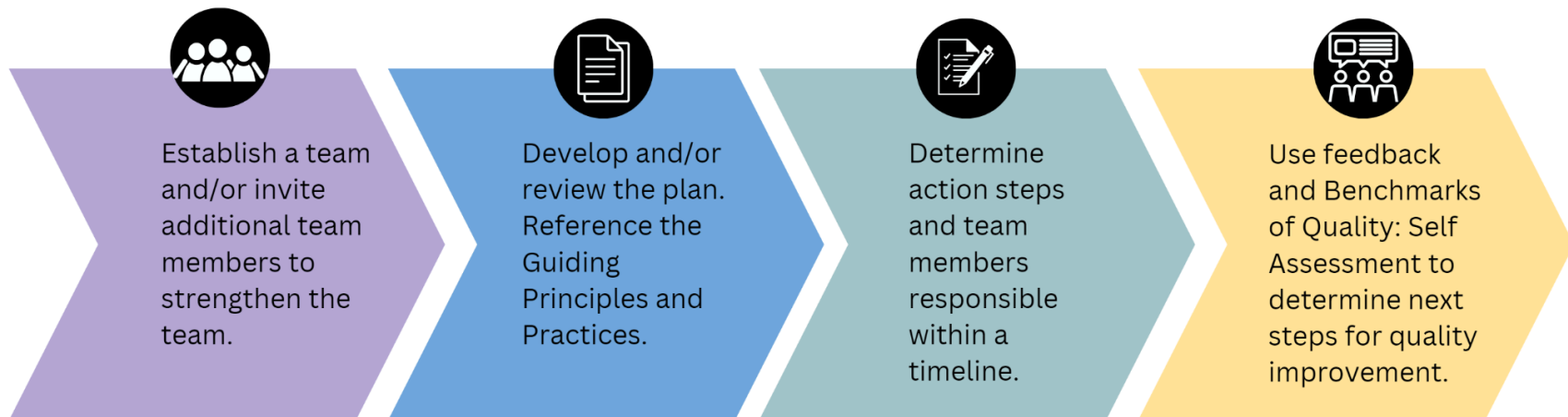


## Prekindergarten and Kindergarten Transition Planning Guiding Principles & Practices

Transitioning into prekindergarten and kindergarten are some of the most important events in the lives of young children and their families. For this reason multiple programs, including NC PreK, Head Start, and Title I require that activities are implemented to aid during these times of transition. This document has been developed as part of a cross-agency effort and includes substantial stakeholder input. The purpose of this document is to develop consistent transition practices and procedures between local prekindergarten and kindergarten programs within communities in North Carolina.

**Purpose:** Use this document to familiarize/refamiliarize the Community Transition Leadership Team with the Guiding Principles and Practices. Questions are provided to facilitate discussion about current practices and to guide the development of the plan.



TEAM & PLAN
<b>Guiding Principle 1: A Community Transition Leadership Team is established and a framework for the Transition Plan is developed.</b>
Practices
<p>The Community Transition Leadership Team has broad representation. Team members include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• a family member/guardian of a child enrolled in prekindergarten,</li> <li>• a family member/guardian of a child who is in kindergarten,</li> <li>• a prekindergarten teacher,</li> <li>• a kindergarten teacher,</li> <li>• the NC Pre-K contract administrator or designee,</li> <li>• a Head Start representative,</li> <li>• the local homeless liaison,</li> <li>• a public school prekindergarten administrator,</li> <li>• a public school district administrator,</li> <li>• an elementary school principal,</li> <li>• a childcare administrator,</li> <li>• a charter school representative (if applicable)</li> </ul>
Guiding Questions
<ol style="list-style-type: none"> <li>1) How often will the team meet during the year?</li> <li>2) How will the team recruit members to ensure broad representation?</li> <li>3) How will the team collaboratively develop the transition plan that includes all 6 Guiding Principles?</li> <li>4) How will the transition plan be communicated to all stakeholders?</li> </ol>
Notes

ACTIVITIES THROUGHOUT THE YEAR
<b>Guiding Principle 2: The Plan includes multiple activities throughout the year to support the ongoing transition process into prekindergarten and from prekindergarten to kindergarten.</b>
Practices
<p>Activities may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• facilitating events (ex. information night, registration fair, invitations to meet kindergarten teachers, school visits) for children and families throughout the year,</li> <li>• offering application/registration information and assistance,</li> <li>• partnering with various community organizations to reach the greatest number of families in the community (ex. prekindergarten programs, schools, Head Start and Early Head Start programs, Health Department, local libraries, local businesses, pediatricians' offices, Smart Start, etc.).</li> </ul>
Guiding Questions
<p>1) In what month will transition activities begin?</p> <p>2) Which community partners will you collaborate with to disseminate the information?</p> <p>3) How will information about the prekindergarten application process and kindergarten registration be shared with the greatest number of families?</p> <p>4) How will information about kindergarten registration and transition activities be shared with Head Start, Early Head Start and/or private community-based childcare programs, including church prekindergarten programs?</p>
Notes

## COLLABORATION & PROFESSIONAL DEVELOPMENT

**Guiding Principle 3: The Plan includes multiple opportunities for prekindergarten and kindergarten teachers to collaborate, participate in professional development, and explore the alignment of prekindergarten and kindergarten processes and standards.**

### Practices

Examples of collaborative opportunities include, but are not limited to:

- examining the NC Foundations for Early Learning and Development (NC FELD), the kindergarten entry assessment (KEA) skills, and the Kindergarten Standard Course of Study (SCOS),
- reviewing early literacy strategies aligned to the science of reading,
- collaboratively designing or reviewing “All About Me” Forms,
- designing or reviewing home activity packets for “What to Expect in Kindergarten”,
- planning kindergarten transition activities,
- identifying and/or developing and using a bank of “I can” statements,
- comparing and discussing approaches to instruction between prekindergarten and kindergarten,
- discussing shared prekindergarten child assessment information with kindergarten teachers.

### Guiding Questions

- 1) What opportunities will be provided for teachers to explore the alignment of standards, practices, curriculum, assessment, classroom environments, etc.?
- 2) How will the team determine what professional development is needed?
- 3) What professional development will be provided (including community-based prekindergarten programs)?

### Notes

FAMILY ENGAGEMENT	
<b>Guiding Principle 4: The Plan includes multiple opportunities for families to engage in the transition process by sharing information with prekindergarten and kindergarten teachers.</b>	
Practices	
<p>Examples of shared information include, but are not limited to, family members:</p> <ul style="list-style-type: none"> <li>• providing information about their children and families,</li> <li>• completing an “All About Me” form,</li> <li>• providing information about how their children demonstrate skills and abilities outside of school,</li> <li>• providing feedback for and about transition processes and activities.</li> </ul>	
Guiding Questions	
<ol style="list-style-type: none"> <li>1) How will families provide information about their children and families?</li> <li>2) How will families provide information about how their children demonstrate skills and abilities outside of school?</li> <li>3) How will you engage families in the transition process prior to the beginning of the school year?</li> <li>4) How will families provide feedback for and about the transition process and activities?</li> </ol>	
Notes	
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DATA SHARING
<b>Guiding Principle 5: The Plan includes opportunities for prekindergarten and kindergarten teachers to share child specific assessment and other developmental data.</b>
Practices
<p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• meeting with families several times during the year to review and share children's progress toward developmental milestones,</li> <li>• sharing information about typical developmental milestones and goals with families,</li> <li>• providing families with useful experiences that they could engage in with their child to support further growth and development,</li> <li>• sharing individual assessment and other developmental data with kindergarten teachers for every prekindergarten child.</li> </ul>
Guiding Questions
<p>1) What will the process be for sharing information with families?  2) How often will information be shared with families?  3) What will the process be for sharing individual assessment and other developmental data with kindergarten teachers?</p>
Notes

CONTINUOUS IMPROVEMENT
<b>Guiding Principle 6: The Plan is a living document and should be revisited and revised on an ongoing basis to ensure Continuous Quality Improvement (CQI).</b>
Practices
<p>Strategies to support continuous improvement include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• reviewing of Guiding Principles and Practices,</li> <li>• completing the Benchmarks of Quality self assessment,</li> <li>• collecting feedback from staff and families related to transition activities to inform amendments.</li> </ul>
Guiding Questions
<ol style="list-style-type: none"> <li>1) How often will your team review and revise your plan?</li> <li>2) What will be the process for completing the Benchmarks of Quality Self-Assessment?</li> <li>3) How will feedback data be collected from staff and families and used to inform updates and improvements to the transition plan?</li> </ol>
Notes