

**Transition from Preschool to Kindergarten
Benchmarks of Quality**

County Name: _____

Main Point of Contact: _____ Email: _____ Phone: _____

Team Members: _____

Date: _____

Guiding Principles/Practices and Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
Establish a Leadership Team	1. Team has broad representation that includes, at a minimum, a parent of a child enrolled in the preschool program, a preschool and kindergarten teacher, the NC Pre-K contract administrator or designee, a Head Start representative, a public-school preschool and kindergarten administrator.			
	2. Team develops an implementation plan that includes all of the Guiding Practice critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress. Action steps are identified to ensure achievement of the goals.			
Staff Buy-In	3. A staff poll is conducted in which at least 80% of staff indicate they are aware of and support the need for a transition from preschool to kindergarten program.			
	4. Staff input, and feedback is obtained throughout the process (formal and informal means). Leadership team provides updates on the process and data on the outcomes to program staff on a regular basis.			
Transition from Preschool to Kindergarten should be a year-long process with multiple activities during the year.	5. Multiple activities are held during the year to ensure a smooth transition from preschool to kindergarten.			
	6. Preschool programs and the local education agency have an agreed upon process for kindergarten orientation.			
	7. Information about kindergarten transition activities is shared with all families in the community.			
Throughout the school year, multiple opportunities should occur for preschool and kindergarten teachers to collaborate and participate in professional development.	8. Information about collaboration and professional development is shared with all preschool programs in the community.			
	9. Training will be provided on NC FELD, and ELI.			
	10. Time will be scheduled for multiple meetings to foster trust and relationship building between preschool and kindergarten teams.			
	11. Meetings will be scheduled to plan kindergarten orientation activities and take-home packets for families.			

Guiding Principles/Practices and Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
	12. Training is provided on the Teaching Strategies Transition Report for Preschool and Kindergarten teachers.			
	13. Opportunities are provided for Preschool and kindergarten teachers to discuss comparisons of NC FELD (Foundation for Early Learning and Development) and ELI (Early Learning Inventory).			
	14. Preschool teachers use positive acknowledgement for children demonstrating kindergarten readiness (such as “I Can Do” statements).			
Preschool teachers share child specific developmental data with families and kindergarten teachers.	15. A process is in place for sharing individualized information about each child with kindergarten teachers.			
	16. Events are planned for families, preschool teachers, and kindergarten teachers to meet.			
	17. Families are informed about NC FELD, ELI, and other important developmental information.			
	18. A process is in place for reviewing developmental data, answering questions, and providing families with useful experiences that they could do with their child to further growth and development.			
	19. For programs not using the Teaching Strategies GOLD platform, a process is in place to share individualized developmental information with kindergarten teachers.			
The Transition to Kindergarten Plan is a living document and should be revisited and revised on an ongoing basis to ensure Continuous Quality Improvement (CQI)	20. The Transition to Kindergarten Plan includes the three domains of relationships: information sharing and alignment of curriculum, assessment, shared training and shared activities.			
	21. The Transition to Kindergarten Plan includes activities to provide connections between children and schools, families and schools, early childhood programs and schools, and community and schools.			
	22. The Transition to Kindergarten Plan is reviewed on an ongoing basis, at least annually, to ensure CQI.			
TOTAL				

After totaling columns, add rows together and divide by 22 (total number of quality indicators to obtain
AVERAGE SCORE_____