


Where on the map are you?

While you are waiting for the webinar to begin, please introduce yourself in the chat box:

- Tell us your name
- What is your current role, and
- Where on the map are you?



Participation Note:
We love Wi-Fi, but for the best webinar experience, please make sure you are hardwired to an Ethernet cable.
Using Wi-Fi alone may result in problems with viewing the short videos we plan to share during this webinar.

NCECDTL

1



Education Manager Series:
Using Professional Development to Support Transition to Kindergarten

February 26, 2019

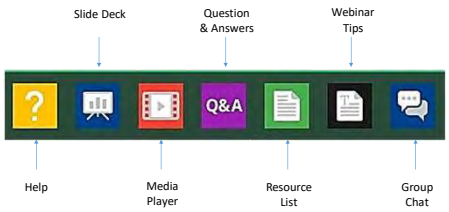
Presenters:
Roselia Ramirez, NCECDTL
Lisa Woodruff, NCECDTL

NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

NCECDTL

2

New Webinar Features



Slide Deck Question & Answers Webinar Tips

Help Media Player Resource List Group Chat

NCECDTL

3

Session Objectives

At the end of this presentation, you should be able to:

- Determine how strategies, such as shared professional development, can help build successful transition experiences across Head Start programs and receiving schools
- Utilize shared professional development between Head Start programs and receiving schools to support shared expectations about kindergarten readiness
- Use joint professional development efforts to build relationships between all receiving schools including Head Start programs

NCECDTL

4

Session Agenda

Here's what we're doing today:

1. Defining transition
2. Sharing recommended practices
3. Discussing transition strategies
4. Exploring elements for alignment
5. Discussing Shared Professional Development
6. Sharing resources

NCECDTL

5

Insert Poll

Question: Focus on transition begins when the child enters a preschool setting?

True
False

NCECDTL

6


Insert Video

<https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

ECEDTL

7

Defining Transition




Transition refers to the process of a child moving from one program or setting to another. When children make the transition from preschool to elementary school, they must adjust to new settings and situations – including new rules and expectations, new ways of learning, new relationships with peers and adults, and new physical surroundings. The earliest years are the cornerstone of effective P-20 systems and the foundation upon which subsequent learning is built. Yet there is a persistent gap in the transition between preschool to kindergarten.³

ECEDTL

8

Transition Continuum




ECEDTL

9


 **2016 Head Start Program Performance Standards**
Part 1302 Subpart C—Transition Services §1302.70-72

The 2016 Head Start Program Performance Standards (HSPPS) include transition regulations that all Head Start grantees must follow. It is important that Head Start staff know the standards to ensure their practices for transitions from Early Head Start to Head Start, Head Start to kindergarten, and between programs are in compliance. The standards call for family and community collaboration and implementing strategies and practices that support successful transition.







10

 **Recommended Practices for Families:**

- Preparing families for transitions
- Providing families with information in a variety of ways, and in a method in which they can understand (home language)
- Sharing of all the potential service options that are available for children
- For children with identified special needs, encourage families to invite service providers to IEP/IFSP team meetings





11


 **Recommended Practices for Community Engagement**

- Provide resources to support self-sufficiency and individualized needs
- At the community level, building awareness and partnerships
- Developing and maintaining Interagency Agreements







12


 **Five Tips to Support Receiving School Readiness:**

- Identify your receiving schools
- Find out what they expect
- Attend a School Board meeting
- Attend a PTA meeting, meet the PTA board members
- Identify something that your Head Start program has that could benefit the school





13

 **“Planning is bringing the future into the present so that you can do something about it now.”**

“Failing to plan is planning to fail”





Alan Lakein



14

Transition Strategies





15

Examples of Child and Family Strategies

- Field Trips- Children visit the kindergarten classroom
- Guest Speakers- Kindergarten teacher and/or Principal visits to the preschool classroom
- Head Start teacher home visits
- Workshops and networking for parents of young children
- Attendance at schoolwide events for families and children
- Kindergarten orientation sessions before school starts
- Parent-child learning programs held in receiving schools



ECDTL

16

Examples of Program-Level Transition Planning Strategies



- Use common transition forms
- Creation of transition teams and transition liaisons
- Joint professional development
- Shared data
- Teacher-to-teacher conferences

ECDTL

17

Insert Poll:

The program that I support uses the following strategies to support effective transitions:

- Use of common transition forms across multiple programs and schools
- Creation of transition teams and transition liaisons in districts and schools
- Joint professional development for early education and early-grades teachers
- Shared data and common data points across systems
- Teacher-to-Teacher conferences

ECDTL

18

Examples of Program-Level Transition Planning Strategies

- Use of common transition forms across multiple programs and schools
- Creation of transition teams and transition liaisons in districts and schools
- Joint professional development for early education and early-grades teachers
- Shared data and common data points across systems
- Teacher-to-Teacher conferences



NCECDTL

19

Examples of Program-Level Transition Planning Strategies


- Use of common transition forms across multiple programs and schools
- Creation of transition teams and transition liaisons in districts and schools
- **Joint professional development for early education and early-grades teachers**
- Shared data and common data points across systems
- Teacher-to-Teacher conferences



NCECDTL

20

Shared Professional Development & Alignment



NCECDTL

21

Professional Development

Building Capacity

Individual Practices

Skills

Knowledge

NC ECDTL

22

Transition Connections

Child–School
To foster children’s familiarity with the classroom setting and people

Family–School
To foster family collaboration and engagement with the school

Program–School
To provide children with stable, high quality classroom experiences

Community–School
To facilitate the transition process within the community

NC ECDTL

23

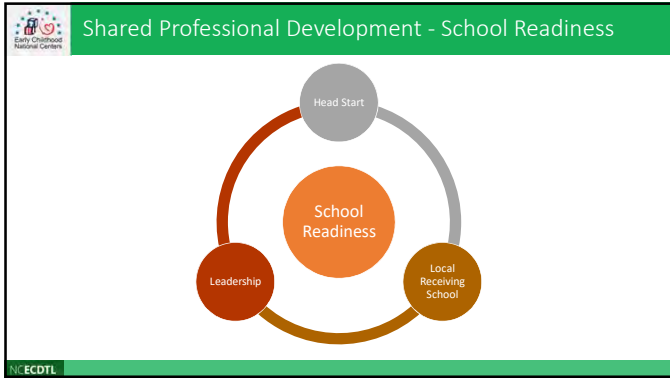
Transition Strategies to Support Alignment

Alignment between the preschool and kindergarten settings:

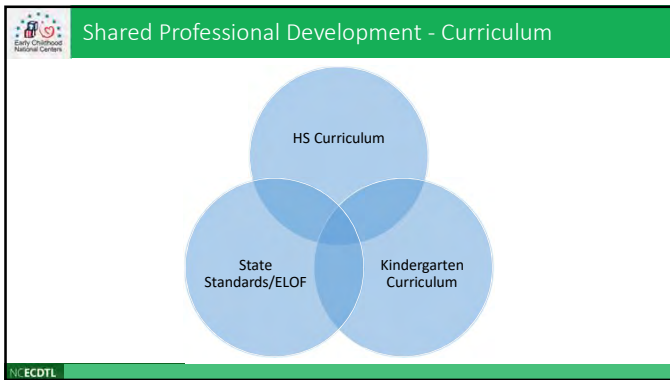
- School readiness expectations (and teacher beliefs)
- Curriculum
- Child assessment
- Family support and engagement
- Other areas of potential alignment?

NC ECDTL

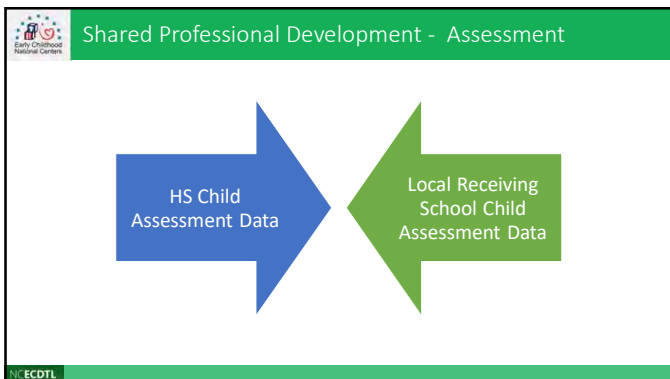
24



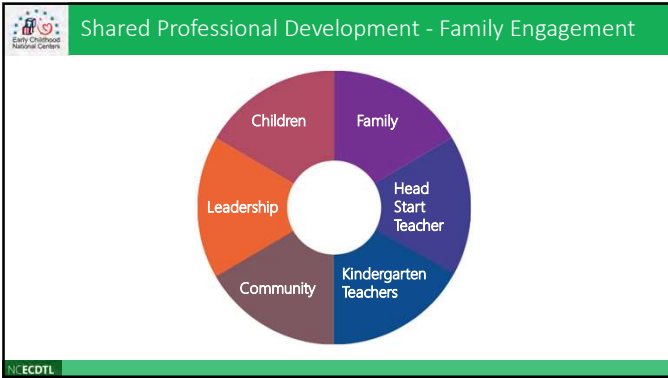
25



26



27



28

Preschool and Kindergarten Alignment

Children from low SES families were disproportionately negatively affected by exposure to misalignment in teacher's beliefs.

Abry, Latham, Bassok & LoCasale-Crouch, 2015

29

Alignment Strategies – What does the research say?

Transition practices that center on individual children's strengths and needs are particularly promising strategies:

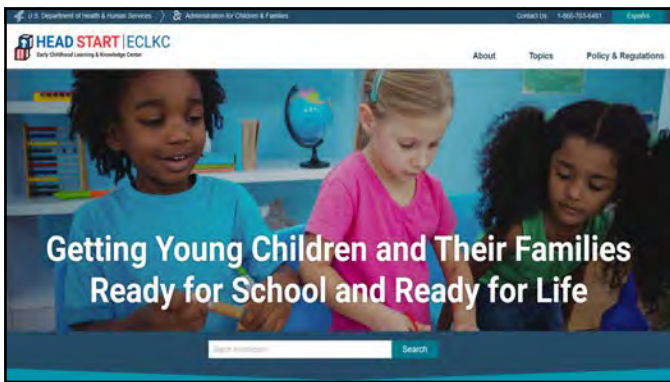
- Sharing data and information about children's development, interests, and approaches to learning
- Sharing information about curricula and learning experiences
- Sharing information about instructional objectives and strategies

What other strategies can support greater alignment for children and families?

30



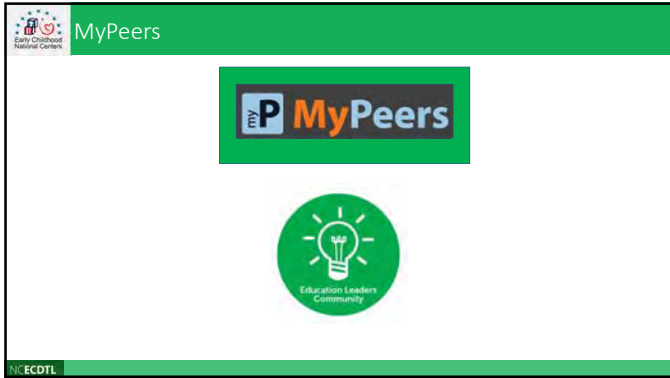
31



32



33





34



35




36

Contact us at ecdntl@ecetta.info
or call (toll-free)
1-844-261-3752

ECDTL

37



Transition Resources for Staff and Families

Supporting Transitions: Using Child Development as a Guide

- <https://eclkc.ohs.acf.hhs.gov/transitions>

Early Childhood Transitions: Supporting Children and Families

- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-transitions.pdf>

Supporting Transitions: Early Educators Partnering with Families


- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/supporting-transitions-brief-two.pdf>

Effective Early Childhood Transitions: A Guide for Transitions at Age Three- Early Head Start to Preschool

- <https://www.wested.org/resources/effective-early-childhood-transitions-a-guide-for-transition-at-age-three-early-start-to-preschool/>

ECDTL

38



Transition Resources for Staff and Families

A Guide for Georgia Schools on Kindergarten Transition

- <https://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Documents/Parent%20Engagement/Building-Cap/Kindergarten%20Transition%20Manual%20for%20Educators.pdf>

Dr. Deborah Bergeron Office of Head Start Director August 2018 Vlog


- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/transcripts/001799-OHS%20Director-VLOG-Aug-2018.pdf>

Transitions and Alignment: From Preschool to Kindergarten-Special Report from the Education Commission of the States

- www.ecs.org

ECDTL

39

 Transition Resources for Staff and Families

Administration for Children & Families: Office of Child Care and Office of Head Start: Collaboration Pyramid

- https://childcareta.acf.hhs.gov/sites/default/files/public/quilt_collaborationpyramid_0.pdf

ECDFL
