

Foundations for High-Quality Early Learning Programming

Early Learning Readiness (Pre-K – Kindergarten)

Developmentally Appropriate Practices for Student Success and Career Readiness

A standards-based, integrated, comprehensive and developmental school counseling program will assist elementary students with the acquisition of school success and career readiness skills to prepare for success in middle and high school, a variety of postsecondary options and becoming globally competent citizens. School counselors will work collaboratively with other school staff to assist students with overcoming personal/social barriers to learning, academic planning, and making a seamless transition to middle school. Refer to W. Va. 126CSR67, WVBE Policy 2315: Comprehensive School Counseling (hereinafter WVBE Policy 2315).

Comprehensive School Counseling Program

During the early learning years, students' development of positive approaches to learning, problem solving skills, social competence, independence, and sense of self in relationship to the world around them emerge. College, career, and citizenship readiness focuses on developmentally appropriate understandings of foundations of executive functioning.

College, Career and Citizenship Readiness

Student success standards for Early Learning Readiness Grades focus on students' social and emotional development to lay the foundation for all learning. Essential to this process is the student's ability to self-regulate and persist in activities when challenged with new experiences

Active learning is achieved through a student's ability to solve problems within the context of positive relationship, communicate their needs effectively and evaluate themselves.

Critical Considerations to Help Assure Developmentally Appropriate Practices for Student Success and Career Readiness:

- Pre-K and kindergarten students benefit when the Student Success and Career Readiness Standards are supported through the collaborative effort of the classroom teacher and the school counselor.
- It is the expectation that classroom teachers will embed the Student Success and Career Readiness standards within classroom instruction. Students in these grade levels do not benefit from isolated instruction on these standards.
- Young students learn best when these standards are modeled in authentic situations.

Implications

- Young students model the behaviors they see before them. **Ask yourself:** *Do I show respect for all students? Do I "think aloud" as I process different classroom situations?*
- Young students need to identify the school counselor as an adult they can seek out for help. **Ask yourself:** *Do I collaborate with the school counselor so students are able to develop a relationship with him/her? Does the counselor have the opportunity to interact with the students?*
- Based on the needs of students, explicit modeling and instruction of some standards may be necessary. **Ask yourself:** *Do I observe student behavior in terms of the Student Success Standards? Do I intentionally design learning experiences to support the standards based on the needs of individual or group needs?*



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Selected Resources

Center for Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/>

Early Childhood Learning and Knowledge Center <http://eclkc.ohs.acf.hhs.gov/hslc>

Early Childhood Technical Assistance Center: <http://ectacenter.org/>

Technical Assistance Center on Social Emotional Intervention for Young Children
<http://challengingbehavior.fmhi.usf.edu/>

Related Policies

Policy 2510
Policy 2315

[Assuring the Quality Of Education: Regulations For Education Programs](#)
[Comprehensive School Counseling Programs](#)

