This descriptive single case study with embedded units examined how kindergarten teachers fostered self-regulated learning skills that are associated with college and career readiness. This research was guided by an early childhood model for teachers’ practices (Hyson, 2008) and a higher education model of self-regulated learning (Pintrich, 2005). Two kindergarten teachers from an elementary school in the greater Hartford area participated in this study. Findings revealed teachers incorporated technology, personal spaces and varied workspaces, communicative collaboration, guidance and validation strategies, and child-choice to build SRL. Implications from this study include the need to further support teacher and administrator development in order to increase the awareness of self-regulated learning and assist teachers in deliberately incorporating self-regulated learning into their curriculum and practices.

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