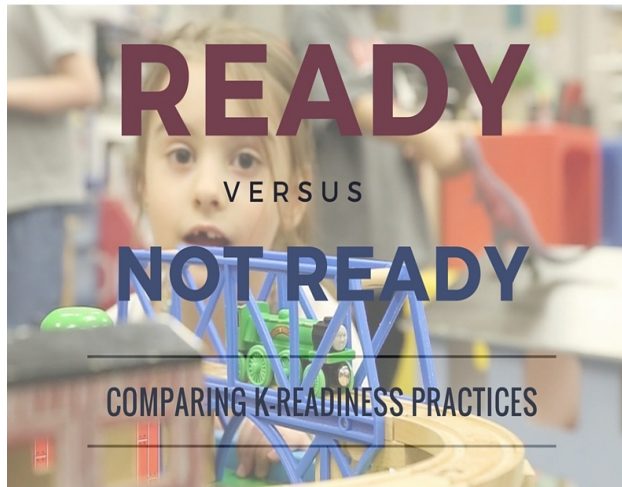


Unpacking K-Readiness Solutions



Mistakes

Which of these common mistakes are we making?

1. View readiness as a trait, something that a child has or doesn't have
2. Outcomes we track are small and isolated fragments of development and learning
3. Readiness is associated with a point in time and looks one particular way

Why are we making these mistakes?



- ☐ Lack of awareness?
- ☐ Pressure from others?
- ☐ Mixed messages?
- ☐ Unclear goals?
- ☐ Other _____

Remedies:

How can we look wholistically at the "readiness" of our children, families, schools, and communities?

What are the mediating variables with regards to the children we serve?

What if we truly valued differences?

 <p>Readiness is viewed within the context of interactions and transactions</p>	 <p>Readiness is viewed as a trait or a characteristic of the child</p>
<p>Readiness outcomes are viewed in relation to mediating variables</p>	<p>Readiness outcomes are viewed in isolation or in fragmented pieces</p>
<p>Readiness is viewed as flexible and dynamic</p>	<p>Readiness is viewed with a one-size fits all mentality</p>