



THE NATIONAL CENTER ON
Quality Teaching
and Learning



Transition to Kindergarten: Building Connections for Success



NCQTL

Transitions Across the Lifespan



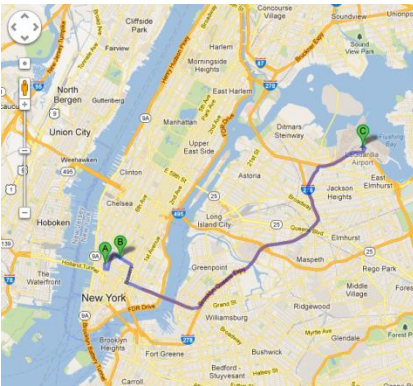
Transition = **Change** = Hard

What creates successful adjustment?

Information

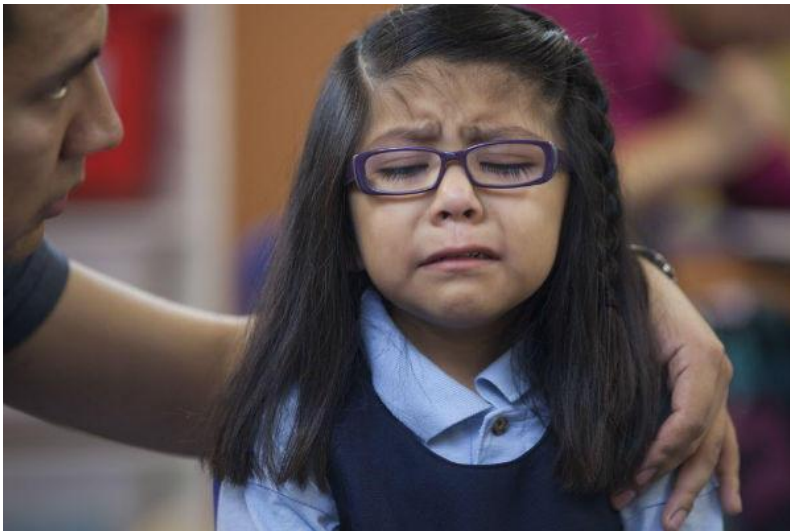
Relationships

Continuity/ Consistency

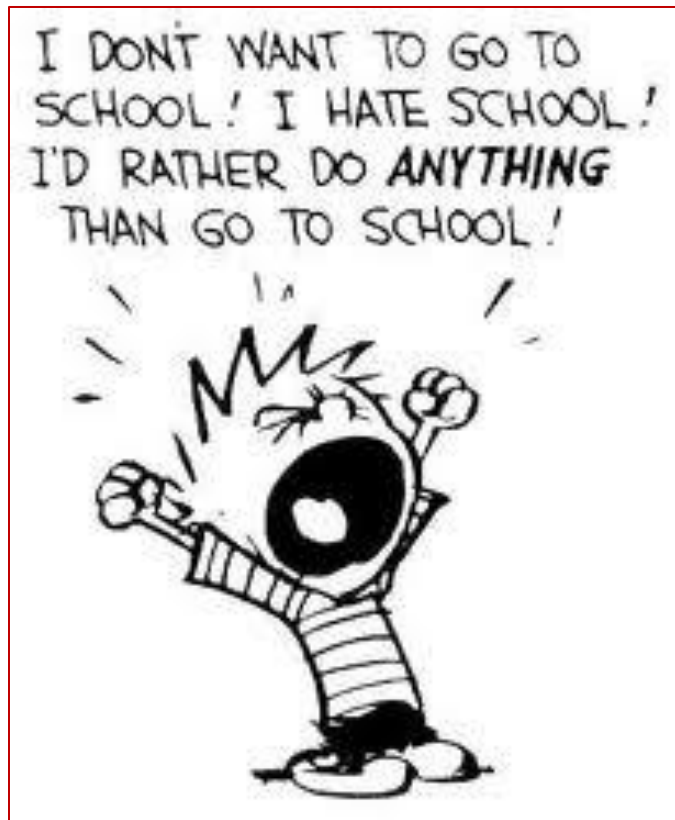


Children need our help to do this

First Day of Kindergarten



Youtube videos – either children or parents are crying



(No transition practices)



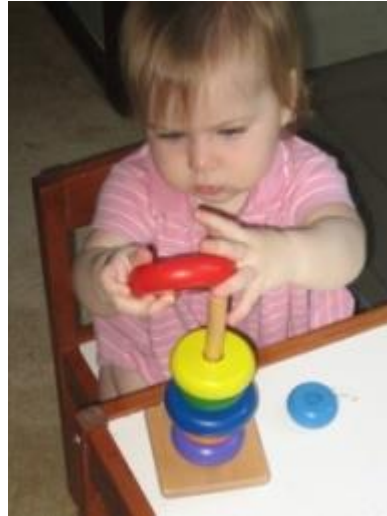
(Positive transition practices)

First Day of School

Early Experiences Matter

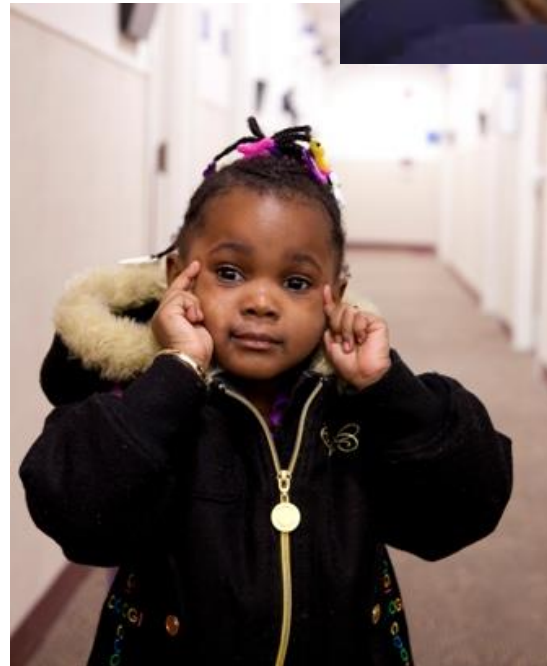


“Transition Practices” start long before the first day of school

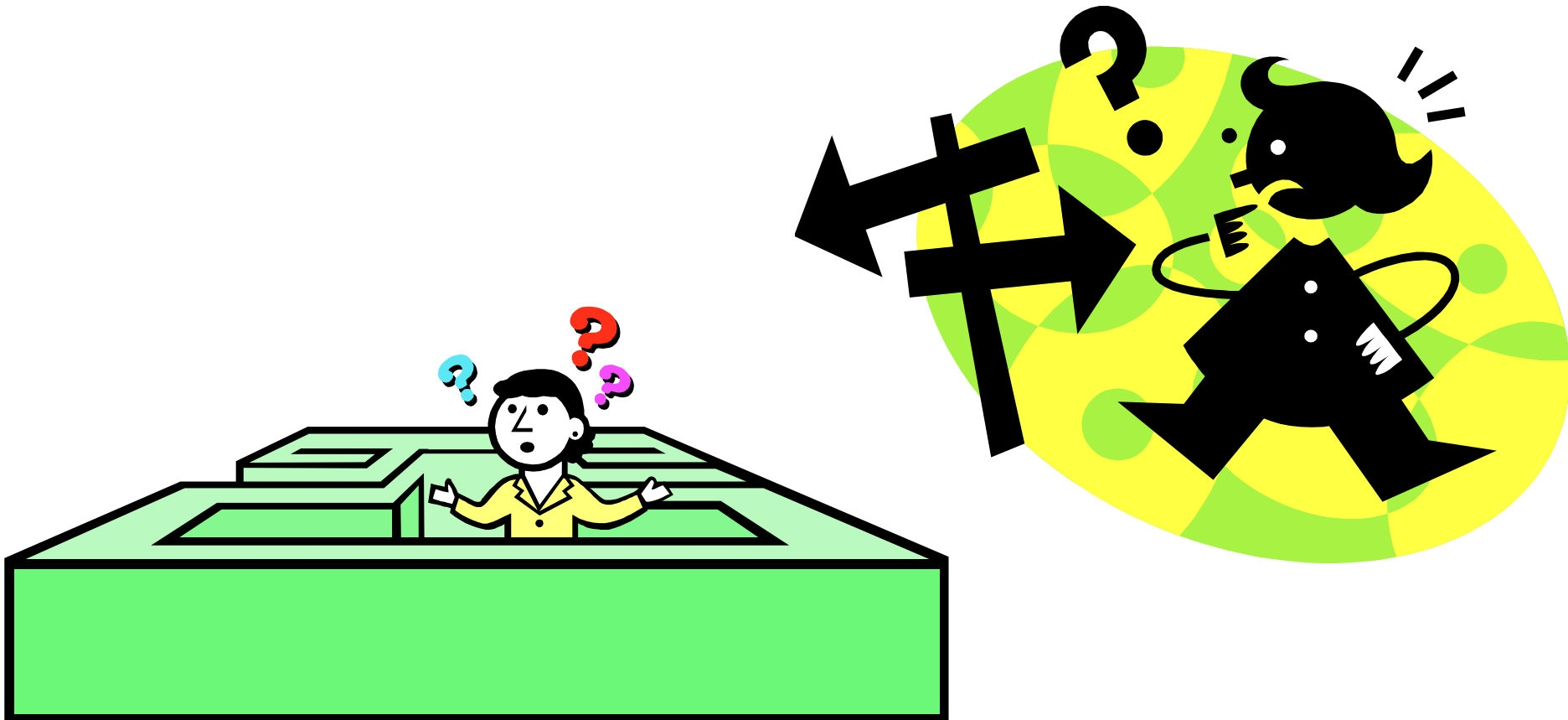




Healthy Children are Ready to Learn



**Being 'prepared' does
not happen automatically.**





If we set
goals we
will know
where we
are
headed,

and we will know when we
get there.



Transition Goals

- **Child goal:** To foster children's familiarity with the classroom setting and people within it
- **Family goal:** To foster family collaboration and involvement with the school
- **Community goal:** To facilitate the transition process within the community
- **School goal:** To provide children with stable high quality classroom experiences across time

Transition Experiences Families Found Useful

Transition Activity

- Had child visit a kindergarten classroom
- **Met with a kindergarten teacher**
- Met with the principal
- **Took a tour of the school**
- Talked with preschool staff about kindergarten
- **Visited the kindergarten classroom**
- Talked with parents of child's new classmates
- **Participated in elementary school-wide activities**
- Attended a workshop for **parents**
- **Met with child's anticipated kindergarten teacher**
- Attended an orientation to kindergarten

% of families who found the experience helpful

99%



89%

95%

100%



99%

97%

97%

100%



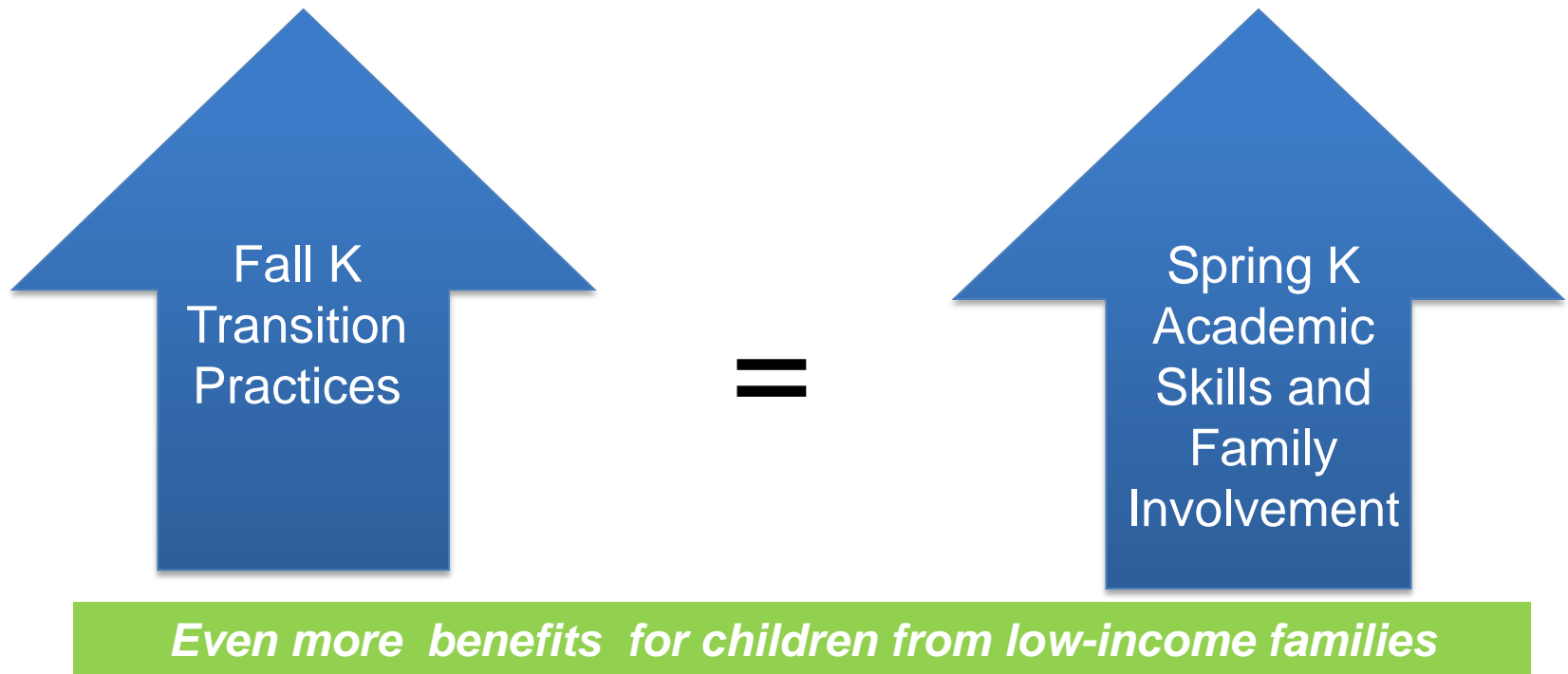
98%

92%

96%

Kindergarten Transition Practices are Associated with Academic Skills and Family Involvement in their Child's Education

- Early Childhood Longitudinal Study
 - 17,212 children, 992 schools



(Schulting, Malone & Dodge, 2005)

Children, Families and Elementary Schools Benefit from Connections

- **Children more socially ready**
 - *Helps them participate more academically*
- **Families more connected to school**
 - *Improved long-term student outcomes*
- **Teachers more prepared to support kids/families**
 - *Better relationships that lead to enhanced child outcomes*
- **Financially smart - *Low investment, high yield***

What Can You Do?

Some districts and their partners are known for strong transition practices, but there are always ways to make things even stronger.

We have some planning time today to help document small steps that can lead to even better child and family success.

What Will You do to Help Improve Transitions to Kindergarten?

- Planning sheet
- Take a moment to record some thoughts.
- Who will you share it with when you get back to work?

Transition Planning Reflection Sheet

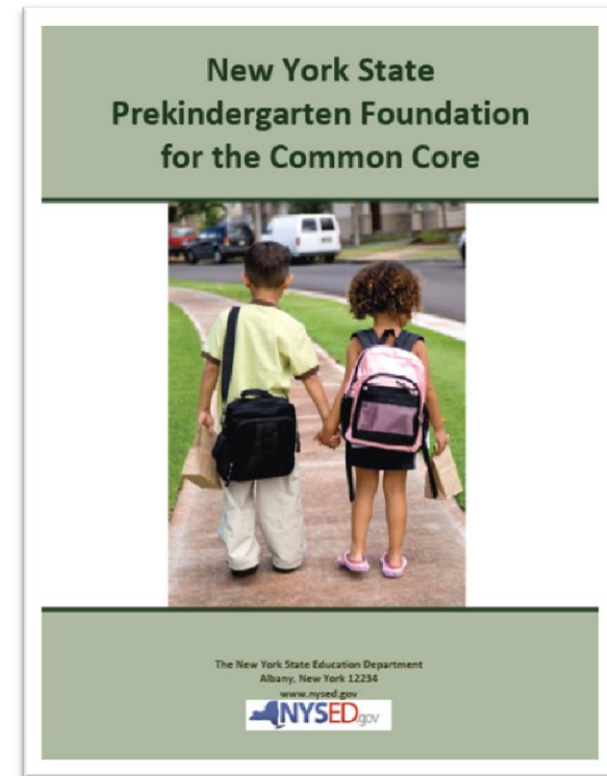
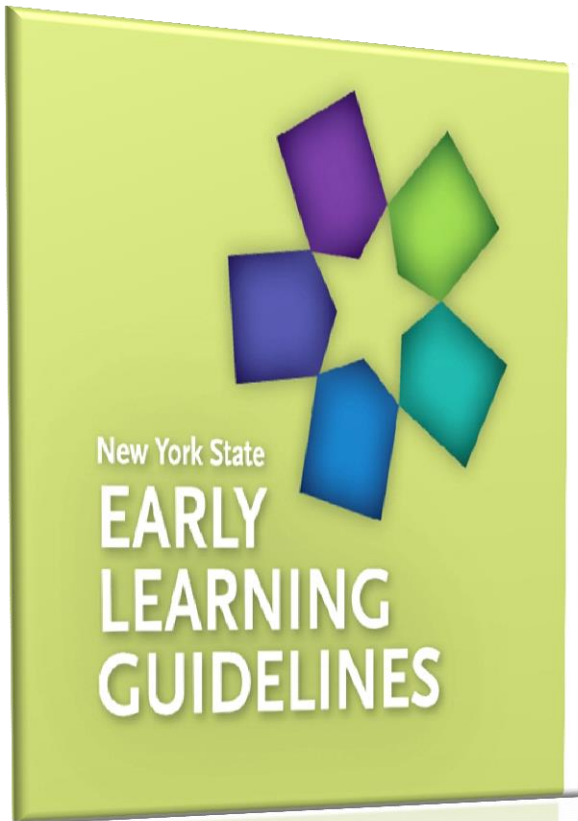
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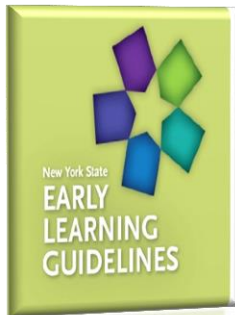
Transition Strengths: Currently going well	Needs Attention We need to write some transition plan goals.
New Transition Strategies	Action Plan: Who? What? By when? Meet with school teams, by May 2014

Make Connections

- At lunch try to sit with people who work in your area who you can partner with in the future.
- Join each others' transition teams.

Clear Alignment of State “Standards”





NYS Early Learning Guidelines show a developmental progression of typical child development, they are not a set of standards. They outline how children develop through each domain from birth to 5 years.

NYS Prekindergarten Foundation for the Common Core show a set of skills for children to know and be able to do at the end of the 4 year old preschool year.

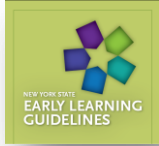
Head Start Child Development and Early Learning Framework provide a description of the building blocks that national Head Start research finds most important for a child's school and long-term success.

New York State Early Learning Alignment



**Patty Persell, Director
NYS Head Start
Collaboration Office
Spring 2012**

**New York State Early Learning
Guidelines
(Birth to 5 Years)**



Approaches to Learning

**Language, Communication and
Literacy**

**Social and Emotional
Development**

**Cognition and General
Knowledge**

**Physical Wellbeing, Health and
Motor Development**

**New York State Education
Department Prekindergarten
Learning Standards
(4 Years)**



Approaches to Learning

**Communication, Language,
and Literacy**

Social Emotional Development

**Cognition and Knowledge of
the World**

**Physical Development and
Health**

**Head Start Child Development and
Early Learning Framework
(3 to 5 Years)**



Approaches to Learning

**Language Development
Literacy Knowledge and Skills**

Social & Emotional Development

**Mathematics Knowledge & Skills
Science Knowledge and Skills
Creative Arts Expression
Logic & Reasoning
Social Studies Knowledge & Skills**

Physical Development & Health

English Language Learning is embedded throughout all domains

English Language Development

Cognition and General Knowledge: Mathematics

Head Start Child Development and Early Learning Framework

Number Concepts & Quantities: the understanding that numbers represent quantities and have ordinal properties.

Number Relationships & Operations: the use of numbers to describe relationships and solve problems.

Geometry & Spatial Sense: the understanding of shapes, their properties,

NYS Early Learning Guidelines

Number and Sense Operations:
Children demonstrate knowledge of numbers and counting

NYS Prekindergarten Foundation for the Common Core

Counting and Cardinality

Know Number Names and the Count Sequence.

1. Count to 20.
2. Represent a number of objects with a written numeral 0–5 (with 0 representing a count of no objects).

Count to Tell the Number of Objects

3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.
 - a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
 - b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
 - c) Understand that each successive number name refers to a quantity that is one larger.
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.

Compare Numbers

Money is Tight

“School districts can’t afford some of the transition activities they used to offer. “

- Virtual bus ride
- Virtual meet the teachers and classroom tour with YouTube link
- Invite **incoming** kindergarteners to school-wide events the year before (spring fling, to play on the playground, education fair, book fair, other school activities already planned)

Promising Practices

Kindergarten recruitment efforts

- Door to door – involve parents in effort
- Neighborhood festivals
- TV ads
- Radio
- Local papers
- Church bulletins
- Hospitals
- Laundromats/ Grocery Stores/ Hair Salons
- WIC offices
- “Go where the parents are”

OTB

Dad: Did you know it is time to register your 5 year old for Kindergarten? #



Recruitment Door Hanger

Sorry we missed you.

Register for Kindergarten

Call 555-1234

A free gift is waiting for you.

Are you 5 yet?



Is your child turning 5
before December 1?
Call 555-555 to register
for Kindergarten, visit
school and so much more!



Promising Practices

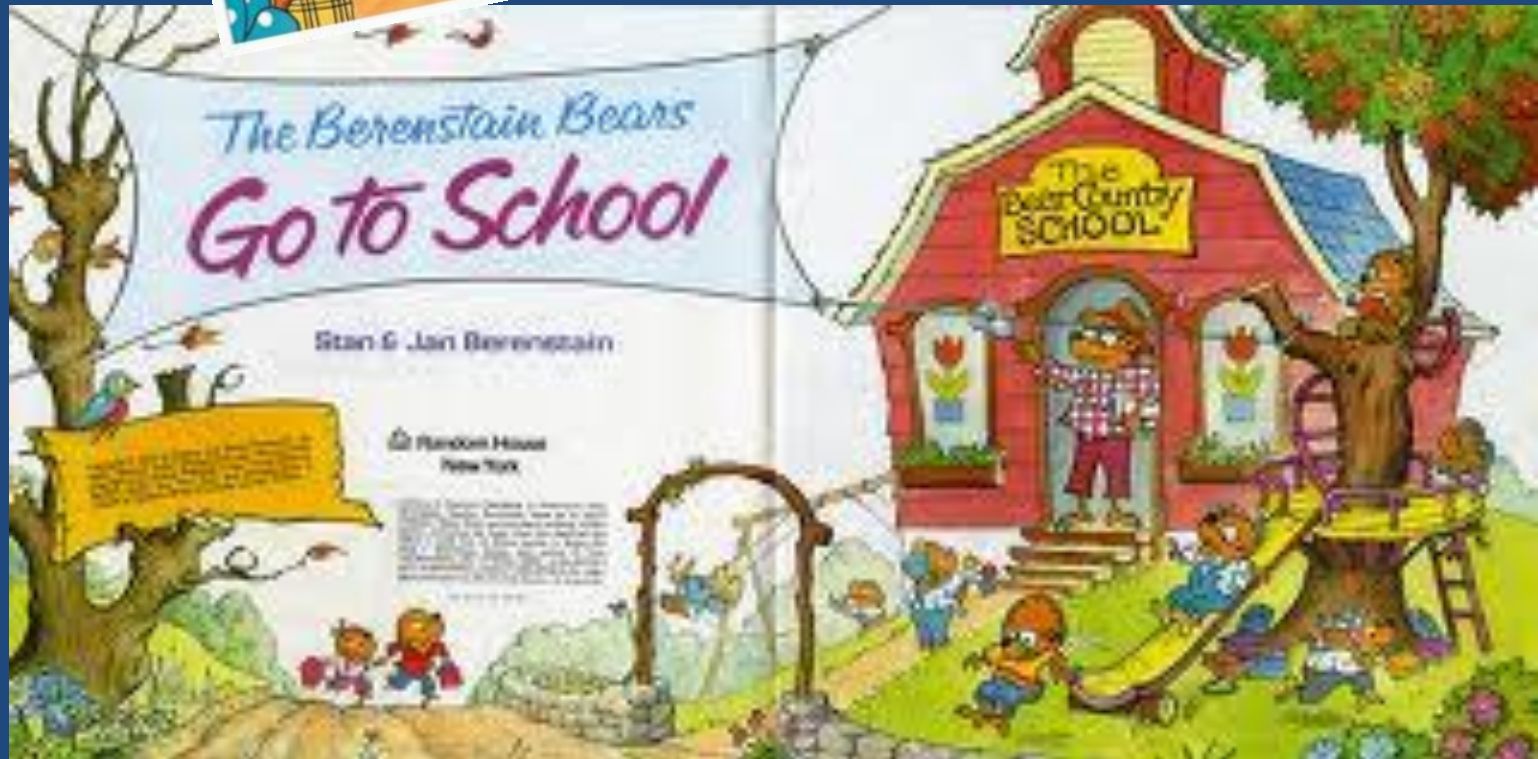
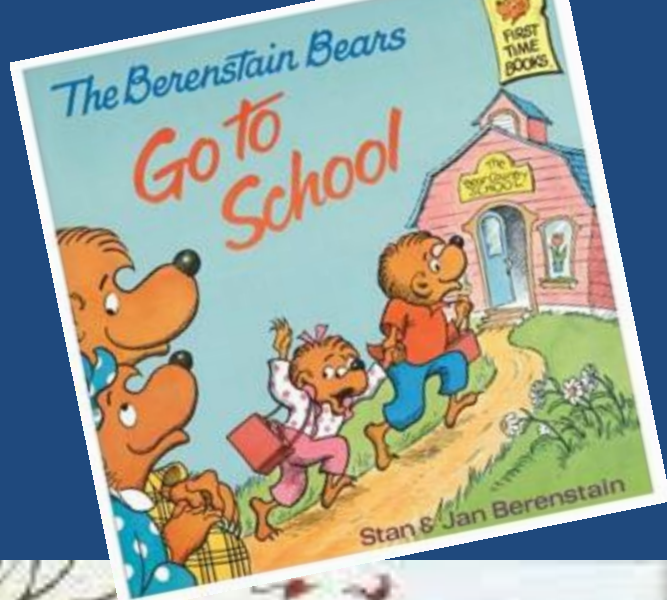
In a **prekindergarten** classroom the children spend the last 2 weeks in June practicing:

- Lining up like Kindergarteners
- Using cafeteria trays at lunch time
- Packing their own backpack to go home
- Using a take home folder each day

Promising Practices

- **Transition Teams** at each school/ center/zone
 - Meet regularly with local providers, parents
- **Parent Feedback Surveys** –how are we doing?
- **Year-Round Activities**
 - Children attend events at the school
 - “Readiness” activities at public library over the summer







Mama Bear noticed. "As a matter of fact," she said, "Sister and I are going to meet her new teacher tomorrow."

This year Sister would be starting kindergarten. And she wasn't quite sure how she felt about it.



“What will school be like, Mama?” she asked at bedtime.

“You’ll find out tomorrow,” said Mama as she tucked Sister in and kissed her good night.

and Sister
the long
dirt road
ool.



Handybear Gus was up on a ladder, fixing the roof.
"Hello!" said Mama. "This is Sister Bear.
She starts kindergarten next week."
"We'll be glad to have her," said Gus.
"Miss Honeybear is the kindergarten teacher.
You'll find her inside."

"Hello there!" said Miss Honeybear in a loud, jolly voice. "Come right in and look around!"

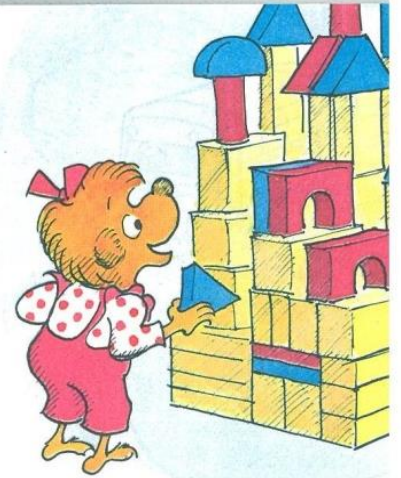
Sister thought Miss Honeybear's voice was a little scary. But she let Miss Honeybear take her hand and lead her into the kindergarten room.



What a big frie
curtains and table
just right for som



"What do you *do* in kindergarten?" Sister asked as they sat down for lunch.
"We read stories, sing songs, learn our ABCs, paint pictures, play games, make things out of clay, build with blocks—we do *lots* of things!" said Miss Honeybear.



Those were all things Sister liked
And she had never seen such big
or such fine blocks. There was even
barrel of clay. . . .

School might be fun, after all, till
by the time she and Mama started



But when the big morning came,
Sister began to worry again.

"Mama!" she said. "What if I
don't like school? What if I just
don't like it?"

Just then the big ye
pulled up to the tree h
"Stop worrying!" sai
"School is fun. You'll l
let's get going or we'll
He grabbed her han

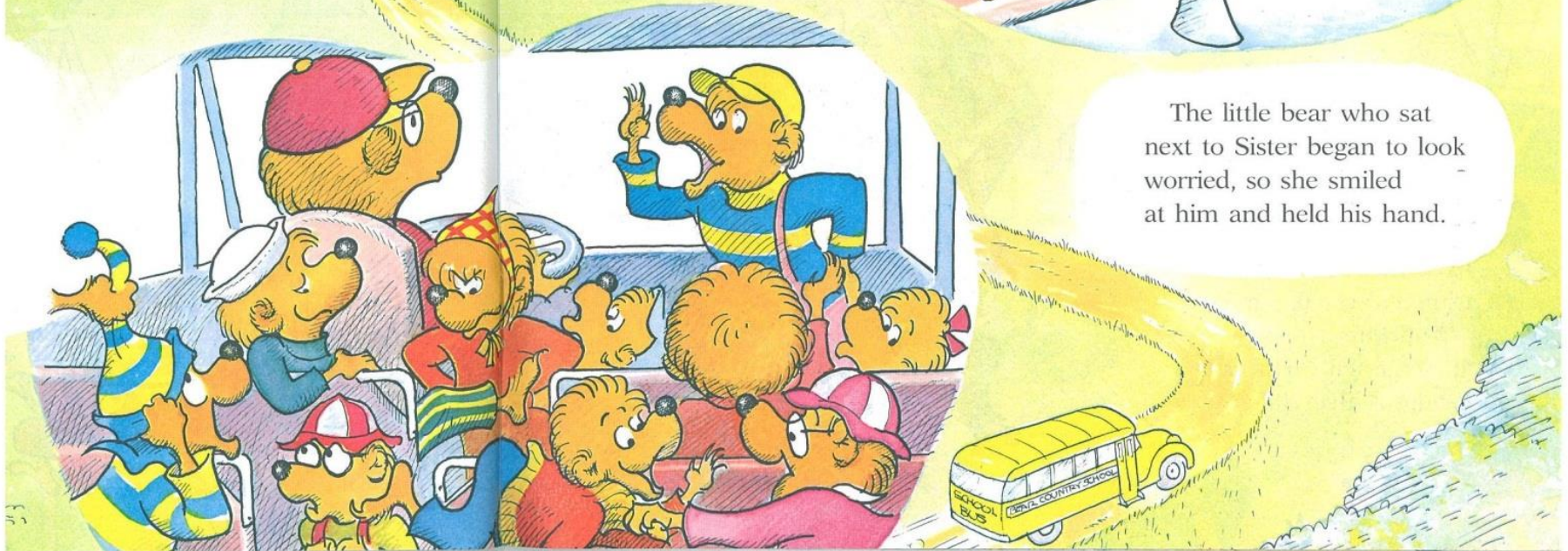


Every so often the bus stopped and more bears climbed on.

Most of them were excited like Brother. But some of the smaller ones were quiet like Sister.



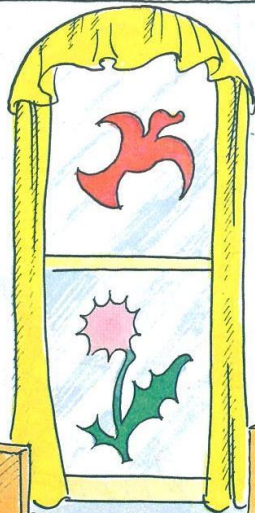
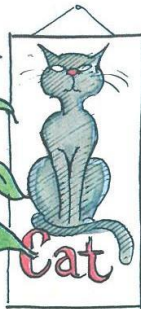
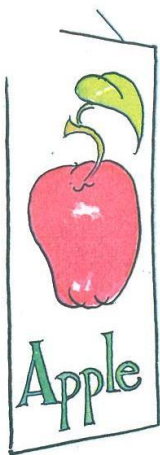
The little bear who sat next to Sister began to look worried, so she smiled at him and held his hand.



Positive transition practices

No transition practices

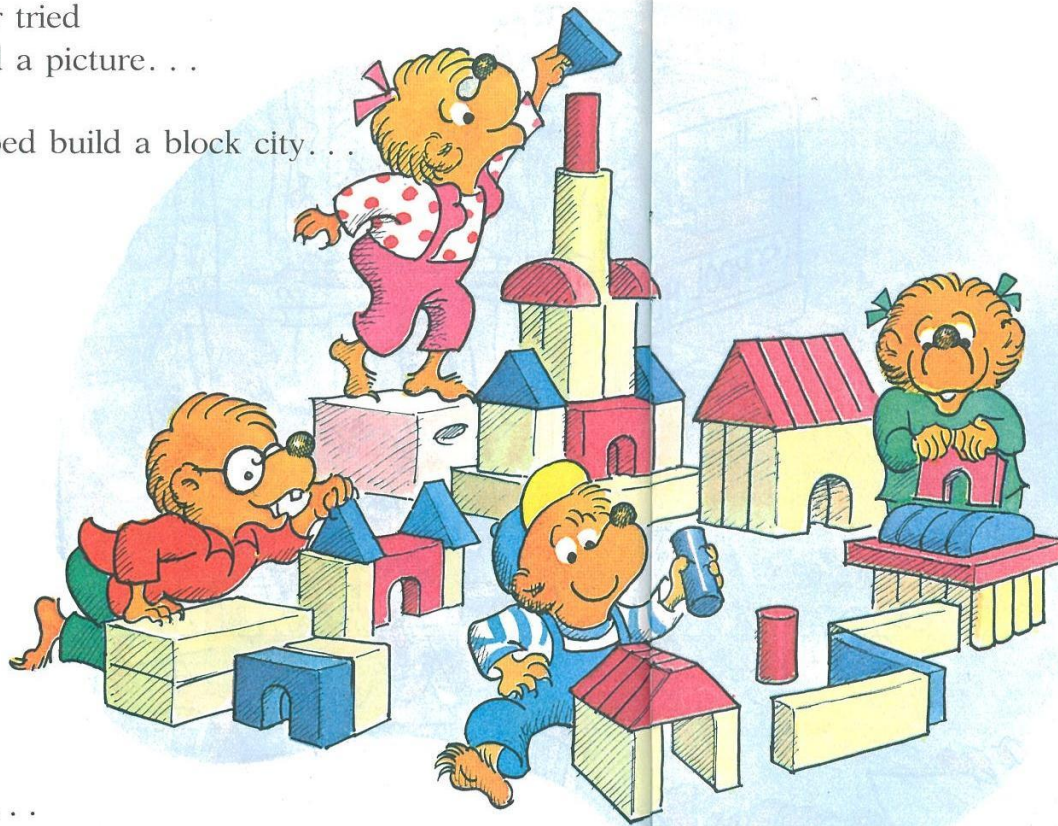




for the story, Sister tried
drawing. She painted a picture. . .



helped build a block city. . .



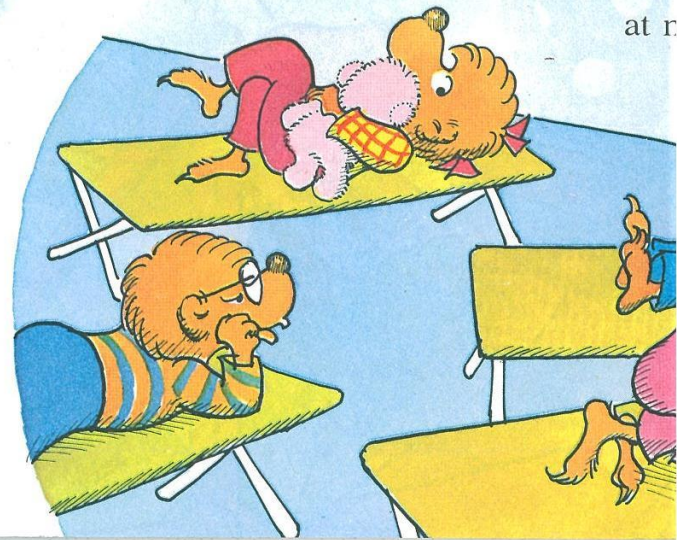
at clay doughnut. . .

and looked at the books.



She ate all of her
honey at snack time.

and
at r





When she climbed off the bus with Brother at the end of the day, Sister was the excited one.

"Mama! Papa! Look what I did in school today!" she said, holding up her painting.

We each play a role in ensuring children are 'ready' for kindergarten and kindergarten is ready for each child.



Transition Toolkit

New York State Education
Department

How Was Your Day?

- Did you make any new connections?
- Did you pick up some new ideas for your transition plans or committees to work on?

What Will You do to Help Improve Transitions to Kindergarten?

- Planning sheet in your folder
- Take a moment to record some thoughts
- Who will you share it with when you get back to work?

Transition Planning Reflection Sheet

I

Transition Strengths: Currently going well	Needs Attention
New Transition Strategies	Action Plan: Who? What? By when?

Ready



Not only with
a new
backpack,
ready on the
inside too!

The First Day of Kindergarten

Some Slides by

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National Center
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and Learning

For more Information

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