

New Hampshire Kindergarten Transition Planning Workbook

The purpose of this document is to help schools plan and evaluate the kindergarten transition process in their community. Prior to reviewing the transition practices endorsed by the Task Force, it is important for schools to identify their transition team and reflect on the practices that are already in place (Steps 1-2). The next step is for transition teams to review the transition practices endorsed by the Task Force and set goals for transition practices in their schools (Steps 3-4). After implementing the transition practices detailed in this Toolkit, the transition team should meet and evaluate the transition practices to inform transition planning for the next cohort of kindergarten students (Step 5).

Categories of transition practices identified by Task Force:

1. **Practices that promote relationships with children and families**, which set the stage for family partnerships and are at the core of successful transitions (Readiness Camps, Family Visits/"Meet and Greet", Orientation, Completing Surveys, and Home Visits).
2. **Practices that build relationships with Early Childhood Education (ECE) programs** to benefit children through strengths-based approaches that facilitate a strong start in kindergarten (Classroom Observations, Transferring Children's Records, Supporting Kindergarten Enrollment).
3. **Timely, ongoing practice** that occurs early in the teacher and parents/caregivers relationship and can continue throughout the kindergarten year (Sharing Information).

NH Kindergarten Transition Planning Workbook

Step 1: Identify Kindergarten Transition Team

Who is involved in organizing and implementing transition practices? If you do not have a transition team established, consider including representatives for those who are directly impacted by transition (teachers, administrators, families, community members/partners). Designate a leader (“transition coordinator”) to ensure that someone is responsible for overseeing this process and directing the process in a thoughtful way that benefits families and schools.

Team Members:	Role:	Responsibilities:

Designated Transition Coordinator: _____

Step 2: Assess Current Transition Practices

Fill in the matrix below with current transition activities practiced in your community, deciding what type of connection each activity fosters and the which category it falls under? Put a checkmark next to activities endorsed by the NH KEA Transition Task Force. Last, complete the Evaluation column of the matrix with evidence you have that practices are or are not working.

Connection Fostered	Promote Relationships with Children and Families prior to K entry	Build Relationships with ECE Programs prior to K entry	Ongoing Practice throughout school year (e.g. sharing information)	Endorsed by Task Force (✓)	Evaluation
Child-School					
Family-School					
Program-School					
Community-School					

Step 3: Identify Goals

Think about the transition practices in place currently based on the matrix you completed in Step 2 and whether or not they are working. Look at the Kindergarten Transition Practices endorsed by the Task Force as you identify up to four activities or goals for improving the kindergarten transition experience in your school. This could include addressing areas in need or intensifying areas already focused on.

Fill in your transition team's goals:

1. _____
2. _____
3. _____
4. _____

Step 4: Action Steps for Goals

Identify the steps to reaching your goals, such as revising or implementing a new transition practice. Consider the ideas of various stakeholders in the transition process as you think about the steps needed to reach the goals. Then, use these goals and action steps to adjust/change the transition practices put in place by your school.

Goal addressed	Type of connection and category (e.g. family-school, ongoing practice)	Transition Practice	When does the transition practice occur?	Who needs to be involved?	Potential barriers and solutions	Who is responsible for follow-up and when?

Step 5: Evaluate Transition Practices

Following the implementation of transition practices to meet the needs of children and families in your community, the final important step is to evaluate what worked and what could be done differently next time. The transition team should reconvene and complete this form in coordination with the process to review Kindergarten Entry Assessment data. Ideally this should be done by parent/teacher conference time in your first quarter/trimester. Consider what data you will use as part of this evaluation. *Is there data your school already collects that could inform your evaluation of transition practices (survey/poll, anecdotal)? Do you need more targeted data in the form of feedback from those involved in transition practices (e.g. brief survey/poll of families or ECE providers, focus groups with families/ECE providers/community partners, PLCs with school staff)?* Once you have data collected to review, complete this form to evaluate the transition practices your school implemented and inform your transition plan for the next cohort of children entering kindergarten.

School: _____

School Year: _____

Transition Practice	Transition practice category (see below)	When did practice occur	Evidence: Type of data collected (what/from whom)	Evaluation: Did it work or not?	Identify any changes to practice	Who is responsible?

Categories of transition practices identified by Task Force:

1. **Practices that promote relationships with children and families**
2. **Practices that build relationships with Early Childhood Education (ECE) programs**
3. **Timely, ongoing practice** that occurs early in the teacher and parents/caregivers relationship and can continue throughout the kindergarten year

