The researcher summarized the results of the research study, *Kindergarten Teachers’ Perceptions of the Indiana Professional Standards Board’s Early Childhood Teacher Standards*

Summary of Findings

This section provides a summary of the findings and is divided into two sections. The first summarizes the findings of the four null hypotheses; the second summarizes the descriptive data of the mean importance rating of each performance.

Summary of Hypotheses Testing

Four hypotheses were tested with the following summarized results:

1. Through statistical analysis using the Pearson product-moment correlation coefficient, the results revealed that there was not a statistically significant correlation ($p = .115, r = .228$) between years of experience of kindergarten teachers and perceived importance of the set of performances outlined in the IPSB early childhood teacher standards in the context of the respondent’s current classrooms.

2. Through statistical analysis using the Pearson product-moment correlation coefficient, the results revealed that there was a statistically significant correlation ($p = .044, r = .289$) between years of experience of kindergarten teachers and perceived importance of the set of performances outlined in the IPSB early childhood teacher standards in the recommended preparation of future early childhood teachers.
3. Through statistical analysis using the Pearson product-moment correlation coefficient, the results revealed that there was not a statistically significant correlation \((p = .051, r = .277)\) between amount of educational preparation of kindergarten teachers and perceived importance of the set of performances outlined in the IPSB early childhood teacher standards in the context of the respondent’s current classrooms.

4. Through statistical analysis using the Pearson product-moment correlation coefficient, the results revealed that there was not a statistically significant correlation \((p = .132, r = .216)\) between amount of educational preparation of kindergarten teachers and perceived importance of the set of performances outlined in the IPSB early childhood teacher standards in the recommended preparation of future early childhood teachers.

Summary of Descriptive Data of the Mean Importance Ratings

Summary of Descriptive Data of the Mean Importance Rating of Each of the 63 Performances in Relation to Current Practice

Kindergarten teachers believe that of all 63 performance indicators, the most important indicator is that they model respect for all individuals \((M = 6.88)\). In addition, kindergarten teachers feel it is important that they establish and maintain a physically and emotionally safe and healthy learning environment for all young children in the group \((M = 6.84)\). They also believe that they need to report suspected emotional, physical, and sexual abuse or neglect to appropriate authorities \((M = 6.76)\), and that they need to protect the confidentiality of all young children and families with whom they work \((M = \ldots\).
Furthermore, they believe that they should provide boundaries and expectations that all young children in the group understand (M = 6.62), and that they should create an environment which encourages individual and group activities and promotes child-to-child and child-to-adult interactions (M = 6.60).

Comparatively, kindergarten teachers believe that of all 63 performance indicators, it is least important that they demonstrate the ability to involve families in a number of family education experiences (M = 4.84). In addition, kindergarten teachers believe it is less important that they apply historical, theoretical, and philosophical background knowledge, as well as contemporary research, to practice (M = 4.86). Also, kindergarten teachers believe it is less important that they conduct active classroom research and collaborate with colleagues to implement effective assessment (M = 4.90), and that they use self-assessment activities to help children become aware of their strengths and to encourage them to set personal goals for learning (M = 4.90). Kindergarten teachers did not place important value on the performance indicators that they need to link families to community resources (M = 5.00), or that they integrate authentic experiences that reflect the diverse cultural characteristics, traditions, and viewpoints represented in the community beyond the school in the everyday early childhood environment (M = 5.02).

**Summary of Descriptive Data of the Mean Importance Rating of Each of the 63 Performances in Relation to Recommended Preparation of Future Early Childhood Teachers**

Kindergarten teachers believe that of all 63 performance indicators, it is most important that they model respect for all individuals (M = 6.88). In addition, kindergarten
teachers feel it is important that they report suspected emotional, physical, and sexual abuse or neglect to appropriate authorities ($M = 6.78$), and that they protect the confidentiality of all young children and families with whom they work ($M = 6.78$). They also believe that they need to establish and maintain a physically and emotionally safe and healthy learning environment for all young children in the group ($M = 6.76$), and provide boundaries and expectations that all young children in the group understand ($M = 6.70$). Moreover, they believe that they should recognize signs of emotional distress, child abuse, and neglect in young children ($M = 6.60$), and that they should model the legal and ethical principles of the profession ($M = 6.60$).

In relative terms, kindergarten teachers believe it is least important that they apply historical, theoretical, and philosophical background knowledge, as well as contemporary research, to practice ($M = 5.08$). In addition, kindergarten teachers believe it is less important that they evaluate the effect of the environment on the group as well as individuals ($M = 5.18$), and that they use self-assessment activities to help children become aware of their strengths and to encourage them to set personal goals for learning ($M = 5.24$). Also, kindergarten teachers believe it is less important that they supplement and enrich learning through sources outside the field of education ($M = 5.32$), and that they conduct active classroom research and collaborates with colleagues to implement effective assessment ($M = 5.34$). Kindergarten teachers did not place important value on the performance indicator that they need to demonstrate the ability to involve families in a number of family education experiences ($M = 5.42$).