

Kindergarten Transition

Focus Questions and Research





Arizona Department of Education
Early Childhood Education

ECQUIP

Early Childhood Quality Improvement Practices



Standards and Rubric for Program Assessment



Do you have an ECQUIP team?

Do you have a current kindergarten transition team?

- “Transition is not simply an event best represented by the first day of school, nor is it a procedure that can successfully occur by happenstance.”

Pianta & Kraft-Sayre, *Successful Kindergarten Transition*, 2003



What is your current plan for kindergarten transition and how do your preschool and kindergarten staff collaborate?

- “Specifically, relationships between preschool teachers and kindergarten teachers, among peers, and between families and schools can serve as a bridge from preschool to kindergarten and foster children’s adjustment.”



Pianta & Kraft-Sayre
Successful Kindergarten
Transition, 2003

Does the plan include families?

- “Although both families and educators have legitimate roles and responsibilities, the emphasis is not on the roles families can play for schools. Rather, the emphasis is on relationships; specifically, how families and educators work together to promote the academic and social development of children. The partnership approach underscores that the attitude between partners is integral to the success of the relationship.”

S. L. Christenson, *Families and Schools: Rights, Responsibilities, Resources and Relationships*, 1999



Does the plan include off-campus child care facilities?

- “Elementary schools’ efforts to reach back to pre-kindergarten counterparts continue to be an overlooked and underutilized practice, and likely will remain so unless school district policies are changed to respect and facilitate such outreach as a vital element of children’s educational experience.”

LoCasale-Crouch et al., *Pre-kindergarten Teachers’ Use of Transition Practices and Children’s Adjustment to Kindergarten*, 2007



Does the plan include a teacher professional development component?



- Only 22.7% of the kindergarten teachers surveyed said that they had received strategies for enhancing transitions and only 24.1% reported having specialized training on transition. Of the 24.1% only 2.3% described a training that was specific to transitions and most of the others had general early childhood training.

Early, Pianta & Cox, *Kindergarten Teachers and Classrooms: A Transition Context*, 2010

Does the plan include activities specific to children with special needs?

- “Schools and families have been addressing the transition needs of children with disabilities longer than for typically developing children.”
- “Research suggests that half of typically developing children experience some degree of difficulty during the transition to kindergarten in the absence of any significant risk factors.”

Early, Pianta & Cox, *Kindergarten Teachers and Classrooms: A Transition Context*, 2010

Weildenger & McIntyre, *Family Concerns and Involvement during Kindergarten Transition*, 2010



Does the plan include a literacy component?

- “The teacher and transition coordinator create learning activities for home, such as early literacy activities, sorting activities, word or letter learning games, and so forth.”

Pianta & Kraft-Sayre, Successful Kindergarten Transition, 2003



What support is needed to implement the ideal plan for kindergarten transition?

- The first barrier found was no funding for work to be completed during summer hours or hours prior to school opening for activities such as home visits or open houses before school starts. The second barrier was receiving class lists too late to conduct activities prior to school opening.

La Paro, Kraft-Sayre, Pianta, *Preschool to Kindergarten Transition Activities: Involvement and Satisfaction of Families and Teachers*, 2003

- Support of school and district administration

AZ Focus Groups

