

# Self-Assessment Tool for Effective Transition from Prekindergarten to Kindergarten

## Considerations for an effective transition plan

- Positive relationships among all stakeholders
- Effective communication
- Coordination of sequenced plan with alignment
- Collaboration between Preschool, Child Development Center (CDC) and School District
- Consideration of children’s individual needs and their families

## How to use this self-assessment tool

*Read each practice and/or strategy carefully and choose the answer that best fits your current transition plan.*

*List in the evidence column what has informed your choice.*

	<b>1</b> Seldom or Never (0 – 25%)	<b>2</b> Some of the Time (25 – 50%)	<b>3</b> Occasionally considered (50 – 75%)	<b>4</b> Frequently considered (75 – 100%)	<b>Probing Questions</b>	<b>Evidence</b> Briefly describe the evidence used to inform this choice
Example: District is aware of the approximate number of students entering Kindergarten each fall				<b>X</b>	<i>Is there a system in place to inform Districts of incoming students?</i>	<i>Districts are given expected students to enroll in Kindergarten from CDCs or preschools</i>

## Key

**ECC:** Early Childhood Center (including all preschool, Child Development Center, Child Development Service, and Head Start staff, IEP team, EC liaison, etc.)

**District:** Kindergarten teachers, IEP team, Transition liaison, Administrators



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<b>Planning</b>	1	2	3	4	Probing Questions	Evidence
	Briefly describe the evidence used to inform this choice					
ECC, Districts, and families collaborate to systematically and regularly exchange expertise, knowledge, and information to build team capacity and jointly solve problems and plan.					<p><i>Are ECC staff aware of kindergarten expectations?</i></p> <p><i>Is ECC staff involved in standards alignment meetings with the District?</i></p> <p><i>Do District and ECC personnel perform reciprocal visits to share learning policies, procedures, programs and curricula?</i></p> <p><i>Does joint professional development include approaches that are grounded in research and application?</i></p>	
A primary contact person for transition has been identified within each program or agency (ECC and District)					<p><i>Has the ECC designated a staff member as the Transition point of contact for their center if no liaison is appointed?</i></p>	
The ECC or District has a part-time or full-time transition liaison.					<p><i>Does the ECC and District have an individual dedicated to the planning, organization, and facilitation of transition to kindergarten?</i></p>	

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<p><b>Planning</b></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p><b>Probing Questions</b></p>	<p><b>Evidence</b> Briefly describe the evidence used to inform this choice</p>
<p>Communication is established and maintained between the ECC and the District</p>					<p><i>Does the ECC and District have a documented Communications plan which facilitates on-going contact between the ECC and District?</i></p> <p><i>Do families have the opportunity to receive information regarding transition in their native language?</i></p>	
<p>The ECC and District have a functioning transition plan and follow the practices with fidelity</p>					<p><i>Does the ECC and District have a documented Transition plan in place?</i></p> <p><i>Does the ECC and District have a method in place to review and assess the effectiveness of their transition plan?</i></p>	
<p>The ECC and District jointly begins transition <b>planning</b> during the first semester</p>					<p><i>Does transition planning begin early enough to allow time to fully develop activities that will involve community, family, and school visits?</i></p>	
<p>ECC and District have an established and functioning transition team</p>					<p><i>Are the ECC and District roles and responsibilities for transition activities clearly delineated among members of the transition team?</i></p>	

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Process	1	2	3	4	Probing Questions	Evidence Briefly describe the evidence used to inform this choice
Key personnel are invited, with permission from family, to annual IEP and other transition meetings at the ECC.					<p><i>Are district IEP team members and Kindergarten teachers invited to IEP and other transition meetings at the ECC?</i></p> <p><i>Is pertinent information shared about kindergarten programs and school services?</i></p>	
The transmittal of student records and necessary enrollment forms are completed and transferred to the District.					<p><i>Do Districts share what preferred documents or information is necessary to make informed decisions in the upcoming IEP?</i></p> <p><i>Are records transferred early enough to allow the District enough time for proper intake?</i></p> <p><i>Do transition plans include pertinent information/records to ensure a smooth transition?</i></p>	
The transition plan is effective in identifying children and families in need of services					<p><i>Does the transition team review the alignment of services within the new setting?</i></p> <p><i>Does the transition plan offer opportunities for children to practice skills necessary to be successful in the new environment?</i></p>	

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Process	1	2	3	4	Probing Questions	Evidence Briefly describe the evidence used to inform this choice
Transition activities are individualized and effective to provide a smooth transition.					<p><i>Does the transition team consider continuity of services?</i></p> <p><i>Does the transition plan include a timeline of high impact transition activities for the school year?</i></p> <p><i>Do ECC and District staff jointly facilitate program or school visits?</i></p> <p><i>Are families involved or made aware of District/ECC Transition activities in a timely manner?</i></p>	
All stakeholders are present and have input to review and update the IEP for the transition					<p><i>Are Family, Kindergarten Staff, and District IEP Teams, invited and encouraged to participate in updating the child's IEP?</i></p>	
Post Transition	1	2	3	4	Probing Questions	Evidence Briefly describe the evidence used to inform this choice

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Support is provided to family members and kindergarten staff post transition					<i>Does ECC support district and families to facilitate a smooth adjustment to the new setting?</i>	
District and ECC periodically review transition practices and activities.					<i>Does the ECC and District have a method or process in place to review and assess the effectiveness of their transition plan and coordinating activities?</i>	