

Context

- Early childhood is critical for developing important school-related foundational skills (e.g., Diamond et al., 2000; Jung, 2016).
- Children benefit when there is alignment between home and school settings, which is a premise grounded in Bronfenbrenner's bio-ecological theory (2001).
- Studies have shown differences in school readiness beliefs of racially diverse parents and teachers; parents rated school-related behaviors and academic skills as more important than teachers, whereas teachers believed that social-emotional skills are more important than parents (Piotrkowski, Botsko, & Matthews, 2000; Zhang, Sun, & Gai, 2008).
- There are no studies to our knowledge that explore the school readiness beliefs of immigrant parents compared to teachers. This is a critical void in the literature because children from immigrant families are a significant (27%) and growing population in schools.

Purpose of Study

- The aim of the current study was to examine the priorities that immigrant parents and teachers place on different domains of school readiness skills.

Method

Participants

Teachers

- 76 preschool (n=53) and kindergarten (n=23) teachers participated in the study
- Highest level of education: 41% (n=31) - Master's degree, 41% (n=31) - Bachelor degree, 17% (n=13) – Associate's degree, and 1% (n=1) - high school diploma.
- Certification: 24% (n=18)-early childhood certification, 16% (n=12) -elementary and early childhood ; 19% (n=7) - elementary certification, 11% (n=8) - child development associate degree, 9% (n=7) – no certification.
- Teaching experience: 51% (n=39) had 1-10 years, 30% (n=23) had 11-20 years, and 19% (n=13) had more than 20 years.

Parents

- 68 parents who were immigrants from China (n=23), Dominican Republic (n=21), or El Salvador (n=22), Mexico (n=1), Ecuador (n=1),
- 85% (n=58) of the parents were first generation immigrants, 15% (n=10) were 2nd generation immigrants.
- Highest level of education: 18 (n=12) parents (18%) - graduate degree, 19% (n=13) - Bachelor's degree, 4% (n=3)- Associate's degree, 27% (n=18) - vocational training or college but no degree, 24% (n=16) - high school diploma or GED, and 7% (n=5) – less than a high school diploma.
- Asian parents had significantly higher levels of education than Latinx parents.

Method Continued

Measures & Procedures

- Both parents and teachers completed a Qsort. Parents completed with interviewers and teachers completed during an online survey.
- Qsort: Parents ranked 36 skills into 4 groups in order of importance (9 skills per group; 1 = Least Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important)
 - Social- emotional (6 items; e.g., *Gets along well with others*)
 - Academic (8 items; e.g., *Knows how to: count to 20, write name*)
 - Language (5 items; e.g., *Can communicate well in: L1, L2*)
 - Approaches to learning (8 items; e.g., *Shows independence*)
 - School-related behaviors (4 items; e.g., *Uses materials carefully*)
 - Motor skills (5 items; e.g., *Holds pencil to write, Stacks blocks*)

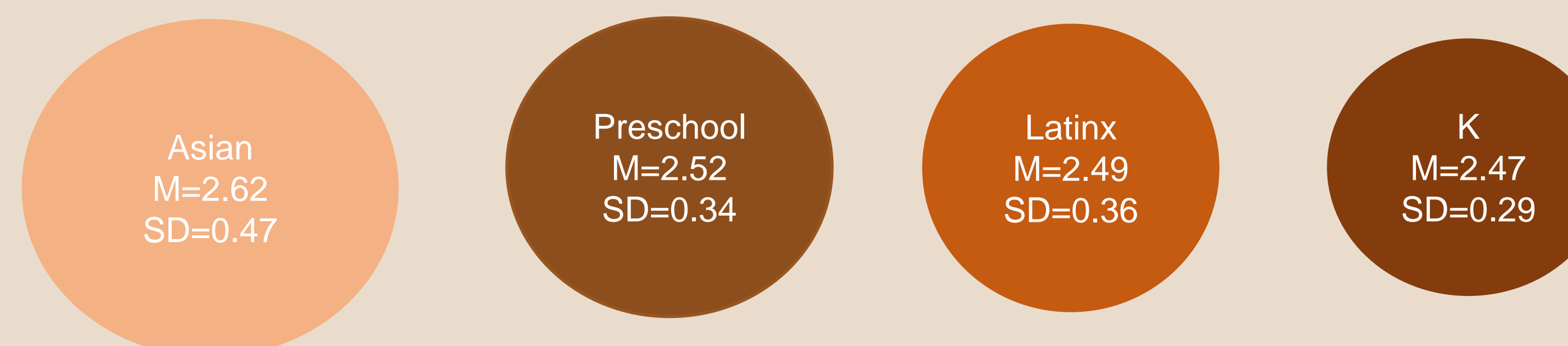
Results

Highest Rated School Readiness Skills

	Asian Parents	Latinx Parents	PreK Teachers	K Teachers
Shows Respect for Others	X	X	X	
Gets Along with Others		X	X	X
Uses Good Manners	X	X		
Can Express His/Her Wants or Needs in Words			X	X

School Readiness Dimensions

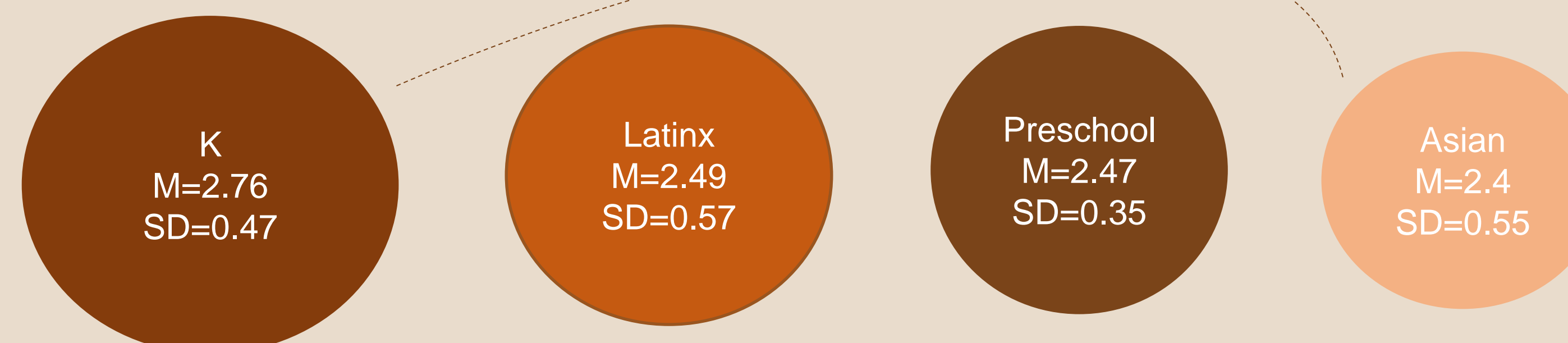
Approaches to Learning



Language Skills

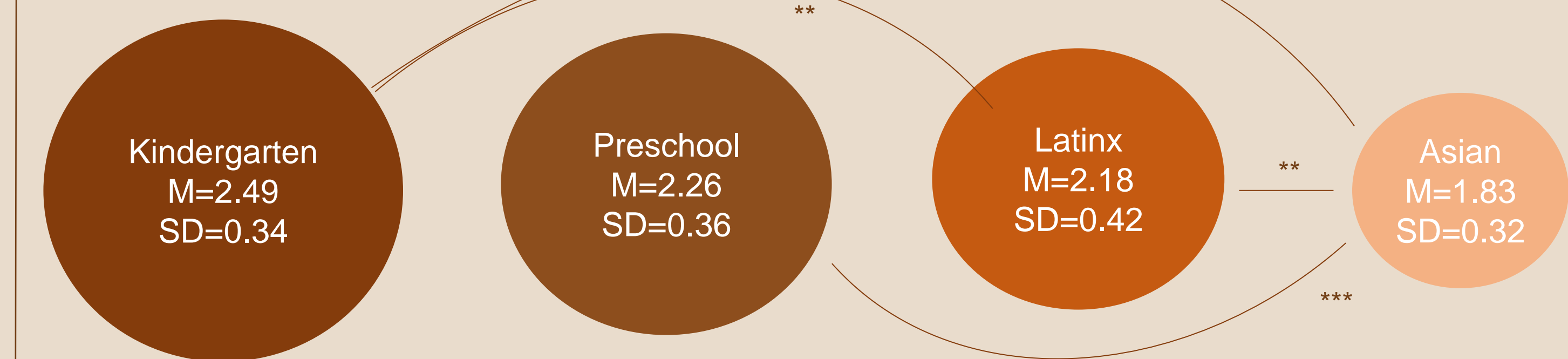


School-Related Behavior

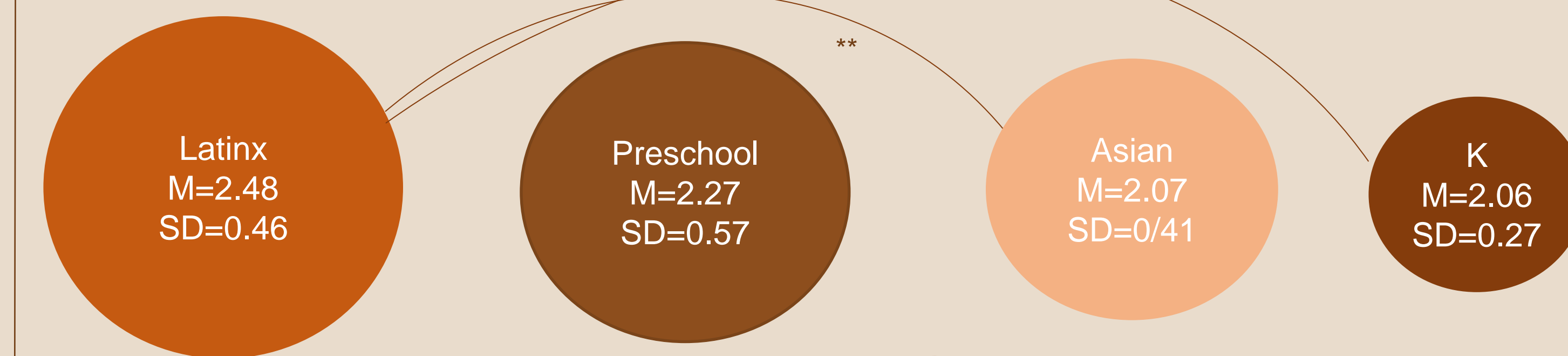


Results Continued

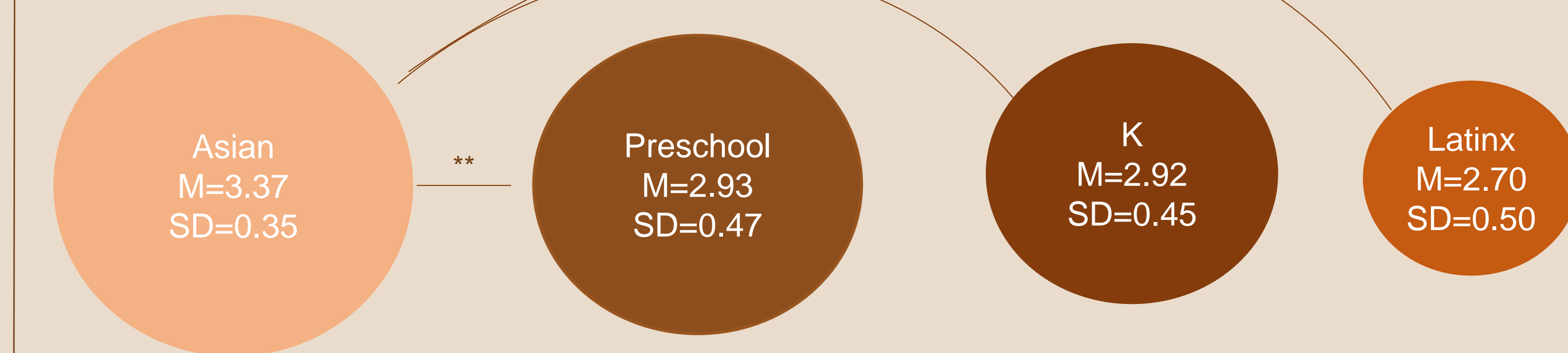
Motor/Self-Help



Cognitive/Academic Skill



Social-Emotional



* *p* < 0.01, ** *p* < 0.01; *** *p* < 0.001

Discussion

- Like other studies, we found that parents believed that academic skills were more important than teachers but this was specific to Latinx parents.
- However, we found that parents, specifically Asian, found social-emotional more important than teachers. We also found no differences in parents' and teachers' beliefs about school-related behaviors.
- These findings increase our understanding of different school readiness beliefs and shows the need to consider immigrant parents as a heterogeneous group.

Implications

- School psychologists can use the findings to help teachers and parents understand of their similarities and differences in school readiness beliefs.
 - E.g., generate a discussion on their school readiness beliefs and why parents and teachers may value different skills.
- Studies are needed to explore why parents and teachers hold select school readiness beliefs in higher regard than others.

Acknowledgement

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