preschool child is assessment; best

practices measures or observes a child in their natural setting (Seifring, 2010).In

generalizing best practices for assessment Seifring (2010) cited the National Association

for the Education of Young Children (2009) as indicating that assessment provides a

multidimensional approach drives instructional formats and areas of concern in children.

The Association identifies markers for success. Indicated below are the areas to include

in strategizing assessments.

Universal Prekindergarten (UPK). Lasser and Fite (2011) noted that Universal

Prekindergarten (UPK) is preschool education for all childrenthat assists in developing

individualities of learners.UPKassists in the learner in developing appreciation of

cultural, diversities, and languages.UPK contributes to professional development of

teachers (Lasser & Fite, 2011). UPK equips children to be ready for kindergarten

targeting four-year-old (Gormley, 2005). Shore, Shue, and Lambert (2010) noted that

universal prekindergarten provides the development of emotional and social aspects of a

child.

*Authentic Assessment.*Lever-Duffy and McDonald (2009) noted that authentic

assessment is the ability to measure learners in their natural setting in the classroom. The

assessment includes a data from a variety of domains that is gathered over a span of time;

curriculum materials are inserted; learners are able to explore; interaction with teacher

and student is evident.

*Cognitive.*The way information is processed in the brain; the thinking method

(Lever-Duffy & McDonald, 2009). The process of how learning takes place. When the

teachers understand the cognitive style of learners, development of the instructional format is more fluent.

Gross domestic product (GDP). Gaertner, Kausar, and Logan (2015) reported on the pessimistic alterations in an account produce effective predictions in futuristic GDP. The conservative nature of an account gives a more substantial outcome.

Early Childhood Education (ECE). The involvement of groups of learners from birth to eight years old (Kostelnik, Soderman, &Whiren, 2011). The development of a child intellectually, socially, emotionally and physically.

Assumptions, Limitations, Delimitations

Assumptions. The information in this study assume to be valid regarding the extent of knowledge and understanding principals' have in preschool education.This studyis based on evidence from various sources, the follow assumptions are determined:

Bish et al. (2011) suggested that principals with prekindergarten in elementary schools are void of knowledge, understanding, professional development and training in early childhood education.

1. It is presumed that in several states principals do not receive licensing or accreditation in early learning.

2. It is assumed that the many states do not include nor have states merged prekindergarten in the public elementary schools.

3. It is assumed that principals are unaware of developmentally appropriate practices in preschool education.

Limitations. The following limitations were present in this study:

1. The study focused on a small portion of the United States. Further exploration was needed to encompass a vaster region of the United States.

2. There were limited empirical research on other regions in North America.

3. The 10-sample population of principals waslimited to only two counties.

Delimitation. The delimitation that exist in the study are indicated below:

1. The study was delimitated to section of the population of principals in a region.

Summary and Organization of the Remainder of the Study

The study included summaries of articles relating to the knowledge and understanding principals have in preschool education. Brown et al. (2014) provided insight into the licensing requirement for principals in the United States regarding preschool education. Bish et al. (2011) verified that principals in various elementary schools all over the country are void of precepts regarding early childhood education and professional development. Göncü et al. (2014) provided information regarding the changes in Illinois toward advances preschool in the public school. Shue et al. (2012) emphasized the need for training principals toward including preschool education toward advancing school readiness. The awareness of early childhood education equips principals with tools needed to enhance the learning community and prepare students for continued growth in school and life.

Chapter 2 provides recent descriptive empirical research, dissertations, scholarly articles, and books preparation of the research. Chapter 3 includes the method, design to the study and the investigative techniques. In Chapter 4 includes the analysis of the data

with explicit summaries regarding outcomes. Chapter 5 provides the explanation and

dialog from the effects relating to current studies and the dissertation subject.

Chapter 2: Literature Review

Introduction to the Chapter and Background to the Problem

In this chapter, the author of this work will review, analyze and evaluate the

commensurate literature as it pertains to the research question imbedded in this study:How do

principals percieve their extent of understanding and knowledge of preschool education toward

school readiness in the areas of Southwest region of the United States?The reviews will provide a

historical perspective that exists among states regarding early education and principal

professional development and licensure. Although there is limited information in

publications about early education and the commensurate and related professional

development among principals, there are doctoral dissertations.

Brown et al. (2014) studied licensure among principal in various states. The

research will emphasize a need for further professional development and training in early

learning. The report will unveil the licensing criteria of elementary school principals

from various states in preschool education. The reviews will reveal a desire among

principals toward knowledge and training in early childhood education. The significance

of early childhood education will be explored in preparing children for school readiness.

Kostelnik, Soderman, and Whiren (2011) reported on administering developmentally

appropriate practices along with best practices with early childhood education. The

research will highlight the extent of experiences principals have in elementary schools.

There will be emphasis on inclusion of universal prekindergarten with pilot programs in

closing the achievement gap. The qualitative methodology of cases studies willexamine

the components for collecting and analyzing data. Moore (2011) emphasized the

preparedness level of early learners toward and school readiness for the 21st Century.

The effect of quality preschool education will be analyzed in promoting optimal learning

and success in school. Researchers studied the effect of continuous learning patterns

from various states in gaining student achievement starting from prekindergarten.

Theoretical Foundation and /or Conceptual Framework

The theories of Jean Piaget, Jerome Bruner and Lev Vygotsky, and Albert

Bandura philosophes focused on the development, capacity and stages of learning. Piaget

focused on learning within developmental stages through the process of assimilation or

accommodation; Vygotsky and Bandura theorized that the interaction with group

encounters, produce learning; Bruner suggested that learning occurs when participants

are actively engaged in structuring novel ideologies and perceptions from various points

of time (Lever-Duffy & McDonald 2009). Theorist analyzed the capability toward early

learning potentials.

The Reggio Emilia Approach was developed in the north of Italy modeled a

preschool that became popular worldwide. Kostelnik et al. (2011) noted that the Reggio

Emilia early learning center involved children engaging in conversations, deliberations

with practical problem-solving abilities. The objective will be to connect children to the

real world through ideas and interactions with others in the environment as theorized

through Social Constructivist, Loris Malaguzzi.

Review of the Literature

Principal Preparation, Licensure Requirements, and Professional Development

The Center on Enhancing Early Learning Outcomes (CEELO), funded by the U.S. Department of Education's Office of Elementary and Secondary Education, published a report for sustainable development of preschool education.   The findings of this report can assist State Education Agencies in developing strategies for K-12 schools (Brown et al., 2014).   The CEELO suggested that further research is needed to determine the extent of knowledge needed by principals to have a positive effect on students' learning (Brown et al., 2014).   The Wallace Foundation and the National Governor's Association agreed that preparing school administrators for the universal preschool challenge is a significant step in improving the public-school system overall (Brown et al., 2014).

Brown et al. (2014) maintained that equipping principals with knowledge of preschool education encompassed a framework for successful achievement toward school readiness. Brown et al. (2014) identified Illinois as the only state with licensure and accreditation in preschool education. In other states such as (Delaware, Illinois, Maryland, New Jersey, Pennsylvania, and Washington), there were some integration of policies and procedures toward establishing and regulating early education. It was recommended that the Interstate School Leaders Licensure Consortium (ISLLC) standards be revised to include policies relating preschool education for substantial leadership practices in elementary schools. Licensing standards for principals are void of the early learning requirements necessary to accomplish effective outcome (Brown et al.,

2014). The other states "included pre-K in the scope of principal licensure (pre-K-12, for example) the extent to which that involves any childhood content or experience is varied, but generally extremely limited" (Brown et al., 2014, p. 7).

Göncü et al. (2014) identified Illinois as the initial state for national preparation of school leaders from preschool to twelfth grade. The legislated reform (P.A. 96-0903) requires Illinois school principals to be certified in Preschool to 12th grade certification. The mandate provided professional development, training in curriculum development toward advancement in learning, and improvement for school administrators. Illinois is also the leader in mandating early education for interested parents (Göncü et al., 2014). The current legislative regulations required "school principals in the state to be qualified to provide school leadership for children from preschool to grade twelve instead of kindergarten to grade twelve" (Göncü et al., 2014, p. 1). Illinois is the forerunner in developing changes and there is a possibility that the state will serve as a model nationally. Further development is necessary in regulating principal preparation guidelines.

Denzin, Lincoln, and Dichter (2011) reported on the program in Pennsylvania relating to the educational strategies and initiatives of preschooleducation. The article highlights the origination of an Office of Child Development and Early learning that included Head Start and other early childhood programs funded through the state. Denzin et al. (2011) included the professional development for principals along with educators for optimal results. Pennsylvania recognizes the international initiative for the state's growth and development. The goal is to merge pre-k with the existing arrangement to formulate a new approach witha P-12 educational system.

Dichter (2011) examined Pennsylvania's preschool education programs and promulgated that preschool education could help stimulate economic growth and development throughout the state. Pennsylvania's 2003 preschool education program reflects new changes to policies, procedures, and programming that include infants (Dichter, 2011). The program can also strengthen Pre-K to 12th grade. Dichter (2011) further, noted that school administrators lacked the understanding of implementing early childhood education (Dichter, 2011). The absence of these necessary factors (i.e. standards, teachers, and principals) created a deficiency in providing for the needs of children and utilizing public funds effectively.

Wilson (2010) researched on the changes following the publication of "A Nation at Risk" since 1983. Principals found that their challenges multiplied from performing responsibilities as a manager of the building to leaders of instructions, statistical exploration, and statistical administration. The mandate from the "No Child left Behind Act" increased accountability for student and school accomplishments with mounted stress due to role modifications. The studyinspected duties that produced stresses for new principals and higher level academic training associated to certification. The outcome of the research revealedthat new principals have multitude of stresses with   inadequate preparation.

Shelton (2012) reported on the research for effective leadership preparatory programs involving principals. The information maintains that specific strategies draw the right professional for the assignment, especially in schools that perform the lowest. Research revealed that the preparatory program should have a more selective process. In addition, the instructional format should be improved directly associated to the needs.

Then there should be more internship programs that are prevalent to the system. Shelton (2012) suggested that preparation and training should be on-going. The gist of the report suggests several major areas that need to be addressed: the standards for leadership practice; the recruiting, selecting and retaining process; the structure and authorization process; licensing and qualifications; coaching and continuous training.

Mitgang, Cummins, and Gill (2013) reported that the training for developing principal toward accomplishments was promoted by the school district. This would include training, hiring, mentoring, and evaluating. In the area of education and learning, the assistance was limited. There was a momentum to hire first grade principals by building a web of qualified applicants; offering a well-specified job description, clarifying objectives for optimal learning; expanding training in the formative stages; providing discriminatory hiring practices and making a cohesive connection with schools. Mitgang, Cummins, and Gill (2013) recommended when schools are difficult to staff there should be more proficiently principals along with the district offering sufficient support. There should be amiability and justice; mentoring and ongoing training; allowing time to sufficiently handle the duties and operations; offering research and statistics; providing allotted time in structuring instructions and staff turnovers.

Principals' Extent of Awareness

Shue et al. (2012) reported on the impact of having an influx of preschool children in the public schools. According to the investigation millions of young learners, age four are entering elementary schools. The focus for school administrators include the extent of responsibilities for principals and guidance of the preschool environment. The

research sheds light on the influence that school administrators have on decisions effecting the early learning environment toward motivating and student accomplishment.

Shue et al. (2012) examined elementary school principals' awareness, requirements, and assurance levels in North Carolina in handling prekindergarten relations. The author utilized a mixed method approach with questionnaires, surveys and research means to gather descriptive data. The insight in this report substantiated the needs for additional awareness of early childhood education with the administrators in public elementary schools. Shue et al.(2012) recommended that principals have supervisory skills, knowledge, and understanding of preschool education, considering the initiation of prekindergarten in the elementary public schools. The essential aspects of preschool education include: developmentally appropriate practices, differentiated instructions, and authentic assessment. These areas provide the foundation for enhancing instructional formats. This extent of knowledge and understanding can help elementary school principals achieve school readiness (Shue, Shore, & Lambert, 2012).

Aliyev, Erguner-Tekinalp, Ulker, and Shine-Edizer (2012) researched in Turkey the awareness that administrators and guidance counselors had on guidance/psychosomatic services for preschool education at the elementary schools. The qualitative methodology through surveys did not predict data indicating administrators nor did guidance counselors have adequate training in providing psychological counseling for preschoolers. The undergraduate programs offered limited specifications in early childhood education. Aliyev et al. (2012) discovered that in providing optimum services to preschoolers, guidance counselors need expanded courses at the undergraduate level in early childhood education at the elementary school

Davis (2002) conducted a qualitative case study that investigated the extent of knowledge, expertise, and outlook that primary school principals needed in operating preschool programs. The study involved 30 interviews that were semi-structured with an additional focus group combined with educators, administrators, principals, and other national administrators. The research explored the restructuring of licensures and relations with stakeholders; there were inspections of understanding concerning developmentally appropriated practices, pedagogy along with curricula. Davis (2002) analyzed the backgrounds of existing principals among other disciplines.

Brinnel (2013) piloted a phenomenological study of principals in primary schools with a prekindergarten to kindergarten structure to determine philosophies of leaders. There were interviews of categorized themes with respondents.A developmental period determined the characters of principals' administrative practices. The objective of the study explored principals' knowledge of regulating prekindergarten in the elementary school. The sample population involved protocol that were developed by the researcher containing interviews with 12 principals in Connecticut. The purpose was to expand the performance of principals in operating a pre-k up to third grade school.

Servage (2014) researched on the Alberta Teachers' Association (ATA) on the perplexities involved in the leadership of principals in the Alberta school. The analysis of 31 principals from a week of diary was reported within 24 hours for seven days. The various duties of principals are intense and therefore, warrants specific definitions of duties and tasks that would include Pre-K. Servage (2014) studied various tasks within the morning and evening time in two to four minutes blocks which include 30 to 60 minutes' time frames. There was less time available for school improvement. Therefore,

effective licensure is essential in developing the framework for principals in leading a Pre-k learning environment for elementary schools. If it is not imposed in the formative process or through professional development, it can alter priorities in the process within a Pre-K environment.

Vannest (2012) noted that there should be a structure that monitors, prevent and intervenes for student success. The awareness allows principals to stay abreast to the needs of students for advancement toward student achievement. Inventions assist in progressing student achievement. Awareness to intervention programs allow principals to train staff following universal assessment results. Vannest (2012) stressed that there are different structural formats for each student. The intervention program provides a format for preschool education. It is a formula for principals to consider toward the extension of preschool education. The universal assessment provide analysis of for school improvement.

Duncan (2014), the U.S. Secretary of Education issued a 2012 Program for International Student Assessment (PISA) report that indicated the academic accomplishment levels. The information was derived from the 2013 National Assessment of Educational Progress (NAEP) and 2013 Program for International Student Assessment (PISA). The report specified that students 15- and 17years old are lagging internationally. Subsequent to the report President Obama developed a plan *Preschool for All* that introduced quality early childhood education as presented through other identifying nations. The goal was to ensure that infants have a head start toward successful academic achievement. The deprivation throughout the nation was ethically, academically and parsimoniouslyintolerable.

The U. S. Department of Education under the Department of Health and Human

Services proposed the definitions, main requests concerning standards for financial

distributions for 2013 and the following years ("Proposed priorities, requirements,

definitions, and selection criteria--race to the top--early learning challenge," 2013). The

Department encouraged States to envision and formulate State initiatives that

> * Support an ambitious early learning and reform agenda; * Align and raise
>
> standards for existing early learning programs, including Head Start, public
>
> preschool, childcare, home visiting, Part B, Section 619 and Part C programs
>
> under the Individuals with Disabilities Education Act (IDEA), and private
>
> preschools; * Provide information to families about the quality of programs; *
>
> Promote early learning and development outcomes across Essential Domains of
>
> School Readiness for all children, reflected in clear standards that detail what
>
> children should know and be able to do and are measured through comprehensive
>
> assessment systems; * Build a great early childhood education workforce,
>
> supported by strategies to train, support, and retain high-quality teachers,
>
> providers, and administrators; and * Measure outcomes and progress using
>
> Comprehensive Assessment Systems and Kindergarten Entry Assessments
>
> (KEA); and develop or enhance data systems("Proposed priorities, requirements,
>
> definitions, and selection criteria--race to the top--early learning challenge," 2013,
>
> p. 2).

Campbell, Pungello, Burchinal, Kainz, Pan, Wasik,... and Ramey (2012) studied

thirty year olds participant from the Abecedarian Project, educationally, economically,

socially and emotionally. The Abecedarian Project included preschool children from low

socio-economic families. There were 111preschoolers that included 98% African Americans with 101 taking part in the adult research at 30 years old. Indicators in education, economics, and socialization were inspected as being derivate of early childhood experiences. Participants accomplished additional education, although there were no significant differences in criminal involvement or income status. The strongest evidencewere in educational achievement.

Sinnema (2012) reported on a case study conductedfrom a New Zealand reproduction of the International Successful School Principal Project (ISSPP) in 14 countries. The emphasis was derivative ofstandards utilized as operational or successful for governance and supervision in their respective school as acknowledged through peers.The study explored leadership qualities associated in assisting the learning process. In the research Robinson (2011) denoted that successful leadership practices are engulfed with the establishment of aims, opportunities, materials, professional teaching practices, along with maintaining a secure environment. The core that Robinson (2011) emphasized is to incorporate application to pertinent information, being able to apply solutions to major difficulties and constructing relationships. There were 11 efficacious New Zealand leaders demonstrating those competences.

Merz and Swim (2011) studied the practices of a principal in the United States public school system inspired by the Reggio Emilia methodology. The approach involved engagement with teachers' personal instructional practices. The tactic promoted self-realization, and global perspectives toward development and expansion. Merz and Swim (2011) research assisted in establishing principals' self-awareness, instead of product-awareness.

Cherry (2011) researched superintendents' outlook on the obstacles that appears in the educational system according to liability, socialization, morality and ethical issues. The studies on early childhood education bring superintendents at a crossroad in deciding the improvement plan with preschool education in filling the achievement gap. According to research evidences prove that early intervention progresses student accomplishments by the millions across the nation. Cherry (2011) noted that there was a lack of research on preschool in public schools. The study investigates superintendents' perception on early learning along with philosophies on pre-k interventions/resolution on policies and procedures regulating the program.

Tucker (2011) studied the readiness in reading relating to kindergarteners from prekindergarten public schools funded at the state and federal level. There were 131 participants from 2007-2008 and 2008-2009 in east central Alabama. DIBELS was utilized in the research to specify data regarding reading variables. MANCOVA analyzed the data regarding substantial differences. The research revealed insignificant differences after a year in kindergarten relating to preschool learners' reading readiness of state and federally funded public schools. Tucker (2011) revealed substantial difference in the mid portion the year in kindergarten.

Powell, Son, File, and Froiland (2012) studied the four elements of parent engagement for preschool learners going from kindergarten to first grade. The research focused on prekindergarten entry and post exit assessments in literateness, linguistics, and math. In the area of cognitive stimulus there was a decrease within the preschool to kindergarten stage. However, from kindergarten to first grade parents were more involved in stimulating cognitively with outside activities. Powell, Son, File, and

Froiland (2012) resolved that parent stimuli cognitively from kindergarten to first grad along with external stimulus from preschool to kindergarten were the predicting factors to successful math skills. When learners were more engaged in learning materials at home from preschool to kindergarten the study revealed an increase in first grade math results among learners with poorer preschool entry math skills.

Myer (2013) reported on the involvement of the Bushes with aspects of the No Child Left Behind (NCLB). It was stated Mrs. Bush was the promoter of preschool education. A major concern was the accountability factor when there is limited autonomy in staff changes or changes in organizational structure.

Education: study data from University of Eastern Finland provided new insights into education (2013). There was new research in the link with preschool education and leadership in schools; University of Eastern Finland studied the effects of *distributed leadership.*The study explored the conceptualization of the important characteristics, along with the explanation of leadership practices. The concepts were substantiated by other scholars in the field.

Clifford, Behrstock-Sherratt, Fetters, and American Institutes for, R. (2012) noted the effects that principals have on the educational environment with 3.4 million educator and 55 million P-12 grade learners in North America. The responsibilities of principals greatly affected policies and procedures, materials and resources, and community stakeholders' engagement. In the activities daily, principals were responsible for operations in providing a quality learning environment for students. Leadership practices for principals determined the effectiveness of school environments and the evaluation process which defined the intentional engagement. The level of effectiveness assuredthat

the evaluative process was nondiscriminatory in adhering to the demands of the milieu in meeting stakeholders' needs. The holistic view for evaluations should include principals' job perceptions, and adherence to policies. The views of principals should be heard in adequately facilitating the requirements for their school. Clifford, Behrstock-Sherratt, Fetters, and American Institutes for, R. (2012) summarized that principals were the best advocates to explore leadership practices for an effectiveness learning environment. The investigation should explore the influence that principals have on the environment, instructions and learning.This synopsis was accumulated from empirical research on the effectiveness and influence of principals in the milieu based off two-fold policy perceptions along with a framework based on research.

Zembat (2012) investigated the conflicts with prekindergarten teachers in Istanbul's primary schools during 2009-2010 academic school year. The qualitative study had a sample population of 36 women preschool teachers.The data collecting format included 35 minute interviews that were semi-structured for collecting data to ascertain the conflict and resolutions. The problems extended to principals, associates, and parents. Preschool teachers expounded that the lack of knowledge and understanding among principals, and parents concerning preschool education functionalities resulted in the conflicts. A thorough knowledge of early childhood principles would avoid future dilemmas and lead to resolutions. The integration of preschool into elementary school had challenges that will need to be addressed.

Prekindergarten Training for Principals

Bish et al. (2011) acknowledged the dilemma that principals have in adequately facilitating prekindergarten services in primary schools. In a report on early childhood

education published by the University in North Carolina, Charlotte (UNCC), 88% of

principals across the nation expressed a desire for further professional development. The

report further identified that many principals lack the knowledge, skills, and practices in

preschool education. Bish et al. (2011) argued that the Early Learning Standards for

North Carolina Preschoolers and Strategies for Guiding their Success should be

incorporated in the educational system.

Bish et al. (2011) reported that the convergent of preschoolers in the elementary

schools have principals desiring training on managing the programs. Principals want

additional professional development for prekindergarten initiatives. The advent of

universal preschool is permeating elementary schools in various districts across North

America.

Göncü, Main, Perone, and Tozer (2014) identified Illinois as the initial state for

national preparation of school leaders from preschool to twelfth grade. The legislated

reform (P.A. 96-0903) requires Illinois school principals to be certified in Preschool to

12th grade certification. The mandate provided professional development, training in

curriculum development toward advancement in learning, and improvement for school

administrators. Illinois is also the leader in mandating early education for interested

parents (Göncü et al., 2014).

In a case study, Rice and Costanza (2011) found that the merger of

prekindergarten and elementary school is an effective way to obtain assessment results.

School administrators are essential in providing educational experiences from the early

years through elementary school. The case study identified several problem areas: (1) the

multiplicity of learning systems; (2) inadequate funding; (3) A disconnect between

preschool and elementary school; and (4) lack of professional development in early

childhood education (Rice & Costanza, 2011).

Rice and Costanza (2011) revealed that in New Jersey school administrators are

finding themselves in need of the supports necessary to build on the state's existing

model preschools toward a broader vision of early learning, including making strong

connections to the early learning system. Changing the educational mindset and building

the related capacity of front-line leaders is paramount for bringing about early learning

reform at the district level (p. 2). Rice and Costanza (2011) reported on the development

of a case study from the Advocates for Children of New Jersey, the New Jersey

Department of Education, Division of Early Childhood Education and the New Jersey

Principals and Supervisors Association.

Eilers, and D'Amico (2012) noted the major elements that provide effectiveness

when approaching and applying reconstruction relating to Common Core State Standards.

To change the structure of K-12, principals need to focus on resolution, urgencies,

configuration, professionalism, ability to take risks, and advice. Eilers and D'Amico

(2012) acknowledged that these components are recommended for school leadership

among principals and other administrative staff in schools. The role of leaders is to

deliver curriculum development for clarity in implementation of goals in K-12 for

success later in life.

Correll (2010) studied the professional development of principals in the early

years. There was emphasis on programs that mentors, including university, partnership,

studies, making contacts, symposiums, and workshops. The finding suggested that

principals in the poverty ranks weremore likely participate in networking than principals in the urban, rural or suburban. Correll (2010) noted the attrition rate in North America and the feeling principals had toward job satisfaction especially, since in Kansas the retirement rate wasadvancing to 50% in five years

Aarons (2010) noted that there is a plea for principals to have professional development in early childhood from leaders in the field. Principals in elementary schools lack the accessibility to training to high quality demands preschool education. The campaign is to compose principals to provide best practice in structuring initiatives for P-3 programs that meets the needs of low socio-economic families and children. Aarons (2010) reported that these learners have a disadvantage of starting behind their peers and remains behind. The decline in expenditure caused deficiency in principals' training throughout the nation. In a bid to offer assistance, United States Senator Mark Udall, Democrat from Colorado proposed legislation for a grant to provide professional development for principals in preschool education.

Clarke, Wildy, and Styles (2011) studied the extent of preparation principals had within three years of being appointed as principal in Western Australia. The International Study of Principals Preparation (ISPP) report analyzed the most challenging aspects of the assignment and the extent of preparation. The population included 45 new principals in Western Australia. Clarke, Wildy, and Styles (2011) delved into the problems through surveys that revealed a need for principals to feel equipped in operating as a leader in schools.

Pollitt (2013) noted that stakeholders in the community, politicians as well as educators advocated early intervention programs. The report revealed that only one percent of American disagree with the commencement of preschool education that is needed especially among low-socioeconomic families. It would allow children of this caliber to perform successfully latter in school as indicated in the 45th annual *PDK/Gallup Poll of the Public's Attitudes toward the Public Schools.* Americans supporting the idea were willing to provide assistance through taxes. Principals now acknowledged the significance of early interventions with quality preschool education that leads to further accomplishments in later life academically and professionally. There was a resource guide for principals produced in 2005, entitled:*Leading Early Childhood Learning Communities: What Principals Should Know and Be Able to Do.* It is based on standards that would assist principals in understanding the gaps associated with preschool and elementary school.Pollitt (2013) postulated that updated information is needed due to further advancement in the field of early childhood education.

Martin (2011) reported on Doing What Works (DWW) that included a depository of instructional best practices that were researched-based and effective along with other properties. The depository assisted with conducting a proficient learning environment for student success. There were a variety of resources and subjects with school improvement studies, behavioral reduction plans, organizing educators to early childhood education improvement agendas that wasdata driven. DWW assisted principals in providing information and tools to address the needs and concerns in their learning community with empirical research. DWW was a resource that assisted in further development.

Public School and Preschool

Stinson (2011) reported that Mississippi in 2011 was the only state in the south region that did not operate the state-funded pre-k programs; the funding was apportioned to Head Start programs (NIEER, 2007). The study examined three preschools in Mississippi's North Regional District to determine the quality of leadership. Isola and Maniates (2013) reported that a continuation among the pre-k to 5th grade in sustaining continued pathway to learning. The project focused on integrating pre-k with the elementary school for continual progress toward learning initiatives. The authors contended that the educational system was fragmented. The pathway to success should be aligned and coherent.

Samuels (2014) reported on the status of 45,000 preschool availability slots in the primary schools and centers based in the community. There was a move in New York City to bring awareness to parents of the accessibility for preschool in the public schools. The report revealed $1.5 billion allocated to preschool education within five years which accounts for $300 million for the year 2014-2015. The department of education on a local level regulated availability status. The move for preschool education in the public schoolswas mounting; there wasaa greater awareness for principals to understand early childhood education.

McAbee (2014) researched the PreK-3 configuration in the elementary school including the three-year-old preschool child. The research focused on South Carolina's elementary schools and the alliance with Pre-K to the third grade toward student accomplishments. Principals from elementary schools with early childhood education were selected for this qualitative descriptive study. The questionnaire involved

principals' replies to inquiries. There were three categories analyzed in conversion, curricula, standards, instructional format, testing, environment, and approaches to learning. McAbee (2014) revealed that principals referenced these factors as providing the most influential effect on student endeavors: student having a complete day of prekindergarten and kindergarten activities; collaboration with the parents or guardians and literacy.

Stevens and Holly (2010) studied early childhood teacher retention in the universal prekindergarten program in Early Education Division of the Los Angeles Unified School District (LAUSD). The report revealed the need for leadership practices in unifying the staff, teacher salaries, structure of the program, development of professionalism, and educational support. The results of the study revealed that policy and procedures should promote teacher retention. Stevens and Holly (2010) denoted that operating as a team in the relations leaders, other staff, hours of work, book-keeping accessibility to resources assisted in preschool teacher retention.

Murakami-Ramalho and Wilcox (2012) researched response to intervention (RTI) within the primary schools. The RTI was a process that recognized the failure of students within the differentiation instructional format. The qualitative case study explored the transferal of students from the classroom assessment to a three-tier methodology. Involvement of the principal along with other administrators assisted in developing the structural method for implementation at various levels of government. Murakami-Ramalho and Wilcox (2012) revealed the effectiveness that principals had in structuring efficaciously for the learning environment and student success. When principals are aware of the performance models, progress is attainable.

Coats-Kitsopoulos (2011) studied the association with Dynamic Indicators of

Basic Early Literacy Skills (DIBELS), the Reading Recovery Observation Survey

(RROS). The research included the sub-test for early literacy along with the

accomplishment of Native American students in the first grade measured through the

Stanford 10. The methodology involved a causal-comparative correlation measured the

correlation and variability of values from a population of 112 Lakota Native American

students located within the on the Pine Ridge Reservation in rural, western South Dakota.

The research consisted of first graders from 20014-2010 receiving reduced/free lunches

previously attending kindergarten. The analysis revealed strongest indicators in fluency,

manuscript/oral reading, and fluency. DIBELS and RROS were associated in detaching

efficacy in measuring early reading proficiency with the Stanford 10.

Lemaire (2011) reported on the required fees that Aboriginal parents were

charged for their children to attend prekindergarten in the public schools. The parents

were outraged and wanted to know why Aboriginal children more requirement had to be

educated. In question was the reason for charging if the funds were returning to

education. Forum with stakeholders revealed that consideration of disabled, language

learns and low-socioeconomic status families will have the greatest hardship. The final

determinations were made to have prekindergarten free to all families since it was vital to

student performance.

Simpson (2011) reported on the collaboration with principals and preschool

teachers on the merging of the Early Years Learning Framework in New South Wales.

The decision was made that the qualifications from preschool teachers will continue

along with prior commitment from 2008. There would be further collaboration

concerning the curriculum, assessments, and the national Quality for Early Childhood Education rating. Simpson (2011 noted that the final arrangements were decided at the state and federal stage regarding execution of the program including review of criteria.

An article was summarized from the Governor of Missouri Jay Nixon indicating the 2014 budget for early childhood education and the subsidy for primary and secondary schools (C., 2013). The report highlighted $17 million for preschool education with $10 million for the Missouri Preschool Program with an increase of $18.3 million. The extra funding would support the Early Head Start program. In addition, the proposal included $100 million for primary and secondary schools. Governor Nixon stipulated that funding would be provided for professional development of educators, technological advancement, and extension of the academic year.

Kauerz and Coffman (2013) noted that through research when there was operational functioning with coherent instructions and meaningful engagement in learning the PreK-3rd grade the strategies provided prospective for greater student achievement. The organization structure afforded challenges with complexities. The North American educational system is drastically altered in the early learning field and the traditional K-12 structure. The impact placed monumental transformation in governance, professionalism, and statistics within institutes, school rooms, and localities. Kauerz and Coffman (2013) noted that multidimensional effects were reflected with other stakeholders. The framework transcended from a multiplicity of research regarding the optimistic evolution in early childhood development; empirical research throughout 35 districts in North America and peer reviewed, research.

Transition to Elementary School

Noel (2011) studied the reported from administrators disclosing the transitional activities of three elementary schools in Australia. The study revealed flaws in readiness concepts, programs for transitioning, and lack of collaboration among preschool and elementary schools. The research is part of a longer study on elements "on perceptions of school readiness, transition programming, and delayed school entry in Oueensland, Australia" (Noel, 2011, p. 44).Niesei and Griebel (2006) determined that children are immersed in the greater social system and family, kindergarten and school should be a part of that scheme. When there are effective messages for children to comprehend the transition is more productive. Activities that provide proficient communication and partnership existing with the families, then institute or among early childhood establishments and schools are more operative.

Margetts and Phatudi (2013) studied the practices of stakeholders in transitioning children from preschool or schools at home to schools with primary grades in South Africa. The qualitative case study focused on low socioeconomic children and families in the region. The interviews consisted of teachers and principals in determining knowledge and relationships with preschools and school transition practices.

Steen (2011)postulated that through research when students transitioning from preschool to kindergarten were cognitively, socially, and emotionally insufficient learning was effected. The report stipulated that teachers should be aware stresses that families encounter when entering a more controlled milieu. Entering kindergarten was the first step to official schooling. There were more challenges in the developmental process of learning. Steen (2011) noted that this was a critical stage for kindergarten

teachers to engage the learner with the same early childhood components that were essential in best practices for preschool. The early learning concepts extends to 8 years of age. There was effective parent engage and developmentally appropriate practices. Early interventions prepared the child for optimum development in later school and life. The concept bordered on responses of the educators in providing assistance, provisions, and carefulness to children and families.

Goodloe (2011) researched the effects of preschool education toward student accomplishments in the urban area of Western Tennessee. The Kindergarten Readiness Indicator (KRI) and AIMSweb results measured success in a comparative study. There were optimistic results indicating successful gains with the inclusion of preschool education prior to entering kindergarten. The statistical analysis indicated a level of achievement. The inclusion of prekindergarten in school structure indicated improvement in literacy and math.

Wildenger,McIntyre (n.d.) explored the dilemmas early learners have in transitioning into kindergarten.The research examined the relationships among variables relating to preparedness in kindergarten, preschool experiences, kindergarten preparations, and the socio-behavioral results prior to entry into kindergarten. The study investigated 86 families, educators and learners. The data contained reports from parents including demographics, behaviors, preparedness activities, student evaluation,and interaction with the teacher-child, societal abilities, and behavioral complications.These variables contributed to optimistic outcomes with early educational interventions.

Winsler (2012) studied the factors contributing to insufficient performancesof kindergarten learners associated to school readiness.In the report, retention was

accelerating in kindergarten due to standardized assessments along with lack of human

preservation factors including: single parenthood, language inadequacies, food, or shelter.

These elements were natural forces that lowered the predictability for student

achievement. Head Start programs in early childhood education for low income families

assisted in bridging the achievement gap for preschool children. This information was

critical for principals to know in merging early education in the elementary school.

Della Vecchia (2012) researched that preschool education was disregarded by

principals and other administrators.The mixed-method approach gathered data on

teachers' viewed on the academic and social transition to K-1. The statistics were

collected for three years. The institution of a novel approach to transitioning

preschoolers to kindergarten and first grade had profound results.

Halpern (2013) researched educational reforms regarding preschools merging into

public schools. Governors, chief state school officers, school boards, and principals

advocated integration of prekindergarten to enhance student achievement. The study

explored the concept of P-3 relating to philosophy and practicality. There were

optimistic and pessimistic views regarding the merger according to the United States

standards. The complexities and accountability issues in the existing school system

rejects change. The controversial issues that existed: school readiness implications and

the misapprehension of progression of early childhood development. Halpern (2013)

summarized that the level of early childhood education preparedness in merging with the

public schools should hinder on competing globally. The measures should address

achieving competency in addressing the achievement gap from a global perspective.

Gürocak and Hacıfazlıoğlu (2012) studied prekindergarten teachers' view of principals' instructional leadership practices in Istanbul. The research population consisted of 162 teachers in the area of early learning environment from private schools located in 12 provinces. The "School Principals' Instructional Leadership Behaviors Survey", constructed through Sisman (2004) was utilized to collect data. The results revealed satisfactory in principals' instructional leadership practices with teachers. There were variations in preschool teachers in or out of the city of Istanbul; in some cases, with more optimism.

Burton (2011) studied that an early start in education had success in literary attainment. The quantitative research evaluated whether the presence in a public primary school contributed to improved reading assessments scores in the rural southeastern school district region. The premise was based on theories from Piaget, Bandura, and Vygotsky. Theoretical foundation. The Measures of Academic Progress (MAP) was used to access second grade students. Student who attended public preschool and student who did not were determining variables. The results revealed that students who attend preschools in the public schools scored higher cognitively. Further explorations could produce results on contributing factors for successful accomplishment in the primary school.

Developmentally Appropriate Practices in Early Childhood Education

Burnett (2010) revealed that the application of developmentally appropriate practices should be functional in managing behavioral complications, yet there is limited knowledge on appropriation of these strategies with elementary principals. The research analyzed 10 principals' insights, proficiencies and disciplinary practices. Principals were

conscious toward leadership performance for a safe and optimistic learning community. The research revealed a need for thorough evaluation of age appropriative and practical procedures regulating younger children.

Babb (2010) denoted that in the field of early childhood education children develop socially, emotionally, and physically (Burger, 2010). The factors that influence optimum learning are dependent on classroom ratio, methodology, along with the learning philosophies of educators (Phillips &Howes, 1987). Babb (2010) reported that there was minimal research on practices and impact on practices in the classroom with pre-k in the elementary schools.

Kostelnik et al. (2011) provided components and practices for quality early childhood education programs. The book's initial inception was in 1993 continues to update current practices for professionals in the early childhood education field in various editions. The information assists in structuring curricula and instructional formats for early learners.

The Lever-Duffy and McDonald (2009) book provided a conceptual framework of teaching and learning with respect to technology. There was an exploration of learning philosophies and styles prevalent with learning characteristic that affected education. The book offered a theoretical foundation to the examination of teaching and learning in a holistic view.

Koralek, Petersen, and Gillespie (2012) reported on infants and toddler's readiness for school. The report included areas of social and interactive conducts.In addition, art education is included in the analysis of the study.

School Readiness and Preschool School

Moore (2011) studied preparedness of young learners toward school readiness in the advent of Race to the Top, National Standards and competiveness in the 21st Century. The research defined school readiness as an array of elements measuring: "age or physical development; level of pre-academic skill development; or level of social and emotional development" (Dockett & Perry, 2009, p. 16). The study examined School readiness "as the state in which a child is cognitively, socially, emotionally, and physically ready to enter an environment focused primarily on education (Rafoth, Buchenauer, Crissman, &Halko, 2004).

Goldstein, Warde, and Peluso (2013) studied the community based preschool programs for three and four-year-old children toward school readiness. The authors noted that there is minimum research on the "cognitive, communication and social/learning" gains of children regulated through community-based programs (Goldstein et al., 2013, p. 1). The information provides further inquiry of proficiently level when preschool programs are accommodated through the elementary school milieu.

Sherfinski (2013) studied the readiness issues with Universal pre-kindergarten (UPK) in West Virginia in a part-time milieu with four yearolds and three year olds with disabilities for all children. The programs are facilitated through elementary schools and private preschools. Parents had choices in deciding the facility. The study analyzed the "lower-middle class parents who sought readiness opportunities in one UPK community" (Sherfinski, 2013, p. 1).

Wietstock (2010) studied the leadership practices of pre-k through grade three in a multiple case study. The report revealed a need to close the achievement gap with to

prepare students for globalization and the 21st century (Shore, 2009; Van de Water & Rainwater, 2001). Nationally there is awareness to expand and develop a comprehensive educational system. The goal is aimed at student accomplishments from start to finish.

Dichter (2011) reported that in Pennsylvania there was acknowledgement the association with early childhood education and the economy. The state recognized the adventure as part of the economic growth and effectiveness plan. Policies and procedures, programming and funding for the early learning initiatives from infants to toddler eradicated the structure of K-12.

Stephen (2013) noted that the premise for early childhood education is vital. The author suggested reported that in the last 25 years the foundation for learning shifted from kindergarten to pre-kindergarten. There is an accumulation of 50 years of research that suggest change is inedible in structuring greater advancement in bridging the achievement gap and school readiness with early learning initiatives.

Lally (2010) noted that starting readiness for kindergarten is late at 4 years old. The author reported that it was detrimental if the child is trained too late.Infancy and toddler stages of development were critical to preparedness. The report acknowledged that the brain needs interactions to develop to its potential.

Li, Farkas, Duncan, Burchinal, Vandell, Ruzek, and Society for Research on Educational Effectiveness (2011) studied the effect of early childhood education on infants and toddlers toward cognitive enhancement. The authors contended that continuous excellent care from infancy to the preschool age creates significant higher achievement test score averages. The report emphasized child care and preschool need to synthesize for effective and optimal performance in kindergarten.

Petersen (2012) concurred that starting three is too late to begin early childhood training. The report verified that in order to provide a solid foundation for learning it must develop earlier. Emphasis was placed on prior abilities before starting kindergarten. The child was developed and ready for school.

Pagani and Messier (2012) researched kindergarten school readiness attributes that contributed to overall student success cognitively, behaviorally, and physically. The study investigated a correlation among developing characteristics in low-socioeconomic surroundings to determine readiness skills. There were 522 participants of the Montreal Longitudinal Preschool Study. The relationship between developing characteristics assist in strategizing a plan for transition into other grades in low-socioeconomic environments.

Weiland and Yoshikawa (2013) inaugurated a research subsidized through the Institute of Education Sciences with 2,018 preschool participants from Boston Public Schools. The study inspected prekindergarten learner in school readiness through coaching and curriculum essentials with linguistics, literateness, math, and administrative functionalities. Weiland and Yoshikawa (2013) findings indicated considerable effects on learners' specified skills with less impact on decision-making and emotional operations. There was an increase in some areas of attainment. In retrospect to principals, the study substantiated that early childhood education initiatives advances academic results meaningfully and significantly.

Jones (2011) researched Pre-K school readiness involvements in the urban area of West Tennessee for 2006-2009. Readiness was copulated from a mix-method design to determine readiness from the Kindergarten Readiness Indicator (KRI). There were 500 first-time learners in the Title I primary schools' sample population provided by the

district office. Parents' involvement disclosed children's experiences prior to enrolling in

a preschool program. The results revealed that children with previous planned early

learning encounters scored higher in math and linguistics. Students scored higher in

primary school-based prekindergarten programs than those in Head Start, Child Care

Center, Family/Group Day, and Parent/Relative programs. The final report indicated that

students in the elementary school-based programs scored higher than other programs

toward school readiness.

Harris (2011) reported on the comments kindergarten teachers made toward new

kindergarten students. There was realization that preparedness takes precedent toward

accomplishments later in school. The impact of transition into kindergarten needs further

exploration since it set the stages. An educator from Chicago's International Charter

School in Bucktown. It was reported by the instructor, Kate Durham that seven of

children in the classroom had no previous preschool training. Children who had attended

preschool education had an array of possibilities without a sure structural foundation

form preparedness into kindergarten. Teachers in kindergarten have not prior knowledge

of the instructional format of some preschool program in order to progress learners in the

first year. Further investigation is needed on preparedness for kindergarten that is system

wide.

Quality Preschool Program

Fernandez (2010) postulated that when there is optimum preschool programs

student achieve at a greater propensity. When preschool programs operate at optimal

level, there is academic success that is continuous through the third grade. The study

examines achievement through comparison of students' "continuous enrollment in the

same school and those who have changed schools since preschool or those who have never attended preschool in the district" (Fernandez, 2010, p. 7).

Howley, Howley, Camper, and Perko (2011) conducted a qualitative case study on school incorporated place-based, environmentally consciousness education for early learners at Island Community School in northern America. There were interviews from teachers, learners, community members, along with participant observations. There were "four themes explained relevant dynamics: leadership by the principal, interaction with seasonal residents, teachers' varied practices, and school culture toward student inquiry" (Howley et al., 2011, p. 1).

Marks Woolfson, Geddes, McNicol, Booth, and Frank (2013) conducted a study in Scotland with the Early Development Instrument (EDI) that is validated in measuring global development of learners entering school. The EDI tool was established in Canada. The program was piloted within the Scottish school district through the Scottish Early Development Instrument (SEDI) among 1090 participants.

Snow (2011) paralleled the association of early childhood education (ECE) to exploringthe concept and practicing necessary apparatuses for the welfare of children and families.Quality preschool education was grounded in research and educator's involvement. In the autumn of 2010, National Association for the Education of Young Children (NAEYC) propelled the Center for Applied Research. The objectives of the organization was to enlighten politicians, along with interested individuals, other than researchers on latest studies in ECE. Vital information could be assessed from the Center for Applied Research. Connections with the center could assist principals in understanding the evidences associated with gaps that existed in ECE knowledge.Snow

(2011) noted that the investigations would solidify the understanding with practitioners with quality results.

Aldridge (2010) targeted at risk children and the need for intervention through early childhood education.In England a study was conducted with 2,957 at risk children from 36 to 58 months in the area of cognitive development. The research acknowledged that optimistic input with quality early childhood education deters 22 at risk areas.It enhanced cognitive development with resilient tendencies.

Lally (2010) noted that starting readiness for kindergarten was late at 4 years old.The author reported that it was detrimental if the child was trained too late. Infancy and toddler stages of development were critical to preparedness. The report acknowledged that the brain needed interactions to develop to its potential.

Conway (2010) researched the effects of quality early childhood education in preparing children for school readiness. The characteristics of an excellence program consists of qualified teachers with continuous professional development; low number of children in classes; curricular vitae that was motivating andparent's engagement. The theories that substantiated the foundation were derived from Jean Piaget and Lev Vygotsky pertaining to literary components.The study inspected the skills that prompted pre-literary abilities as determined through the Kindergarten Readiness Test (KRT) before going into primary school.

Virginia tech: early education closed achievement gap, brings societal benefits (2013) reported substantiated through Craig Ramey, Ph.D. with the Abecedarian Project that preschool education of high-quality benefits child and the world. The project

produced evidences that after a decade participants constantly maintained employment than being on federal assistance. Ramsey summarized the benefits of an early start for lifelong achievements. The Abecedarian Project was a scientific study from 1972 that revealed optimistic outcomes in early childhood education for disadvantaged children who had special needs. The studies that followed consistently showed inventions earlier in the child's life produced educational proficiency in adulthood.

Uren (2014) expounded that there were changes to the Teacher Accreditation Act in Australia that made it mandatory for all teachers including early childhood education entities to be certified. This would include: all educators in the schools; teachers in the area of early learning regardless whether it was school or center-based; educators responsible for curriculum development and non-teaching principals. The accreditation would extend to counsellors and advisors for careers. Educators would be required to retain accreditation. The Board of Studies, Teaching and Educational Standards (BOSTES) would facilitate the certification. In Australia, the deadline for accreditation of all teachers would by the end of 2017.

Zosh, Brinster and Halberda (2013) studied the dynamics of learning among preschool children regarding inferences learning or instructional learning. The study evaluated whether children were able to learn innovative words that related to memory through inferences or instructional format. The study revealed that children learned better through inferences that produced optimal learning. In the educational arena, it was discovered that too many elements contending simultaneously could interrupt the learning process (Horst, Scott, & Pollard, 2010). There were controversial views regarding the area of elements competing in the learning practice. Zosh, Brinster and

Halberda (2013) investigated that "children might learn new words better when a single distracter was present than under conditions of direct instruction, which removed all items except the target" (p.1). Optimal learning could be examined further in setting the perimeters for early learning.

Woolfson, Geddes, McNicol, Booth, and Frank (2013) researched the value of early childhood education in advancing children socially, academically, and physically throughout adulthood. In Scotland, there were interventions to structure community needs and school readiness plans. The emphasis was on data-driven analysis to substantiate the needs. The goal was to address knowledge and understanding to stakeholders concerning early learning; advancing early childhood education for future development. The Scottish made plans for the global competitive academic and economical future.

Schippers (2014) expressed the need for high quality preschool education especially for children in the low socio-economic status. The impact of uneven educational outcomes impacts the society. A professional tutor in Brooklyn New York, studied the effect of children with and without early childhood education interventions. In addition, the study included Educare and initiative of 18 early learning centers throughout North America. Schippers (2014) acknowledged that research indicated progress in early involvements, therefore provisions should be made for low socio-economic three-yearold.

Leadership Practices

Gruber (2010) noted that in the school milieu the methodology of leaders affects the learning environment. Leadership practices are filtered through a set of "values, beliefs, attitudes and dispositions formed throughout a lifetime of socialization within a family, in school and through various leadership experiences" (Gruber, 2010, p. 7). The research examined six principals' path to leadership practices.

Gottfried, Ikemoto, Orr, Lemke, and Regional Educational Laboratory Mid-Atlantic (2011) studied the four states that support the data-driven decision making process reveal through "policies, practices, and programs for creating data systems, improving data access and use, and building district and school capacity to use data" (Gottfried, et al., 2011, p. 4). States review data to increase student productivity. The report reveals that Florida, Arkansas, Texas, and Virginia were states with the highest average that propagate decisions toward data-driven practices. The study reviewed the four states over span of three months, interviewing administrators from the state in developing the framework for analysis. Florida is a state that promotes data driven initiatives.

Martin (2011) focused on the practices of principal in providing leadership through *Doing What Works (DWW)* depository. The DWW provides a mass selection of instructional researches and material to assist principals in best practices toward enhancing schools. Significantly, DWW offers an investigative result for improving early childhood education and other elements of education. There are encouragements to principals for improvements and modifications along with empirical findings. DWW is evidence-based in assisting principals to decide on optimal leadership practices.

Blizzard (2010) researched leadership accountability in California's PreK-12 in initiatives and Higher Education. The educational responsibility of learners determined from 549 higher education deans, presidents, along with PreK-12 superintendents, and school principals discovered that level at work location determined accountability. The level of political affiliation determined student accountability. The evidence of Pre-k to 12 proved to be more significant toward student success and accountability.

Ikhwan (2011) studied principals' practices of leading teachers in a professional learning community. The report from the National Staff Development Council (NSDC) revealed that teacher participation in an optimal learning environment gain best practices in the learning process of students. Ikhwan (2011) explored the possibility of teachers constructing novel approaches to enhance the social ambiance of classroom practices and student performances. The qualitative ethnographic research with field notes and interviews collected findings from 23 observances and 11 other interviews that were formal and informal. The findings revealed a need for teamwork,cooperative reviews with dialogue for innovation.

McDaniel (2011)researched the continued struggle to read for early learners in North America. When a student performs insufficiently in reading from the beginning, that deficiency continues throughout the academic process.The quantitative study explored leadership practices of principals in some Oklahoma primary schools of 1,038 vulnerable students in first to third grades from the Basic Early Literacy Skills (DIBELS). McDaniel (2011) explored the extent of awareness principals have in understandingstandards associated with student achievement.

Jacobson (2014) reported that districts with schools containing birth to the age of nine showed tremendous accomplishments with children in the low-socioeconomic status. The early learning endeavors in preschool education was aligning optimal achievements in the school system. The improvement enhanced became a priority for further implementations for strategic planning to facilitate the gaps in learning and student achievement. There were two districts that showed tremendous improvement: Sprawling Montgomery County, Maryland, exhibited improvement the gap reductions with all children at a 90% school readiness rate, 88% reading aptitude in third grade, and graduation rate in high school at 90%. In Union City, New Jersey was the highest state achieving in reading and mathematics with 90% students graduating. The early intervention solidified a resilient groundwork for educational growth and attainment.

Methodology

The Yin (2009) book provides insight into qualitative case study research. The author explains that the methodology of case study design structures "planning, designing, preparing, collecting, analyzing, and sharing" (Yin, 2009), p. 1). The author emphasizes reviewing and re-examining previous results. Yin (2009) provides specifications for preparations, skill sets as a researcher, protocol, and pilot studies. The books point out the six sources of evidence which includes: "documentation, archival records, interviews, direct observation, participant observation, and physical artifacts" (Yin, 2009, p. 2). There is a description of data collection referring to: "using multiple sources, creating a database of materials for later use by the researcher or interested others and maintaining a chain of evidence" (Yin, 2009, p. 2). The principles are connected to "triangulation, reliability, and quality control" (Yin, 2009, p. 2).

Denzin (2008) reported that the initiation of qualitative analysis ushered in a new era of research design in social sciences. The field allows inquiry in into multiple disciplines, fields of study and context. The categories include "case studies, politics and ethics, participatory inquiry, interviewing, participant observation, visual methods, and interpretive analysis; it provides the platform for educational and interpretative research. It reflects situated activities interpreted through "field notes, interviews, conversations, photographs, recordings and memos to the self" (Denzin, p. 4). In addition, the practices include "personal experiences, life story, artifacts, production, historical, interactional, visual text" (p. 4).

Gronda (2012) explored the referral process in the early detection of students' risk factors in elementary schools. The qualitative study revealed that it is the leaders' responsibility in regulating collaboration in solving problems to assist educators in the classrooms. Identifying solutions can be rendered in teams to manage the pre-referral process throughprincipals' leadership practices.The research revealed that success depended on resilient leaders formulating a robust committee to collaborate on solutions through analysis and feedback for an effective instructional format. Gronda (2012) summarized recommendations for platform that address early interventions and systematic development for research.

Summary

The literature in Chapter 2 provides a basis for the study. Information collected in the study aims at contributing to the current body of knowledge. Brown et al. (2014) report on the licensing of principal fosters a need for additional insight on preschool education. Reviews of limited empirical researches, dissertations, scholarly articles, and

books broaden the perspectives and need for further investigations. The essentiality of early learning merging with the elementary school is actualized in several states. Developmentally appropriate practices for instituting quality preschool education is formulated in the reviews (Kostelnik et al., 2011). There is a basis for understanding that quality early childhood education prepares children for school readiness. The research focused on optimal learning in accomplishing student success in school and later life. Moore (2011) acknowledged that there is importance in preparing early learners in the 21st Century for school readiness. There are international implications to early childhood education and school readiness in several nations. In order to accomplish the research, qualitative case study methodology provides a venue for conducting the research.

Chapter 3: Methodology

Introduction

This case study of social sciences explored a phenomenon that answered the questions how and why (Yin, 2009). The methodology of the research investigated the knowledge an understanding that principals had in early childhood education with existing preschool at the elementary schools. The study explored the extent of insight principals had in promoting student achievement toward school readiness. There were investigations into the components of early learning that principals had in accomplishing success with the elementary school. The case study approach allowed indebt knowledge of principals' understanding of the preschool education phenomena and how it related to school readiness. The case study approach provides an opportunity for authentic cycles of

progression (Yin, 2009). The purpose of this qualitative case study is to explore the phenomenon being studied of the 10 principals with prekindergarten at elementary schools in Palm Beach County, Florida. At this stage in the research, principals' extent of knowledge in preschool education and developmentally appropriate practices will be determined by understanding and leadership practices in facilitating prekindergarten at the 10 elementary schools in Palm Beach County, Florida.

Statement of the Problem

It is not known how the sample population of 10 principals perceives extent of understanding and knowledge of preschool education in their perspective elementary schools in Palm Beach County, Florida and the effect toward school readiness. Brown et al. (2014) studied existing credentials of principals in regulating preschool programs. In some states licensing and accreditations were altered requiring principals to regulate early childhood education in the elementary school milieu. When leaders are aware of the knowledge toward early development in maximizing optimal learning, then progressive student achievement is achieved. Rice and Costanza (2011) noted that quality development in early education toward school readiness is derived from preschool classrooms at the elementary schools. Shue et al. (2012) conducted an investigation to determine the extent of knowledge that existed with principals regarding early childhood education. The study explored principals' attitudes toward prekindergarten in North Carolina. The exploration revealed that a few principals with preschool in the elementary environment had knowledge in early childhood education. Bish et al. (2011) noted that universal prekindergarten is affecting principals nationally in elementary schools. The awareness is escalating that further professional development in preschool education is

needed for principals. Göncü et al. (2014) denoted that Illinois was the first state to

mandate principals in the elementary schools throughout the state to have professional

development from preschool to the twelfth grade as oppose to starting at the kindergarten

level. Dichter (2011) investigated Pennsylvania's educational procedures toward

preschool education. The article reflected on the need for professional development of

principals and staff regarding preschool education. The study explores the knowledge

that principals have in developmentally appropriate practices as the best pathway for

school readiness and student achievement.

Qualitative (Research Questions and Phenomena Description)

Phenomenon

Investigations into the knowledge and understanding that elementary school

principals have on early childhood education provides insight into the deliemma of

school readiness. The information broadens an awareness of the voidance of among

principals in expanding optimum learning and school success. The extent of

comprehension in early learning extends prospects for supplementary professional

development in preschool education.

R_1: How do principals perceive their extent of understanding and

knowledge of preschool education toward school readiness in the areas of

Southwest region of the United States?

R_2:Why are principals at the extent of understanding and knowledge in

preschool education

The research design is qualitative case study. Yin (2009) noted that the case

study design approach allows the researcher to plan, design, prepare, collect, analyze,

share, highlight "review and re-examine former decisions; each chapter can stand alone, yet it is linked to the other stages of the research process" (p. 1). The research question is answered through the 10 principals interviewed in determining awareness of early childhood education toward school readiness in the elementary schools.

There are interviews conducted with an audio recording device from principals in the Palm Beach County of Florida. The interviews are transcribed, coded, and inputted in a statistical tool (SPSS) along with field notes. The tool utilized for is a Semi Structured Interview Guide with Skype or in-office sit down approach. The Semi Structured Interviews affords the opportunity to initiate, conduct, interviews for data collection.

Research Methodology

Yin (2009) noted that the case study approach provided supplementary variable that extended interest in the data. There were pieces of evidences that regulated in a triangulating style. The case study approach allowed indebt knowledge of principals' understanding of preschool education phenomena and how it related to school readiness. The case study approach provided an opportunity for authentic cycles of progression (Yin, 2009).

Denzin (2008) acknowledged that qualitative methodology was appropriate for data collection and analysis. The author noted that the method provided a multiplicity of categories for investigation. The selected case study in qualitative analysis sanctioned interviews, interpretations, field notes, and life experiences conducive for the research.

Shue et al. (2012) approach included mixed methodology in utilizing questionnaires, surveys and means for the descriptive data. This study identified the topic, answer the research questions, and comprehend the phenomenon of principals'

awareness toward early childhood education that encompasses preschool education skills

to third grade. The research pursued professional development for principals in

understanding early childhood education. There were ten principals in the sample

population selected from elementary schools in the Palm Beach County of Florida. The

methodology of the research involved a qualitative case study with audio recorded

interviews of principals. It allowed multiple dimensions with ten multicultural principals

from elementary schools. The ten principals were characterized as having

prekindergarten classes at the elementary schools. The forum entails optimism toward

the inclusion of prekindergarten in the schools. The interviews were conducted with an

interview tools for engagement with the principals. The interviews from the principals

were transcribed and coded. The study involved qualitative comparative analysis to

understand the styles of leadership and the degree of knowledge in early childhood

education of leaders operating at the elementary schools. The interviews were

transcribed, organized, and coded by hand through thematic analysis from particular

themes. The repetition, similarities, differences, linguistic connectors and missing data

explored the phenomenon. The strategy identified the knowledge and abilities of

principals in facilitating prekindergarten classes at the elementary schools.

Research Design

The research design was qualitative case study.Yin (2009) noted that the case

study design approach allowed the researcher to plan, design, prepare, collect, analyze,

share, highlight "review and re-examined former decisions; each chapter could stand

alone, yet it was linked to the other stages of the research process" (p. 1). The research

questions were answered through the 10 principals interviewed in determining awareness of early childhood education toward school readiness in the elementary schools.

There were interviews conducted with an audio recording device from principals in the Palm Beach County of Florida. The interviews were transcribed, coded, and inputted in a statistical tool (SPSS) along with field notes. The tool utilized for was a Semi Structured Interview Guide with Skype or in-office sit down approach. The Semi Structured Interviewed affords the opportunity to initiate, conduct, interviews for data collection.

Population and Sample Selection

The poulation and sample selection includes principals from Palm Beach County of Florida. The population includes 100 Elementary School Principals from Southwest region of United States with a target population of 50 principls. There is a sample population of 10 participants that will be interviewed from elementary school principals of various ethnicities, and cultures in Palm Beach County of Florida. The focus is on principals' awareness toward preschool education in elementary schools and school readiness. The areas of interest includes:

- Preschool education leads to school readiness.

- Professional development for principals toward preschool education.

Sources of Data

The types of data collected included interviews of the 10 principals utilizing a recording device, along with cross-references materials. The information was retrieved from elementary schools with preschool education. The interviews were conducted in

various formats: person to person, sit-down approaches, or Skype. The information was transcribed, coded, and recorded.

Validity

Yin (2009) provided the case study approach with a variety of formats that provides quality through: "construct validity, internal validity, external validity and reliability" (p. 24). Yin (2009) noted that construct validity that are multiple sources of evidence that establish chain of evidence with key informant review draft case study reports, internal validity does pattern matching, explanation building, addresses rival explanations, uses logic models; external validity uses theory in single-case studies, replication logic in multiple-case studies; reliability uses case study protocol, and develops case study database (p. 29). Yin (2009) identified the components for regulating validity in the case study.

The study was based on identifiable interactions with principals and researcher. There were recordings, scripts that were typed and verified. The transcriptions of conversations from were validated in writing with signatures. Data was triangulated utilizing interviews and field notes. The instrument used to record/play back replies from interviews of population samplings. Principals had the opportunity to review summary of notes making any necessary changes. The methodology and data analysis were reviewed and verified through the board.

Reliability

The research strived to minimize errors and biases; there were evidence that substantiate duplication of study retrieving comparable results (Yin, 2009). There was

dependability in the process of collecting and substantiating data. The SPSS system for decoding and reporting data was aligned with the procedure.

There was thorough collection of field notes and data collected and transcribed from the interviews. The duplication of the process could be demonstrated in other regions in North America. The data collection system of SPSS assured that the operational procedures for inputting data were accurate. The calculation and dissemination of information was processed through decoding system to produce similar outcome (Yin, 2009).

Lakshmi and Mohideen (2013) noted that internally validity was a prerequisite to external validity. When the document was not reliable then internal validity was void of interpretation. Subsequently, the identical results could be procured when the duplicate test was administered. The reliability risk factors were minimized in continuity of elements substantiated in the findings; the threats were eliminated through decoding and input (Lakshmi & Mohideen, 2013).

Data Collection and Management

The Semi Structured Interview Guide was utilized to collect data from the interviews and field notes. A Portable Recording Devices for Digital Transcription device was used to record and play back replies from interviews in the population samplings. The Semi Structured Interview Guide and /or Skype were utilized in collection. Principals from elementary schools with prekindergarten programs were determined from the Palm Beach County, Florida. The superintendents from the regions were identified then notified of the research. The researcher made telephone calls, requesting meetings with the superintendents to discuss the study and permission to

interview principals from the 10 elementary schools. The telephone requests were followed-up with a summary of the research outlining details of the interviews. Researcher's contact information was forwarded or made available to the superintendents. Once the approval was granted, contacts with the principals were initiated through telephone conversations. Meetings were set-up to discuss the proposal, review the interview process and answer additional questions. In addition, the timeframe was discussed for gathering the information. The sample population of 10 principals signed an informed consent form verifying participation in the study. In collaboration with the chairman, content expert, and methodologist assigned to the research, a plan was aligned and formulated. The Institutional Review Board (IRB) was notified due to the involvement of human subjects. Appointments were arranged with the principals at convenient times to discuss the interviewing process. The informed consent forms were presented and signed by the principals to proceed with the interviews.

Data Analysis Procedures

The reseacher acquired approval to utilize the *Portable Recording Devices for Digital Transcription* or *Sky*pe for the interviews. The Olympus Digital Voice Recorder WS-822 can be utilized as a backup system or the Marantz Professional solid state recorder PMD620. Field notes were collected from the the interacted process in order to gather pertinent data from the study. The information was coded utilizing SPSS Statistics to accumlumulate, analyze, and report the qualitative data in relationship to outcome relating to findings.

Ethical Considerations

The study involved a qualitative case study of 10 principals from regions of Palm Beach County, Florida. There were signed agreements from the superintendents allowing the interviews with principals. The structures of the interviews were private, anonymous, and confidential. The study summarized with the informed consent clearly identifying clarity to participants. When the interviews were completed and transcribed, the documents were reviewed with the endorsements from the principals. The information was privately stored on tapes and placed in a secured location. The research followed the American Educational Research Association (AERA) standards in regulating the process (Johnson & Christensen, 2012). The agreement for the research was substantiated with participants 18 years and older. Prior to the interviews, the informed consent was completed and signed by the ten principals of the elementary schools. It outlined the purpose of the study, description, procedures, and length of time to finish the research (Johnson & Christensen, 2012). Principals had the option of having identifiable information disclosed or anonymous.

Limitation and Delimitations

The limitations in gathering analyzing and generating outcome exist with collecting data.

1. The approach in the interviewing process limited progression gathering information.

2. There are limitations in decoding data into analytical components for discovery.

3. Synthesizing field notes and decoding into variables.

4. Structuring written data into measurable elements.

Summary

The qualitative case study mythological approach provided a venue to interview 10 principals on knowledge and understanding pertaining to preschool education in elementary schools. The information was transcribed and coded into the SPSS system. Field notes were deciphered for additional data decoding. The devices for interviewing principals sustained appropriately. The information transcribed is substantiated as contributing to the body of knowledge. The research yield reliability and validity in producing effective results.

References

Aarons, D. (2010). Better training on early years urged for principals. *Education Week,*

(29(37),). 12. Retrieved from:

http://search.proquest.com/docview/746429347?accountid=7374.

Aldridge, J. (2010). The role of preschool quality in promoting

resilience in the cognitive development of young children. *Childhood*

education, 86(5), 346. Retrieved from

http://search.proquest.com/docview/733014060?accountid=7374

Aliyev, R., Erguner-Tekinalp, B., Ulker, R., & Shine-Edizer, F. (2012). The Perceptions

of School Counselors and Principals towards New Psychological Counseling and

Guidance Services in Early Childhood Education in Turkey. *Educational*

Sciences: Theory And Practice, 12(4), 3083-3098.

Ashton, J., Woodrow, C., Johnston, C., Wangmann, J., Singh, L., & James, T. (2008).

Partnerships in learning: Linking early childhood services, families and schools

for optimal development. *Australian Journal Of Early Childhood*, *33*(2), 10.

Babb, D. (2010). *Pre-kindergarten classroom practices in oklahoma public schools:*

Influence of teacher and principal beliefs and characteristics (Order No.

3481559). Available from ProQuest Education Journals. (907106967). Retrieved

from http://search.proquest.com/docview/907106967?accountid=7374

Barnett, W. S. (1995). Long-term effects on early childhood programs on cognitive and

school outcomes. *Future of Children, 5*(3), 25-50. Retrieved on September 21,

2009 from ERIC database.

Bish, M., Shore, R., & Shue, P. (2011). Preparing elementary principals for preschool.

Principal, 90(5), 20-24.

Blizzard, D. D. (2010). Whose accountability is it? conceptual metaphor and affinity for

learning outcomes based accountability: Comparisons between california PreK-12

and higher education leaders (Order No. 3424350). Available from ProQuest

Dissertations & Theses Full Text: The Humanities and Social Sciences

Collection. (756466761). Retrieved from

http://search.proquest.com/docview/756466761?accountid=7374

Bodrova, E. & Leong, D. J. (2005). High quality preschool programs: What would

Vygotsky say? *Early Education & Development, 16*(4), 435-444. Retrieved on

September 11, 2009 from Education Research Complete.

Bredekamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early*

childhood programs. Washington, D.C.: National Association for the Education

of Young Children.

Brinnel, A. F. L. (2013). *A phenomenological study of connecticut public school*

principals leading at effective schools inclusive of grades pre-K through third

(Order No. 3537309). Available from ProQuest Dissertations & Theses Full Text:

The Humanities and Social Sciences Collection. (1321217272). Retrieved from

http://search.proquest.com/docview/1321217272?accountid=7374

Brown, K.C., Squires, J. Connors-Tadros, L., Horowitz, M. (2014). *What Do We Know*

About Principal Preparation, Licensure Requirements, and Professional

Development for School Leaders?

Burchinal, M., Early, D.M., & Howes, C. (2008). Measures of classroom quality

in prekindergarten and children's development of academic, language, and social

skills. *Child Development, 79*(3), 732-749. Retrieved on September 22, 2010

from SocINDEX with Full Text.

Burnett, D. S. (2010). *Developmentally appropriate discipline practices of elementary*

school principals (Order No. 3412349). Available from ProQuest Education

Journals. (741223502). Retrieved from

http://search.proquest.com/docview/741223502?accountid=7374

Burton, K. L. (2011). A comparative analysis of preschool attendance and reading

achievement among second-grade students (Order No. 3468502). Available from

ProQuest Central. (888045306). Retrieved from

http://search.proquest.com/docview/888045306?accountid=7374

C. A., S. (2013). MISSOURI. *Education Week*, 32(21), 26.

Campbell, F. A., Pungello, E. P., Burchinal, M., Kainz, K., Pan, Y., Wasik, B. H.&

Ramey, C. T. (2012). Adult outcomes as a function of an early childhood

educational program: an Abecedarian Project follow-up. Developmental

psychology, 48(4), 1033.

Cherry, C. J. (2011). Superintendents' Perspectives on Early Childhood Education:

Leadership at a Crossroads (Doctoral dissertation, UNIVERSITY OF

MINNESOTA).

Clarke, S., Wildy, H., & Styles, I. (2011). Fit for purpose? western australian insights into

the efficacy of principal preparation. *Journal of Educational Administration,*
49(2), 166-178. doi:http://dx.doi.org/10.1108/09578231111116716

Clifford, M., Behrstock-Sherratt, E., Fetters, J., & American Institutes for, R. (2012). The
Ripple Effect: A Synthesis of Research on Principal Influence to Inform
Performance Evaluation Design. *A Quality School Leadership Issue Brief.*
American Institutes for Research,

Coats-Kitsopoulos, G. (2011). *The relationship between early literacy assessment and*
first-grade reading achievement for native american students (Order No.
3450644). Available from ProQuest Education Journals. (865049464). Retrieved
from http://search.proquest.com/docview/865049464?accountid=7374

Conway, D. (2010). *The relationship between preschool programming and school*
readiness for rural children entering kindergarten.

Correll, C. A. (2010). *An analysis of early career principals' experience with induction*
programs and job satisfaction (Order No. 3412569). Available from ProQuest
Central. (743819752). Retrieved from
http://search.proquest.com/docview/743819752?accountid=7374

Covitt, B., Kraemer, A., & Zint, M. (2002). *What works in environmental education? An*
evaluation of Chesapeake Bay Foundation curricula, field trips, and service-
learning programs. Boston, MA: North American Association for Environmental
Education.

Davis, J. (2009). Revealing the research "hole" of early childhood education for
sustainability: A preliminary survey of the literature. *Environmental Education*

Research, *15*(2), 227–241.

Davis, T. C. (2002). *An examination of selected stakeholders' perceptions of the knowledge, skills and dispositions principals in public schools with early childhood programs should possess* (Order No. 3052563). Available from ProQuest Dissertations & Theses Full Text: The Humanities and Social Sciences Collection. (305518249). Retrieved from http://search.proquest.com/docview/305518249?accountid=7374

Day, C., Leithwood, K., & Sammons, P. (2008). What we learned, what we need to know more about. *School Leadership and Management*, *28*(1), 83–96.

Denzin, N. K., & Lincoln, Y. S. (Eds.), (2008). *Strategies of qualitative inquiry* (Vol. 2).Sage.

Della Vecchia, L. (2012). Preschool through First Grade Transition Interventions: Teachers' Perceptions of the Impact on Students. *ProQuest Education Journals.*((919700904).). Retrieved from: http://search.proquest.com/docview/919700904?accountid=7374.

Denzin, & Lincoln, N. & Dichter, H. (2011). Value-Added Early Learning. *Principal* (90(5)). 16-19.

Dichter, H. (2011). Value-Added Early Learning. *Principal, 90*(5), 16-19.

Director of Research and Planning, (2011). *Unlocking the potential of a community: The planfor school readiness- Executive summary*. The Lakota Kele Center for Building Children's Futures. Retrieved from

http://www.CPFCRights.org/pdf/LKC%20School%20Readiness%20Plan%20Exe

cutive%20Summary%20052311.pdf

Dockett, S. & Perry, B. (2009). Readiness for school: A relational construct. Australasian

Journal of Early Childhood, 34(1), 20-37. Retrieved November 10, 2010 from

ERICDigest, EJ854429: http://www.eric.ed.gov

Duncan, A. (2014). The threat of educational stagnation and complacency. *The Education*

Digest(79(7)). Retrieved from:

http://search.proquest.com/docview/1506936388?accountid=7374.

Education Law Center (a). (2008). *Abbott preschool program*. Retrieved on May 22,

2009 from http://www.startingat3.org/abbott/index.html.

Education; study data from university of eastern finland provide new insights into

education. (2013). *Education Letter*, 180. Retrieved from

http://search.proquest.com/docview/1316121908?accountid=7374

Eilers, L. H., & D'Amico, M. (2012). Essential leadership elements in implementing

common core state standards. *Delta Kappa Gamma Bulletin*, 78(4), 46-50.

Retrieved from http://search.proquest.com/docview/1030259930?accountid=7374

Feeney, Galper, & Seefeldt (2009). *Continuing issues in early childhood education*, p. 84.

Fernandez, N. (2010). *Early childhood education: The sustainability of the benefits of*

preschool participation in abbott districts.(Order No. 3416599, Seton Hall

University). *ProQuest Dissertations and Theses,* 151. Retrieved from

http://search.proquest.com/docview/737539118?accountid=7374. (737539118)

Field, F. (2010). *The foundation year: Preventing poor children becoming poor*

adults. The Report of the Independent Review on Poverty and Live Chances as commissioned by the Prime Minister. London, SWIA 2 WH. Retrieved from http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf

Frede, E., & Barnett, W. S. (2011). Why Pre-K Is Critical to Closing the Achievement Gap. *Principal*, *90*(5), 8-11.

Gaertner, F. B., Kausar, A., & Steele, L. B. (2015). The Usefulness of Negative Aggregate Earnings Changes in Predicting Future Gross Domestic Product Growth. *Available at SSRN 2656597*.

Goldstein, P., Warde, B., & Peluso, P. (2013). Children's Readiness Gains in Publically Funded, Community-Based Prekindergarten Programs for 4 Year Olds and Preschool for 3 Year Olds. *Child & Youth Care Forum*, *42*(6), 507-523. doi:10.1007/s10566-013-9215-0

Göncü, A., Main, C., Perone, A., & Tozer, S. (2014). Crossing the Boundaries: The Need to Integrate School Leadership and Early Childhood Education. *Mid-Western Educational Researcher*, *26*(1), 66-75.

Goodloe, V. (2011). *The effect of pre-kindergarten attendance on student achievement through second grade in an urban west tennessee school district* (Order No. 3497110). Available from ProQuest Central. (921620429). Retrieved from http://search.proquest.com/docview/921620429?accountid=7374

Gormley, W. T. (2005). The universal pre-k bandwagon. *The Phi Delta Kappan*, *87*(3), 246-249.

Gottfried, M. A., Ikemoto, G. S., Orr, N., Lemke, C., & Regional Educational Laboratory

Mid-Atlantic, (. (2011). *What Four States Are Doing to Support Local Data-Driven Decision making: Policies, Practices, and Programs*. Issues & Answers. REL 2012-No. 118. Regional Educational Laboratory Mid-Atlantic.

Gronda, R. (2012). Leading the intervention and referral services process in elementary schools: Case studies in new jersey. *ProQuest Education Journals*(919701343). Retrieved from: http://search.proquest.com/docview/919701343?accountid=7374.

Gruber, M. V. (2010). *How the background, preparation and early leadership experiences of school principals influence their approach to leadership* (Order No. 3423465). Available from ProQuest Education Journals.(758940898). Retrieved from http://search.proquest.com/docview/758940898?accountid=7374

Gürocak, E. O., & Hacıfazlıoğlu, Ö. (2012). Preschool education teachers' perceptions of their administrators' instructional leadership behaviors. *International Journal of Human Sciences*, *9*(2), 318-338.

Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and Policy in Schools*, *4*(1), 1–20.

Halpern, R. (2013). Tying early childhood education more closely to schooling: Promise, perils and practical problems. *Teachers College Record*, 115(1), 1-28.

Harris, R. (2011). *A bridge to build. Catalyst in Depth*(22). 12-15. Retrieved from: http://search.proquest.com/docview/878745066?accountid=7374.

Hart, P., & Nolan, K. (1999). A critical analysis of research in environmental education. *Studies in Science Education*, *34*, 1–69.

Heckman, J. J. (2008). Schools, skills, and synapses. *Economic Inquiry 3*(46), 289-324.

Horst, J. S., Scott, E. J., & Pollard, J. A. (2010). The role of competition in word learning

via referent selection. Developmental Science, 13 706–713

Howley, A., Howley, M., Camper, C., & Perko, H. (2011). Place-Based Education at

Island Community School. *Journal of Environmental Education*, *42*(4), 216-236.

doi:10.1080/00958964.2011.556682

Howes, C., Burchinal, M., Pianta, R., Bryant, D., Early, D., Clifford, R., & Barbarin, O.

(2008). Ready to learn? Children's pre-academic achievement in prekindergarten

programs. *Early Childhood Research Quarterly, 23*(1), 27-50.Retrieved on March

3, 2010 from Academic Search Premier.

Ikhwan, S. (2011). A qualitative ethnographic study of how teachers who participate in

professional learning communities construct knowledge. *ProQuest Education*

Journals(861937018). Retrieved from:

http://search.proquest.com/docview/861937018?accountid=7374.

The Individualist. (2011). *How do socio-economic factor affect early literacy*. Retrieved

from http://hubpages.com/hub/socio-economicfactorsofearlyliteracy

Isola, R., & Maniates, H. (2013). *Building Learning Pathways from ECE to Elementary*

*Schools.*Exchange (19460406), (214), 72-75.

Jacobson, D. (2014). The primaryyears agenda Strategies to guide district action. *Phi*

Delta Kappan, 96(3), 63-69.

Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative,*

and mixed approaches (4th ed.). Los Angeles, CA: Sage. ISBN-13:

9781412978286 (Available as e-book), pp. 517-521.

Jones, D. D. (2011). Pre-kindergarten experience and its effect on kindergarten readiness

indicator (KRI) scores (Order No. 3476352). Available *from ProQuest Education*

Journals. (893845027). Retrieved from

http://search.proquest.com/docview/893845027?accountid=7374

Kauerz, K., & Coffman, J. (2013). Framework for planning, implementing, and

evaluating preK-3rd grade approaches. *Seattle, WA: College of Education,*

University of Washington.

Kieff, J. (2003). What can universal prekindergarten learn from special

education? *Childhood Education, 79*(4), 253. Retrieved from

http://search.proquest.com/docview/210389001?accountid=7374

Koralek, D., Petersen, S., & Gillespie, L. (2012). Developmentally Appropriate Practice

for Infants and Toddlers. *YC: Young Children*, *67*(4), 14.

Kostelnik, M. J., Soderman, A. K., &Whiren, A. P. (2011). *Developmentally appropriate*

curriculum: Best practices in early childhood education. Upper Saddle River, NJ:

Merrill, pp. 17, 20, 21, 32.

Lakshmi, S., & Mohideen, M. A. (2013). Issues in Reliability and Validity of

Research.*International Journal of Management Research and Reviews, 3*(4),

27522758.

Retrievedhttp://search.proquest.com/docview/1415612380?accountid=34899

Lally, J. (2010). School Readiness Begins in Infancy. *Phi Delta Kappan*, *92*(3), 17-21.

Lamy, C., Barnett, W.S., & Jung, K. (2005). *The effects of New Jersey's Abbott*

Preschool program on young children's school readiness. Retrieved on

September 22, 2010 from http://nieer.org/research/topic.php?TopicID=1024

LaParo, K. M., Pianta, R.C., & Stuhlman, M. (2004). The classroom assessment scoring

system: Findings from the prekindergarten year. *The Elementary School Journal,*
104(5), 410-426.

Lasser, J., & Fite, K. (2011). Universal preschool's promise: Success in early childhood
and beyond. *Early Childhood Education Journal, 39*(3), 169-173.
doi:http://dx.doi.org/10.1007/s10643-011-0449-x

Leeming, F. C., Dwyer, W. O., Porter, B. E., & Cobern, M. K. (1993). Outcome research
in environmental education: A critical review. *Journal of Environmental*
Education, *24*(4), 8–21.

Lemaire, J. (2011). Forum opposes fees for preschools in public schools.

Education Retrieved from

http://search.proquest.com/docview/912479741?accountid=7374

Lever-Duffy, J., & McDonald, J. B. (2009). *Teaching and Learning with Technology*, 3rd
ed., pp. 12-20.

Li, W., Farkas, G., Duncan, G. J., Burchinal, M. R., Vandell, D. L., Ruzek, E. A., & ...

Society for Research on Educational Effectiveness, (. (2011). Which Combination

of High Quality Infant-Toddler and Preschool Care Best Promotes School

Readiness? *Society for research on educational effectiveness.*

doi:10.1002/icd.653

Louv, R. (2005). *Last child in the woods: Saving our children from nature-deficit*
disorder. Chapel Hill, NC: Algonquin Books.

Margetts, K., & Phatudi, N. C. (2013).Transition of children from preschool and home contexts to grade 1 in two township primary schools in South Africa. *European Early Childhood Education Research Journal, 21*(1), 39-52. doi:10.1080/1350293X.2012.760341

Marks Woolfson, L., Geddes, R., McNicol, S., Booth, J. N., & Frank, J. (2013). A cross-sectional pilot study of the Scottish early development instrument: a tool for addressing inequality. *BMC Public Health*, *13*(1), 1-19. doi:10.1186/1471-2458-13-1187

Martin, D. (2011). *A Ticket for Success*. Retrieved from: http://search.ebscohost.com.library.gcu.edu:2048/login.aspx?direct=true&db=eric&AN=EJ964907&site=ehost-live&scope=site http://www.naesp.org/principal-archives.

Masbhurn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O.A., Bryant, D.,

McCollister, K., & Sayler, M. F. (2010). Lift the Ceiling. *Gifted Child Today*, *33*(1), 41-47.Missal, S. (2013).A survey on school readiness among preschoolers. *Indian Journal of Occupational Therapy*, *45*(2), 15-20.

McDaniel, L. (2011). Leadership effectiveness during implementation of reader intervention at elementary schools in oklahoma. *ProQuest Education Journals*(886770160). Retrieved from: http://search.proquest.com/docview/886770160?accountid=7374

Merz, A. H., & Swim, T. J. (2011). 'You can't mandate what matters': bumping visions against practices. *Teacher Development*, *15*(3), 305-318. doi:10.1080/13664530.2011.608512

Meyer, P. (2013). Education activist pursues an ambitious agenda. *Education Next, 13*(2)

Retrieved from http://search.proquest.com/docview/1320282301?accountid=7374

Mitgang, L., Cummins, H. J., & Gill, J. (2013). *Districts matter: Cultivating the*

principals urban schools need. New York, New York.

Moore, P. P. (2011). *An analysis of pre-kindergarten experiences in an urban school*

district (Order No. 3486887). Available from ProQuest Education Journals.

(911043014). Retrieved from

http://search.proquest.com/docview/911043014?accountid=7374

Murakami-Ramalho & Wilcox, (2012). Response to intervention implementation: A

successful principal's approach. *Journal of Educational Administration,* (50(4),).

483-500. doi: http://dx.doi.org/10.1108/09578231211238602.

Mustard, J. F. (2010). *Early brain and human development.* In Encyclopedia of Early

Childhood Development. Retrieved 1 December, 2010 from: http://www.enfant-

encyclopedie.com/ pages/PDF/MustardANGxp.pdf

National Association for the Education of Young Children (b). (2003). *Early childhood*

curriculum, assessment and program evaluation: Position statement with

expanded resources. Retrieved on September 23, 2010 from

http://www.naeyc.org/positionstatements/cape

National Association for the Education of Young Children (a). (2009*). Developmentally*

appropriate practice in early childhood programs serving children from birth

through age 8. Retrieved on September 22, 2010 from

http://www.naeyc.org/positionstatements/dap

National Institute for Early Education Research. (2007, February/March). Mississippi to

develop experimental preschool education program. *Preschool Matters, 5*(2), 8.

Niesel, R., & Griebel, W. (2006). *Enhancing the competence of transition systems through co-construction*. In A. Dunlop and H. Fabian (Eds), Informing transitions in the early years (pp. 21-32). Buckingham, GBR: Open University Press.

Noel, A. (2011). Easing the transition to school: Administrators' descriptions of transition to school activities. *Australasian Journal of Early Childhood*, *36*(4), 44-52.

Oertwig, S., & Ritchie, S. (2013). Bight & Early. *Principal*, *93*(1), 8-11.

Pagani & Messier, L. (2012). Links between motor skills and indicators of school readiness at kindergarten entry in urban disadvantaged children. *Journal of Educational and Developmental Psychology 2*(1). 95-107. Retrieved from: http://search.proquest.com/docview/1045481213?accountid=7374.

Petersen, S. (2012).School Readiness for Infants and Toddlers? Really? Yes, Really! *YC: Young Children*, *67*(4), 10-13.

Pollitt, K. D. (2013). *Naesp on leading early childhood learning communities. Communicator*(37(4)). Retrieved from: http://www.naesp.org/communicator-december-2013/naesp-leading-early-childhood-learning-communities.

Powell, Seung-Hee, File, &Froiland, D. (2012). Changes in Parent Involvement across the Transition from Public School Prekindergarten to First Grade and Children's Academic Outcomes. *Elementary School Journal*(113(2)). 276-300.

Proposed priorities, requirements, definitions, and selection criteria--race to the top— early learning challenge. (2013). (). Lanham: Federal Information & News Dispatch, Inc. Retrieved from http://search.proquest.com/docview/1353096166?accountid=7374

Rafoth, M., Buchenauer, E., Kolb, C., Halko, J. (2004). School readiness. Preparing

children forkindergarten and beyond: Information for parents. *National*

Association of SchoolPsychologists. Retrieved from National Association of

School Psychologist: School andHome pages 1-3 at

http://www.nasponline.org/resources/handouts/schoolreadiness.pdf

Rice, C. & Costanza, V. (2011). *Building early learning leaders: New Jersey's PreK-3rd*

leadership training, A case study. Newark, NJ: Advocates for Children of New

Jersey. Retrieved from http://fcd-us.org/sites/default/files/NJ%20PreK-

3rd%20Leadership%20Training.pdf

Samuels, C. A. (2014). N.Y.C. parents navigate prekindergarten enrollment maze.

Education Week, 33(35), 8. Retrieved from

http://search.proquest.com/docview/1539270056?accountid=7374

Sarkar, S., & Frazier, R. (2008). Place-based investigations and authentic inquiry. *Science*

Teacher, *75*(2), 29–33.

Seifring, K. C. (2010). *Best practices in a high quality preschool program: Change*

Recommendationsfor the mount ephraim school district (Order No. 3432681).

Available from ProQuest Education Journals. *(822668159).* Retrieved from

http://search.proquest.com/docview/822668159?accountid=7374

Seng, S. (1998). *Thinking about thinking skills in a preschool curriculum*. Retrieved on

March 9, 2009 from ERIC database.

Servage, L. (2014). A week in the life of school principals: a

research study.*ATA Magazine*, 94(4), 26-30. Retrieved from

http://search.proquest.com/docview/1543413411?accountid=7374

Shelton, S. V. (2012). Preparing a pipeline of effective principals: A legislative approach.

    National Conference of State Legislatures.

Schippers, V. (2014). No preschooler left behind: the need for high quality early

    intervention for children born into poverty. *Multicultural Education*, 22(1), 41.

Sherfinski,M. (2013). Class and Parents' Agency in West Virginia: Between Choices and

    Rights. *Education Policy Analysis Archives*, *21*(78), 1-31.

Shore, R. A., Shue, P. L., & Lambert, R. G. (2010). Ready or Not, Here Come the

    Preschoolers! *Phi Delta Kappan*, *92*(3), 32-34.

Shue, P. L., Shore, R. A., & Lambert, R. G. (2012). Prekindergarten in Public Schools:

    An Examination of Elementary School Principals' Perceptions, Needs, and

    Confidence Levels in North Carolina. *Leadership &policy in schools*, *11*(2), 216-

    233. doi:10.1080/15700763.2011.629074

Simpson, S. (2011). Further trials of preschool ratings set for 2012. *Education*

    Retrieved from http://search.proquest.com/docview/894774749?accountid=7374

Sinnema, C. (2012). Successful educational leadership in new zealand: Case studies of

    schools and an early childhood centre. *New Zealand Journal of Educational*

    Studies47(1). 165-167.

Smith, S. Davidson, S., & Weisenfeld, G. (2001). *Supports for Early Literacy*

    Assessment for early childhood program serving preschool-age children. New

    York: New York University.

Smith, G. A. (2002). Going local. *Educational Leadership*, *60*(1), 30–33.

Snow, K. (2011). A Bridge between Early Childhood Research and Practice. *Young*

    Children, 66(4), 63-65.

Sobel, D. (2004). *Place-based education: Connecting classrooms and communities.*
Nature Literacy Series Vol. 4. New Patriotism Series 4. Great Barrington, MA:
The Orion Society.

Steen, B. F. (2011). Promoting Healthy Transitions from Preschool to Kindergarten. *YC:
Young Children*, 66(2), 90-95.

Stevens, Holly, L. (2010). *The effects of los angelesuniversal preschool on quality
preschool teacher retention in los angelescounty.*

Stinson, J. E. (2011). *The impact of pre-k programs on student achievement and
instructional leadership in rural mississippi school districts.*

Tucker, K. E. M. (2011). *The differences in reading readiness among kindergarteners
who attended state and federally funded pre-k in Alabama* (Doctoral dissertation,
Liberty University).

Uren, A. (2014, Oct 27). *All teachers to be accredited by 2017* Education. Retrieved from
http://search.proquest.com/docview/1623085349?accountid=7374

Vannest, K. J. (2012, December). Implementing Interventions and Progress Monitoring
Subsequent to Universal Screening. *In School Psychology Forum* (Vol. 6, No. 4).

Virginia tech; early education closes achievement gap, brings societal benefits. (2013).
Education Letter, 52. Retrieved from
http://search.proquest.com/docview/1312759193?accountid=7374

Weiland, C. and Yoshikawa, H. (2013), Impacts of a Prekindergarten Program on
Children's Mathematics, Language, Literacy, Executive Function, and Emotional
Skills. *Child Development*, 84: 2112–2130. doi: 10.1111/cdev.12099

Weilbacher, M. (2009). Window into green. *Educational Leadership*, *66*(8), 38–44.

Wendling, R. C., & Wuensch, K. L. (1985).A fifth-grade outdoor education program:

Expectations and effects.*Journal of Interpretation*, 10, 11–20.

Wietstock, C. E. (2010). *Bridging the leadership divide: Aligning preschool and primary
education* (Order No. 3410550). Available from ProQuest Education Journals.
(499115889). Retrieved from
http://search.proquest.com/docview/499115889?accountid=7374

Wildenger,McIntyre, L. (n.d.). *Investigating the relation between kindergarten
preparation and child socio-behavioral school outcomes*. Retrieved from:
http://search.ebscohost.com.library.gcu.edu:2048/login.aspx?direct=true&db=ehh
&AN=74465865&site=ehost-live&scope=site.

Wildenger, McIntyre, L. (n.d.). *Investigating the relation between kindergarten
preparation and child socio-behavioral school outcomes*. Retrieved from:
http://search.ebscohost.com.library.gcu.edu:2048/login.aspx?direct=true&db=ehh
&AN=74465865&site=ehost-live&scope=site.

Wilson, P. M. (2010). Stress types experienced by novice principals and their perceptions
of principal preparation programs (Order No. 3414554). Available from *ProQuest
Education Journals*. (612811269). Retrieved from
http://search.proquest.com/docview/612811269?accountid=7374

Winsler et al. (2012). Child, Family, and Childcare Predictors of Delayed School Entry

and Kindergarten Retention Among Linguistically and Ethnically Diverse

Children. *Developmental Psychology48*(5). 1299-1314. doi: 10.1037/a0026985.

Woodhouse, J. L, & Knapp, C. E. (2000). *Place-based curriculum and instruction:*

Outdoor and environmental education approaches (ERIC Digest). Charleston,

WV: ERIC Clearinghouse for Rural Education and Small Schools. (ERIC

Document Reproduction Services No. ED 448 012).

Yin, R. K. (2009). *Case study research: Design and methods* (4th Ed.), pp. 10-11.

Thousand Oaks, CA: Sage.

Woolfson, L. M., Geddes, R., McNicol, S., Booth, J. N., & Frank, J. (2013). A cross-

sectional pilot study of the Scottish early development instrument: a tool for

addressing inequality. *BMC public health, 13*(1), 1187.

Zembat, R. (2012). A study on preschool teachers' perceived conflict with school

administrators, colleagues and parents. *Egitim Ve Bilim, 37*(163), 203-n/a.

Retrieved from http://search.proquest.com/docview/1009842181?accountid=7374

Zorn D., Noga, J., Haraway, C., Louis, V., Owens, N. & Smith, S. (2004*). Family*

poverty and its implications for school success: Issues facing cincinnati's

families. Research Brief prepared for Cincinnati Works by the University of

Cincinnati Evaluation Services Center. Retrieved from

www.uc.edu/evaluationservices

Zosh, J. M., Brinster, M., & Halberda, J. (2013). Optimal contrast: Competition between

two referents improve word learning. *Applied Developmental Science, 17*(1), 20-

28.

Criterion *(Score = 0, 1, 2, or 3)	Learner Score	Chair Score	Methodologist Score	Content Expert Score
QUALITY OF SOURCES & REFERENCE LIST For every in-text citation a reference entry exists; conversely, for every reference list entry there is an in-text citation. Uses a range of references including founding theorists, peer-reviewed empirical research studies from scholarly journals, and government/foundation research reports. The majority of all references must be scholarly, topic-related sources published within the last 5 years. Websites, dictionaries, and publications without dates (n.d.) are not considered scholarly sources and should not be cited or present in the reference list. In-text citations and reference list must comply with APA 6th Ed.				
Ensures that for every in-text citation a reference entry exists. Conversely, for every reference list entry there is a corresponding in-text citation. Note: The accuracy of citations and quality of sources must be verified by learner, chair and committee members.	3			
Uses a range of references including founding theorists, peer-reviewed empirical research studies from scholarly journals, and government /foundation research reports. **Note:A minimum of 50 peer-reviewed, empirical research articles are required for the literature review.**	3			
Verifies that 75% of all references are scholarly sources within the last 5 years. The 5 year time frame is referenced at the time of the proposal defense date and at the time of the dissertation defense date. **Note:** Websites, dictionaries, publications without dates (n.d.), are not considered scholarly sources and should not be cited or present in reference list.	3			
Avoids overuse of books and dissertations. **Books:** Maximum of 10 scholarly books that present cutting edge views on a topic, are research based, or are seminal works. **Dissertations:** Maximum of 5 published dissertations.	3			
Section is written in a way that is well structured, has a logical flow, uses correct paragraph structure, uses correct sentence structure, uses correct	3			

punctuation, and uses correct APA format.				
*Score each requirement listed in the criteria table using the following scale: 0 = Item Not Present or Unacceptable. Substantial Revisions are Required. 1 = Item is Present. Does Not Meet Expectations. Revisions are Required. 2 = Item is Acceptable. Meets Expectations. Some Revisions May be Suggested or Required. 3 = Item Exceeds Expectations. No Revisions are Required.				
Reviewer Comments:				

Appendix A. Sample of the Semi Structured Interview Guide

Name of interviewer:

Name of interviewee:

Place of interview:

Date of interview:

Questions:

- What do you see as your most important responsibilities and tasks?
- Can you tell me the things you like most about your work?
- Do you find some things difficult about your work? Can you tell me about them?
- What important achievements have you accomplished since beginning work here?
- Do you feel that you receive encouragement from your supervisors and co-workers?
- How satisfied are you with the supervision you receive?
- How well do you and your supervisor communicate?
- How well do you and your co-workers communicate?
- How well do you think people in the project cooperate with one another?
- Do you feel safe working in this environment? If not, can you tell me why?
- How involved are you in planning the work you actually do?
- Do you feel your comments and suggestions about the project are understood and appreciated?
- How much influence do you think street children have over what happens in the project?
- Have any obstacles prevented you from accomplishing your work tasks? Can you tell me about them?
- Do you feel you need additional training to do this work? If so, in what areas?
- Do you feel you have an opportunity to use fully your knowledge and skills in the project? If not, can you tell me about this?
- How well do you think this project meets the needs of street children?

Appendix B

IRB Approval Letter

Office of A [GRAND CANYON UNIVERSITY logo] ch

Grand Canyon University

College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ85017
Phone: 602-639-7804

Sample School Authorization/Cooperation Letter

SCHOOL LETTERHEAD (Required)

Date

Office of Academic Research
Grand Canyon University
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ 85017
Phone: 602-639-7804

Dear IRB Members,

After reviewing the proposed study, "Title of Study", presented by *Student Name,* I have granted authorization for *Student Name* to conduct research at our *School Name.* I understand the purpose of the study is to _____. S*tudent Name,* will conduct the following research activities *(contact, recruit, collect data).* It is understood that this project will end no later than _____*(date)*_____.

I grant permission for S*tudent Name* to *contact* and *recruit* our students (or teachers) and will collect data at *School Name.* I understand that _____ will occur for (*describe the specific research activities i.e. _____ minutes during normal classroom instruction. This is a daily/weeklyevent, with _____lasting for _____minutes*).

I have indicated to *Student Name* that the school will assume the responsibilities for allowing the following research activities: *provide a description of what the school has agreed to do (i.e. onsite data collection with students or teachers, file access, teachers to use work time to fill out surveys, cooperation from classroom teachers etc),* and *what restrictions, limitations and/or responsibilities they are assuming.*

To ensure the students and teachers are protected, *Student Name,* has agreed to provide to me a copy of any Grand Canyon University IRB-approved, consent document before s/he recruits participants at *School Name.* I understand that *Student Name*will also obtain parental/guardian consent for all student participants. S*tudent Name* has agreed to provide a copy of the study results, in aggregate, to our school.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number listed above.

Sincerely,

Authorizing School Official
Title

_____
Printed Name

_____
Signature Date

Appendix C

Informed Consent

Grand Canyon University
College of Doctoral Studies
3300 W. Camelback Road
Phoenix, AZ85017
Phone: 602-639-6106
Fax: 602- 639-7820

INFORMED CONSENT FORM (SOCIAL BEHAVIORAL) MINIMAL RISK SAMPLE

CONSENT FORM
TITLE OF RESEARCH STUDY
(The project title should be placed at the top of all pages of the consent form).

INTRODUCTION

The purposes of this form are to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research and to record the consent of those who agree to be involved in the study.

RESEARCH

(Identify the following...Name, Title, College of Principal Investigator, then investigators) has invited your participation in a research study.

STUDY PURPOSE

The purpose of the research is to... (Describe the justification for the research in simple lay language)

-OR-

Several studies have been conducted looking into the subject of (describe the research study). None have explored (describe the specifics of what you are studying).

DESCRIPTION OF RESEARCH STUDY

If you decide to participate, then as a study participant you will join a study {if funded so state and add sponsor's name} involving research of (....include a non-technical explanation of the protocol, and identify those aspects of participation which are experimental. Discuss randomization procedures, if applicable, such as tossing a coin. Discuss chances of being assigned to one group versus another, placebos, cohorts, if applicable. Discuss that participants can skip questions if the study involves a survey, interview, or focus group.)

If you say YES, then your participation will last for (...duration of participation) at (location). Approximately (number) of subjects will be participating in this study (nationally and locally if relevant).

RISKS

There are no known risks from taking part in this study, but in any research, there is some possibility that you may be subject to risks that have not yet been identified.

BENEFITS

The possible/main benefits of your participation in the research are... (Describe the benefits of participation, or lack of benefits, to the individual subject as well as to society.)

-OR-

Although there may be no direct benefits to you, the possible benefits of your participation in the research are... (others may benefit by…).

NEW INFORMATION

If the researchers find new information during the study that would reasonably change your decision about participating, then they will provide this information to you.

CONFIDENTIALITY

All information obtained in this study is strictly confidential. The results of this research study may be used in reports, presentations, and publications, but the researchers will not identify you. In order to maintain confidentiality of your records, name ofinvestigator will... (Indicate specifically how the investigator will keep the names of the subjectsconfidential, theuse of subject codes, how this information will be secured, and who will haveaccess to theconfidential information. "Confidentiality will be maintained" is not acceptable. Ifthe study involves audio or video tapes, describe when and how they will be destroyed.)

-OR-

In some cases, such as a focus group, it may not be possible to guarantee confidentiality. The following is an example of what can be stated when confidentiality cannot be guaranteed. "Due to the nature of the study, the research team cannot guarantee complete confidentiality of your data. It may be possible that others will know what you have reported." In some cases if confidentiality cannot be guaranteed, this may be a risk to the subject and should be described in the Risks section.

WITHDRAWL PRIVILEGE

Participation in this study is completely voluntary. It is ok for you to say no. Even if you say yes now, you are free to say no later, and withdraw from the study at any time.

If applicable: Your decision will not affect your relationship with Grand Canyon University or otherwise cause a loss of benefits to which you might otherwise be entitled.

If the subjects are learners, patients, clients or employees, advise that participation is voluntary and that nonparticipation or withdrawal from the study will not affect their grade, treatment, care, employment status, as appropriate.

If applicable, subjects should be told what will happen to their tapes and/or data if they withdraw.

COSTS AND PAYMENTS

The researchers want your decision about participating in the study to be absolutely voluntary. Yet they recognize that your participation may pose some (…costs, inconvenience, etc). In order to (help defray your costs) you may receive (payment, etc). (If payment is to be provided to the subject, include amount of payment, method of payment, andschedule for payment including whether payment will be made in increments or in one lumpsum. Discuss issue of payment if subject does not complete the study).

-OR-

There is no payment for your participation in the study.

VOLUNTARY CONSENT

Any questions you have concerning the research study or your participation in the study, before or after your consent, will be answered by (name of individual, address, and telephone number of PI. The name and contact information of co-investigators can be included as well.)

If you have questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Institutional Review Board, through the College of Doctoral Studies at (602) 639-6106.

This form explains the nature, demands, benefits and any risk of the project. By signing this form you agree knowingly to assume any risks involved. Remember, your participation is voluntary. You may choose not to participate or to withdraw your consent and discontinue participation at any time without penalty or loss of benefit. In signing this consent form, you are not waiving any legal claims, rights, or remedies. A copy of this consent form will be given (offered) to you.

Your signature below indicates that you consent to participate in the above study. (Release statement for videotaping or relinquishing confidentiality must be inserted here if applicable. For example, by signing below, you are granting to the researchers the right to use your likeness, image, appearance and performance - whether recorded on or transferred to videotape, film, slides, and photographs - for presenting or publishing this research)

_____   _____   _____
Subject's Signature   Printed Name   Date

_____   _____   _____
Other Signature   Printed Name   Date
(if appropriate)

INVESTIGATOR'S STATEMENT

"I certify that I have explained to the above individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study, have answered any questions that have been raised, and have witnessed the above signature. These elements of Informed Consent conform to the Assurance given by Grand CanyonUniversity to the Office for Human Research Protections to protect the rights of human subjects. I have provided (offered) the subject/participant a copy of this signed consent document."

Signature of Investigator_____   Date_____

Appendix D

Copy of Instruments and Permissions Letters to Use the Instruments