How Kindergarten Has Changed From What We Once Knew It As

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Abstract
Heteronormativity is the belief that people fall into distinct and complementary genders with natural roles in life. The idea is that the culture within elementary schools influences the children’s academic, behavioral, and psychological well-being. The methodological approach of this research will include both qualitative and quantitative analysis, specifically interviews with teachers and content analysis of the classroom environment. While observing the classroom environment I will better understand the qualitative and quantitative aspects of heteronormativity. After observation, I believe the results we discover will determine just how prevalent heteronormativity is among kindergarten school classrooms.

Question
How has Kindergarten changed and what are the implications of this change?

Data Collected from Interviews
- “As the state standards change and the state expects them to do more higher academic things in Kindergarten, we lose some of our center times.”
- “The way that I was taught, my room is not set up that way. We were taught to divide our rooms into each center.”

Implications of Change
Teachers exposed to teaching Pre K

<table>
<thead>
<tr>
<th>Did</th>
<th>Did not</th>
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<tr>
<td>• Noticed a decrease and lack of students social behavior</td>
<td>• Did not know what social behavior should be like at this age</td>
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<td>• Did not like long-run consequences of not having centers</td>
<td>• Did not know what it was like when they did have centers</td>
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Implications for Further Research
Finding out when state curriculum changed, why centers are no longer incorporated in Kindergarten especially when Pre-K is not a mandatory grade level, and the actual affects not having Centers versus having Centers has on students of this grade level.

Works Cited