KINDERGARTEN
TRANSITION TOOLKIT

Your guide to creating a Kindergarten Transition Team

Utah Office of Child Care
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in collaboration with

UTAH HEAD START ASSOCIATION

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Introduction

The Kindergarten Transition Toolkit is a step-by-step guide for facilitating a smooth and successful transition from preschool to kindergarten. A successful transition makes a difference in the academic achievement, social and emotional competence, and rapidly developing skills of children. The Education Commission of the States released a [report](#) indicating that meaningful transitions for children, families and educators must:

- involve stakeholders from various communities;

- foster communication by sharing data (individual and programmatic); and

- be sustained and on-going throughout the year rather than event-based.

This toolkit is designed to bring school systems and parents together to better the academic outcomes of children. It includes templates, tools and resources that encourage successful transitions for children from preschool to kindergarten. The toolkit starts by showing local childcare, Head Start preschool, public preschool and kindergarten programs how to convene administrators, teachers, coaches, parents and community members for regular preschool-to-kindergarten transition meetings. Then, the toolkit moves them to work together to develop and implement goals and strategies that will improve the continuity of care and school readiness of Utah's children.

Acknowledgments

Steps to Create a Kindergarten Transition Plan

When preschool children, regardless of socio-economic status, experience a sense of familiarity and understand the expectations of kindergarten, they adjust and learn faster upon entering kindergarten. Achieving smooth and successful transitions to kindergarten requires school systems and families to connect, align and collaborate on an ongoing basis. When schools involve families in preschool-to-kindergarten transition planning, their children experience:

- a more successful transition from one school setting to another;
- greater confidence in their own abilities;
- positive attitudes about school; and
- higher grades, attendance and high school graduation rates.

To generate successful transitions for children, school systems should start with developing a kindergarten transition plan that includes the following five steps:

1. **Step 1: Identify Members of the Kindergarten Transition Team**

   Identify the team members that will be invited to participate in the regular Kindergarten Transition Team (Team) meetings. Be sure to designate a leader and co-lead responsible for planning, organizing and monitoring Team meetings and activities.

2. **Step 2: Identify Data to be Reviewed**

   Identify program, class and child-level data for tracking areas of strength or growth. Such data should identify [Developmentally Appropriate Practices](#) (DAP) in classrooms and actionable plans. It should display long-term data elements to implement a preschool plan that improves school readiness and sustains gains through kindergarten. The aim of the data checklist is to collect data at the classroom and child-level, which will serve as a tool to inform educational and instructional practices, program design, classroom management, joint professional development initiatives, and parents and community engagement.

3. **Step 3: Identify Goals and Objectives**

   Identify three to five goals with associated objectives that the transition team would like to achieve for children and families by the end of the year. Use the goal setting process in a proactive way to unify the team in improving school readiness outcomes of children.

4. **Step 4: Identify Coordinated Activities to Evaluate Success**

   Create a calendar with coordinated activities that are aligned with the transition team's goals. Be specific when identifying the parties responsible for completing each activity.

5. **Step 5: Evaluate Success**

   Evaluate success by identifying what worked and what needs to be improved upon. At the end of the school year, evaluate progress on the goals established in the kindergarten transition plan. A reevaluation of the associated goals may need to occur. Then, celebrate successes, problem-solve around the areas of improvement, create new activities and goals as needed, and plan the next steps to take during the upcoming school year.

Step One:
Identify Members of the Kindergarten Transition Team

Team Composition

The purpose of the Team is to ensure there is seamless support for children and their families moving from preschool to kindergarten. Although research on kindergarten transitions does not specify the exact composition of the Team, it indicates that key stakeholders in the transition process, including families, should be present to align high quality experiences for children, families and educators throughout early learning settings and kindergarten classrooms. To ensure the Team is composed of key stakeholders, the Team should include at least one or two representative(s) from the following stakeholder groups:

- Parents or family members of preschool and kindergarten children
- Child care preschool personnel
- Head Start preschool personnel

- Public preschool personnel
- Kindergarten personnel
- Community members

Upon establishing the Team, use the guiding questions and list of stakeholders below to identify the titles and positions needed from each stakeholder group.

| Guiding Questions	Stakeholders Groups
1. Are the stakeholders who impact a child's transition included on the Team? If not, which stakeholders need to be added?	• **Parents and families** (e.g., parent(s) or family member(s) of currently enrolled preschool and kindergarten children from child care, Head Start, public school preschool and kindergarten, etc.)
2. Do the sending and receiving programs have adequate representation on the Team?	• **Childcare** (e.g., owner, director, site supervisor, coach, preschool teacher, bus driver, etc.)
3. Do parents of preschool and kindergarten children from different school systems have proper representation on the Team?	• **Head Start** (e.g., director, education manager, site supervisor, coach, preschool teacher, disability coordinator, family services worker, etc.)
4. What expertise does the Team have or need in moving from transition events to sustained and supportive transition activities?	• **Public schools** (e.g., central office administrator, principal, coach, preschool and kindergarten teachers, special education teacher(s), school nurse, etc.)
5. What resources does the Team have or need to identify if the activities planned and implemented are effective in supporting successful transitions?	• **Local community members** (e.g., mental health professional(s), medical and oral health professional(s), library personnel, speech and language pathologist, audiologist, after school personnel, funders, etc.)

Transition Agreement

Transition Agreement Tool

The purpose of the [Transition Agreement](#) is to establish formal working relationships between Team members and help promote collaboration between kindergarten and preschool programs (available online).

Meetings

The Team should gather agenda items for each transition meeting to ensure progress occurs on annual goals and objectives by focusing on the implementation and evaluation of coordinated activities and planned curricular, assessment and program data objectives.
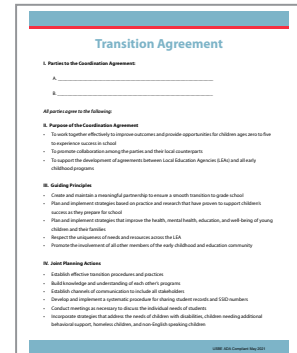
The full 12-Month Calendar Meeting Planning Tool will assist in the move from singular transition events to systematic and coordinated transitions. The purpose of the calendar is to determine activities that can be accomplished throughout the year and stitched together in a cohesive manner. Questions and considerations are included in the example to help guide the selection of activities.

Agenda Tool

12-Month Calendar Meeting Planning Sample

12-Month Calendar Meeting Planning Tool

Click on the thumbnails to go to the Tools and Templates at the end of the document.

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Step Two:
Identify Data to be Reviewed

Data-informed Decision Making

The transition plan includes a system for gathering information about children prior to the start of school each year, including the results of performance-based assessments that focus on cognitive, social and emotional, and physical development. In early childhood programs, the use of structured observation instruments, in conjunction with meaningful child data instruments, is the best way to create a comprehensive assessment system. Educational leaders are in the best position to answer questions concerning programmatic quality when congruity exists between classroom and child data.

Federal and state laws, along with data collection requirements, have driven the creation of a unique State Student Identifier (SSID) for each student in the state of Utah. The SSID provides accountability, analysis, reporting and tracking of every student that enters the Utah public school system. As preschool students transition to kindergarten, the Team should ensure the SSIDs assigned to students in preschool are maintained during kindergarten registration.

Key data points that should be reviewed by the Team include:

- Pre-Kindergarten Entry Exit Profile (PEEP)
- Kindergarten Entry and Exit Profile (KEEP)
- Student Snapshot

- Attendance
- Screenings and assessment
- Child-level data
- Surveys, such as family, school and community surveys

Data Assessment Tool

The Team should identify ways to share and evaluate key data points. The Data Assessment Tool will help the Team quickly assess its access to data from key data points.

	Data Assessment Tool		
Transition Plan Data	Yes (the information is available and can be shared)	No (the information is unavailable)	If no, where is the information and how can it be accessed and shared?
PEEP			
KEEP			
Snapshot			
Attendance			
Developmental Screening and Assessment (e.g., ASQ)			
Child-level data			
Surveys			

Pre-Kindergarten Entry and Exit Profile (PEEP)

Utah's Pre-Kindergarten Entry and Exit Profile (PEEP) is intended to inform various stakeholders, such as parents, teachers and leadership, on the academic and lifelong learning practices essential for entering and exiting pre-kindergarten students. The information gained from the profile will be used to:

- provide insights into current levels of performance upon entry and exit of preschool
- identify students who may need early intervention instruction and promote differentiated instruction for all students
- analyze program effectiveness
- provide opportunities for data-informed decision making and cost-benefit analysis of early learning initiatives
- identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner
- understand the influence and impact of preschool in both the short- and long-term
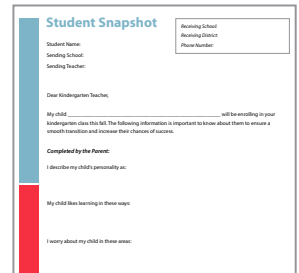
Kindergarten Entry and Exit Profile (KEEP)

Utah's Kindergarten Entry and Exit Profile (KEEP) is intended to inform various stakeholders, such as parents, teachers and leadership, on the academic and social and emotional development of entering and exiting kindergarten students. The information gained from the profile will be used to:

- provide insights into current levels of academic and social and emotional performance upon entry and exit of kindergarten
- identify students in need of early intervention instruction and promote differentiated instruction for all students
- analyze the effectiveness of programs, such as extended-day kindergarten and preschool
- provide opportunities for data-informed decision making and cost-benefit analysis of early learning initiatives
- identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner
- understand the influence and impact of half-day and full-day kindergarten in both the short- and long-term

Student Snapshot Form

The purpose of the [Student Snapshot](#) form (available online) is to assist families and educators with communicating the interests and concerns of a family about their child. The form provides an opportunity for the preschool teacher to provide data that is relevant to the learning and developmental progress of a child too.

Student Snapshot Form Tool

Attendance

According to research compiled by [Attendance Works](#), [more than 8 million students](#) are missing so many days of school that they are academically at risk. Chronic absence (missing 10 percent or more of school days due to absence for any reason), excused absences, unexcused absences and suspensions can translate into students having difficulty learning to read by the third-grade, achieving in middle school and graduating from high school.

Because attendance is a good predictor of school success, it is important to involve families of preschool and kindergarten students in developing supportive procedures for engaging families with children experiencing mild to chronic absenteeism. The definition for absenteeism should be consistently adopted by the school systems represented on the Team. Consider defining mild absenteeism as missing between five to nine percent of the school year for any reason, excused and unexcused; and chronic absenteeism as missing 10 percent or more of the school year for any reason, excused and unexcused.

Screenings and Assessments

As many as one in four children under the age of six are at [risk](#) of having a developmental delay or disability. Recent [estimates](#) show one in six children, ages three and up, have at least one developmental disability. Screening and assessing children during the school year is important as it allows providers to work in partnership with parents to identify developmental concerns early. Programs can work with parents through early detection efforts to decide whether to refer a child for additional supportive services or further evaluation.

Child-level Data

Effective programs use child-level data to identify trends and gaps, inform decision making, set priorities, take action and tell a story. The Team should seek to select the right child-level data, ensure it is accurate, view it from different angles, such as aggregating and disaggregating it, and draw conclusions to make highly effective data-informed decisions.

Surveys

Sending out surveys is an inexpensive way to collect data on kindergarten transitions from a variety of people such as parents, teachers and school administrators. Through surveys, a tremendous amount of information can be collected over a short period of time.

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Step Three:
Identify Goals and Objectives

Teams that use data to develop goals report significant improvements in decision making and outcomes compared to those who do not. Although the Team might have a feeling for the goals and objectives it should be working on, start the goal setting process by examining as many key data points as possible to pinpoint and understand the gaps and barriers to effective practice. Doing this will help the Team develop goals and objectives that will make the greatest impact in the lives of others as well.

Determining goals and objectives and implementing plans to achieve them is a proactive way to improve school readiness as a team. It communicates the Team is seeking to grow and develop for the good of the children and families it serves. Breaking down goals into easier objectives, will help the Team make steady progress in acquiring skills, developing approaches and meeting deadlines.

Developing data-driven goals and objectives to improve school readiness is important because it provides the Team with guidance, direction and inspiration to monitor progress and establish a plan of action. Throughout the goal setting process, the Team should identify the following:

- **Goals** (What do we want to achieve?)
  - o e.g., Vertically align the instructional practices in preschool and kindergarten in the area of English language development using the Utah Core Standards.

- **Outcomes** (What outcomes do we desire to produce with this goal?)
  - o e.g., The Team will see improved KEEP scores in the area of language development by 2025.

- **Objectives** (What actions should we take to meet our goal?)
  - o e.g., The Team will meet to share their instructional practices for language development and explore how they align with those in the Utah Core Standards, then the Team will identify the strengths and barriers to alignment. Next the Team will work through and create solutions to their barriers to alignment, and the Team will develop an implementation plan for aligning instructional practices between schools for language development with those in the Utah Core Standards.

Team Goals Tool

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Step Four:
Identify Coordinated Activities to Evaluate Success

Transitions are an ongoing process that facilitates and maintains continuity between programs. Preparing children and their families for the transition process helps to orient them to the program, anticipate services based on needs, provide valuable information to the family and gather valuable information from the family. While it is important for schools to prepare teachers, children and their families for school-to-school transitions, it is even more important that seamless support is provided to all children as they move from one school system to another.

[Evidence](#) shows, students that feel a sense of belonging to their classroom communities are much more likely to persist at academic tasks despite setbacks and to exhibit the kinds of academic behaviors that lead to learning and school success. Therefore, coordinating activities to create a continuum of learning for children and their families that builds from preschool through kindergarten is important for the greater success of students. Teams should approach continuity of care through shared goal setting by developing goals that promote a sense of belonging, build self-worth and confidence, and assure high quality early care and education services are provided at school.

This can be accomplished by planning and implementing coordinated activities in the following areas:
- promoting school, family, child and community connections
- aligning instruction
- paralleling classroom routines
- mirroring classroom environments

Promoting School, Family, Child and Community Connections

The purpose for developing coordinated activities in the area of school, family, child and community connections is to increase family engagement in the kindergarten transition process and to facilitate ongoing family involvement in elementary school. The team should engage families to nurture

students' social and academic success, which can be measured by the PEEP and KEEP; and develop students' love for learning and school, which can be measured by a survey.

Furthermore, the Team should help schools and families establish attendance habits that promote immediate and long-term success in school. Additional information on leveraging meaningful kindergarten transitions that establish good attendance habits can be found using attendance toolkits here.

Lastly, the Team should identify specific transition activities that make and support connections between the school, family, child and community, including:

- classroom visits
- school walk-throughs of the main office, cafeteria, gym, play ground and bus stop
- communication between schools, teachers, special education departments and families of an IEP, 504, and other accommodations for greater student success
- adoption of the same attendance policy by preschool and kindergarten
- consistent education regarding attendance expectations
- dissemination of information on successful

- attendance habits
- dissemination of information on registration guidelines, teacher expectations and placement options to parents and families by all stakeholders groups
- promotion of community engagement in schools and of school efforts
- promotion of parents as their children's primary educator and advocate
- promotion of parents as leaders in school and community efforts

Aligning Instruction

Research indicates children learn more effectively when teachers intentionally align curricular objectives at children's current learning levels and implement learning activities and instructional support to produce new skills, understanding and knowledge. Assessing and evaluating children's learning of the curricular objectives taught will help to understand their current learning levels. By aligning instructional practice in preschool and kindergarten, teachers can ensure the skills taught are scaffolded in an age-appropriate way that reinforces learning for greater concept and cognitive development.

Aligning Instructional Practices/Materials Tool

Instructional alignment is equally important on a small scale too. For example, aligning instructional practice around a science lesson in preschool and kindergarten is an effective way to reinforce a child's understanding of the concept(s) being taught. When instruction is aligned on all levels, students' comprehension of concepts and intellect grow exponentially.

Vertical Alignment Tool

Here, a guiding question might be: What does evidence of a skill look like given best practices in early childhood and a district's curriculum?

Effective alignment of instruction occurs when preschool and kindergarten teachers work effectively together in the following ways:

1. Identify the purpose of specific learning objectives being taught by domain area per grade; and

2. Set clear instructional goals based on children's current learning levels at the beginning of the lesson and targeted learning gains by the end of the lesson.

Through the implementation of some basic approaches for [aligning instruction by children's learning levels](#), a clear sense of developmental progress becomes apparent to the student, parent and teacher. This is shown to [encourage greater student confidence and kindergarten readiness](#).

Paralleling Classroom Routines

Classroom routines are well-rehearsed responses to a teacher's directions and expectations. Establishing the same basic classroom routines in preschool and kindergarten sets children up for success because they know what to expect and how to behave when they walk into any school and classroom. [Research](#) has shown that teachers spend most of the first few weeks of school teaching classroom routines. Schools and teachers can help children successfully avoid this learning curve by setting similar classroom routines and expectations for children and their families in preschool and kindergarten. Having similar routines and behavioral expectations between grades makes it easy for children to navigate classroom expectations, perform familiar routines successfully and turn their attention to learning.

Paralleling Classroom Routines Tool

Preschool and kindergarten teachers can start to parallel classroom routines for children and their families by asking the following [questions](#):

- How should children behave when arriving at school and class? What routines can we jointly establish to help children meet those expectations?

- How should children line up for recess and other activities? What similar routines can we establish together to help children successfully line up for recess, lunch, library, music, gym, the bus, field trips, etc.?

- What rigor is expected at the beginning of kindergarten and end of preschool for children to sit and focus during circle time? How can we work together to establish routines that help children develop this rigor in an age-appropriate way?

- How should children behave during school time? What similar routines can we establish to support self-regulation and behavioral management in school?

- How should parents drop off and pick up their children? What expectations and routines can we establish that support parents during these two major transitions?

Mirroring Classroom Environments

During the first months of preschool and kindergarten, children seek a sense of familiarity, continuity, order and independence to thrive in school. Intentionally mirroring classroom environments by physically arranging furniture, materials, posters and activities helps children build self-confidence, feel successful and realize self-liberation in their new school environment. For example, preschool and kindergarten teachers may choose to use the same chore chart in preschool and kindergarten to help children feel an instant sense of continuity and success when transitioning between school settings.

Mirroring Classroom Environments Tool

The Team should establish transition activities and develop a systematic approach to implementation. Sustaining quality and creating continuity of care between preschool and kindergarten (and beyond) matters. Teachers cannot do this work alone and need the partnership of well-trained administrators. Administrators can benefit from using evidence documents, including those developed by partner state education agencies, to guide observations of best practices by "tinting the lens" with a view from an early childhood perspective.

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Step Five:
Evaluate Success

Evaluating success provides a window into how, why and whether programs accomplished their goals and objectives as planned. Strength-based approaches for evaluating success focus on the capacity, skills, connections and efforts of team members and the community. The Team can learn and grow from year to year by exploring what worked and what did not work from a strength-based approach.

Engage the Team during the last meeting of the school year to review the goals and objectives in the kindergarten transition plan and related school readiness data, such as PEEP and KEEP scores, to evaluate current practices and progress on goals and objectives. Then, discover the Team's areas of success and improvement, problem-solve around barriers to effective practices and collaboratively explore next steps. The Team can start the evaluation process by asking the following exploratory questions:

- Did our plan promote greater continuity of care and effective transitions from preschool to kindergarten for children and their families?

- Did our goals and objectives improve the quality of school services and kindergarten readiness for children?

- Did our plan reflect collaborative ideas and decision making?

- Did our plan increase alignment and learning efficiency for children and their families?

- Of all efforts, what was most effective and what was least effective and how do we know it?

Goals and Objectives Tool

Additional resources on leveraging meaningful kindergarten transitions to foster the implementation of high quality educational practices can be found [here](#).

Tools and Templates

TEAM AGENDA

Date:	Time:	Location:

Attendees (Name and Organization)

1. 2. 3. 4. 5.	6. 7. 8. 9. 10.

Report on Goal Progress

Goal 1:

Goal 2:

Goal 3:

Celebrate Achievement(s)

Review Related Data Points

Agenda Items

Topic:	Leader:	Time:
• • • •		

Open Discussion:

Action Items

Actions:	Leader:	Timeline:
• •		

Adjourn Meeting

12-MONTH CALENDAR MEETING PLANNING SAMPLE 🗓

Month	Topics	Guiding Questions
August/ September	Attendance Campaign	• Does attendance data indicate families need additional support? • What types of systemic solutions should be implemented to address attendance? • What types of additional professional development is needed for families and educators on attendance?
October	Transition Experience Survey	• How did families experience the transition activities? • Are there aspects of transition activities that should change and remain the same? • What does the data indicate that families would like to learn more about?
November/ December	Fall Workshop	• What can be presented to families that would answer remaining questions regarding kindergarten offerings? • Are there professional development opportunities needed for teachers?
January	Winter Workshop	• What can be communicated to families and providers about the first half of the year? • What can be communicated to families and providers about the second half of the year? • What attendance and academic data can be shared with administrators, educators, and families?
February	Family Survey	• What are the expectations of incoming families? • What are the concerns of incoming families? • What information do families wish to share about their children?
March	Early Childhood Summit	• Do stakeholders have a role in planning the content of the summit? • What stakeholder groups are invited to the summit? • Were they present?
April	Registration Status/Week of the Young Child Celebration	• What does registration data tell us about where children are spending time prior to entering kindergarten? • Are additional recruitment efforts needed? • How effective are our recruitment efforts?
May	Team Evaluation and Goal Setting	• What data do we have? • What data can preschool teachers share with kindergarten teachers? • Does the data vary by program? Is it clean? • What is the data telling us? • Are there relationships between the district's classroom quality scores, as measured by structured observation instruments (e.g., ECERS-R and CLASS) and the performance of children? • How effectively did we achieve our goals? • Where can we improve? • What data-informed goals and objectives should we make to improve practices next year?
June	Professional Development	• Are there professional development needs that teachers may have based on the data?
July/August	Parent Needs	• Has each family received a welcome letter from the kindergarten teacher? • Do parent needs vary by program? • Is additional professional development needed for parents or teachers?

12-MONTH CALENDAR MEETING PLANNING TOOL 📅

Month	Topics	Guiding Questions
August/ September		
October		
November/ December		
January		
February		
March		
April		
May		
June		
July/August		

DATA ASSESSMENT TOOL

Transition Plan Data	Yes (the information is available and can be shared)	No (the information is unavailable)	If no, where is the information and how can it be accessed and shared?
PEEP			
KEEP			
Snapshot			
Attendance			
Developmental Screening and Assessment (e.g., ASQ)			
Child-level data			
Surveys			

TEAM GOALS

Goal #1			
Goal:			
Desired Outcome:			
Objectives	When	Who	Evidence
1.1			
1.2			
1.3			
1.4			
Goal #2			
Goal:			
Desired Outcome:			
Objectives	When	Who	Evidence
2.1			
2.2			
2.3			
2.4			

ALIGNING INSTRUCTIONAL PRACTICES/MATERIALS

When children know what to expect in the classroom, they will be able to learn new content more quickly.

Standards Alignment	Utilize early learning standards at end of preschool/beginning of kindergarten to provide appropriate developmental activities and strategies (CANVAS courses available on early learning standards)
Behavior Management	Positive Guidance Group and Individual Reinforcers Positive and specific Praise Attention Signals (Example: Teacher: 123, eyes on me, Students: 12, eyes on you) Cozy Corner How to ask for help/communicate needs Breaks, no time outs
Small Groups	• Questioning • Length Specific activities (letter recognition, sound recognition, counting, etc.)
Large Groups	• Welcome/goodbye song • Length • Brain breaks used (songs, yoga, activities, etc.) • Calendar • Rug or sit spots • Puppets • Music

English Language Arts-Reading

Preschool	Kindergarten
• ELA 4 yr.2.4: With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back. • ELA 4 yr.2.5: Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity). • ELA 4 yr.2.6: With prompting and support, begin to recognize that letters are grouped to form words. • ELA 4 yr.2.14: Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name	**Print Concepts** a. Demonstrate understanding of the organization and basic features of print. b. Follow words from left to right, top to bottom, and page-by-page. c. Recognize that spoken words are represented in written language by specific sequences of letters. d. Understand that words are separated by spaces in print. e. Recognize and name all upper and lowercase letters of the alphabet.
• ELA 4 yr.2.9 Recognize rhyming words in familiar songs/books (for example, provide rhyming words, show a thumbs up if the words rhyme or thumbs down if the words do not rhyme). • ELA 4 yr.2.10 With prompting and support, count syllables as words are being spoken (for example, clap, stomp, jump, use hand signals). • ELA 4 yr.2.11 With prompting and support, blend (put together), and segment (take apart) single-syllable words into individual phonemes auditorily (for example, segment: bat= /b/ /a/ /t/, blend: /b/ /a/ /t/ = bat). • ELA 4 yr.2.12 Begin to recognize the beginning sounds of words and progress towards recognizing ending sounds of words. • ELA 4 yr.2.8 Identify and discriminate between sounds (phonemes) in spoken language (for example, point to a picture that begins with the same sound as dog).	**Phonological Awareness** a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Recognize and produce rhyming words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single syllable spoken words. e. Isolate and pronounce the initial medial vowel, and final sounds (phonemes) in three phoneme CVC words. (This does not include CVCs ending in /l/, /r/ or /x/.) f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make unfamiliar words.

	Phonics and Word Recognition
• ELA 4 yr.2.13 With prompting and support, recognize that written words are made up of letters and sounds. • ELA 4 yr.2.14 Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name • ELA 4 yr.2.15 Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment). • ELA 4 yr.2.14 Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name	a. Know and apply grade-level phonics and word analysis skills in decoding words. b. Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. c. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. d. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ

PARALLELING CLASSROOM ROUTINES

Young children love and need routine. Classroom routines provide structure
and allow young children to feel safe and know what to expect.

Lining up	• Where (dots, tape line) • [Expectations](quiet mouth, hands to self, etc.)
Clean up	• Warning ("2 minutes is a short amount of time") • Cue (song, words, bell, lights, etc.) • Expectations (put in the correct bin, come to the rug after, help friends even if you didn't play with materials)
Transitions	• Warnings (2-minute warnings before transition) • Cue (song, words, bell, lights, etc.) • Groupings (name (ex: red/blue/yellow group), size, expectations)
Daily Schedule	• Structure of class (rotations, centers, etc.) • Visuals used (Calendar, number line, ABCs, schedule) • Bathroom (visuals, schedule, reminders) • Snack Time (snacks, visuals, rules)
Rules	• Language used (ex: "hands to self" "sit on pockets) • Visuals used • Discipline (Cozy Corner, how to communicate needs, ask for help, breaks, no time outs)
Snack	• Materials (cups, plates, pitchers, etc.) • Snacks (together make a bank of snacks to choose from)

MIRRORING CLASSROOM ENVIRONMENTS

Mirroring the classroom environment allows kids to feel a sense of familiarity and comfort because they will see things in their new classroom that they recognize and will already know what to expect.

Cozy corner/safe space/ wellness room	• Materials • Protocol • Rules
Centers	• Set up (in bins with labels, on shelves with labels, etc.) • Materials (toys, activities, printables) • Center options (pick at least one to be similar) • Expectations (how many to play, when, rotation between, etc.) • Set up one center that is the same
Visuals	• Calendar, number line, ABCs, schedule, cubbies with picture or name
Large group	• Same rug used

GOALS AND OBJECTIVES EVALUATION TOOL

Activity	Areas of Success	Areas of Improvement	Next steps	Who is responsible?

Additional Resources

Kindergarten Here We Come

Preschool Standards Strategies and Activities

Utah's Kindergarten Best Practices

URL Citations to Research and Links

Transition to Kindergarten Findings From Recent Research Report

custom.cvent.com/
EFDD57E636EB43808D682830E5D72AA7/files/
b5fdaa76a65548238ab47ebcc5292167.pdf

Transition to Kindergarten Research

eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/
transition-brief.pdf

Supportive Questions

www.edsurge.com/news/2021-04-16-kindergarten-
transitions-are-never-easy-but-the-pandemic-has-
made-it-harder

Walk-through

http://www.ascd.org/publications/educational_
leadership/dec07/vol65/num04/Classroom_Walk-
Throughs.aspx

Morning Meetings

www.naeyc.org/resources/pubs/tyc/feb2020/
mindful-morning-meetings

Centers in Kindergarten

www.nj.gov/education/ece/k/centers.htm

Early Learning Standards

www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-
b5d7-ef1f918362e9

Utah K-12 Core Standards

www.schools.utah.gov/curr/utahcorestandards

Utah's Kindergarten Best Practices Guide

www.schools.utah.gov/file/819ae216-b4af-4cc8-
a34d-8ac8bd329a2f

Transition Agreement

www.schools.utah.gov/File/d6503df5-4bc8-49a7-
922d-09d77c4ed5f4

Developmentally Appropriate Practices

www.naeyc.org/resources/position-statements/dap/
contents

Screening and Assessments

www.acf.hhs.gov/archive/ecd/child-health-
development/watch-me-thrive

Transitions Here

eclkc.ohs.acf.hhs.gov/transitions/transition-
kindergarten-engaging-families/aggregating-
sharing-data-about-childrens-progress-during-
transition-kindergarten

Student Snapshot

www.schools.utah.gov/File/3a578074-475d-4a01-
9fbf-a32651730a5e

Attendance Works

www.attendanceworks.org/chronic-absence/the-problem/

More than 8 Million Students

www.attendanceworks.org/wp-content/uploads/2018/04/Hamilton_project_-reducing_chronic_absenteeism_under_the_every_student_succeeds_act.pdf

Attendance Toolkits Here

www.attendanceworks.org/resources/toolkits/integrating-attendance-into-kindergarten-transition/

Transitioning to Kindergarten Here

www.naeyc.org/our-work/families/transitioning-to-kindergarten

Importance of Instructional Alignment Research

eric.ed.gov/?id=EJ740617

Aligning Levels of Instruction Below

riseprogramme.org/publications/aligning-levels-instruction-goals-and-needs-students-aligns-varied-approaches-common

Parallel Classroom Routines Research

www.educationworld.com/a_curr/columnists/jones/jones002.shtml

Parallel Classroom Routines Questions

blog.tcea.org/tag/classroom-expectations/

Continuity of Care Link

consortium.uchicago.edu/sites/default/files/2018-10/Noncognitive%20Report_0.pdf

Utah Core Standards Early Learning Standards

www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9

Utah Core Standards Early Learning Standards Strategies & Activities

preschool.uen.org/corestandards.shtml

Early Learning Standards Implementation (CANVAS Course)

usbe.midaseducation.com/professional-development/courses/course/59921?qQuery=early%20learning&isUpcomingSectionsHidden=1

Positive Guidance

www.naeyc.org/resources/pubs/tyc/summer2021/discipline-guidance?fbclid=IwAR1mFPJ6jnJFc5N40fDwKjoZ_vyRZbNijJIJb5OcqdB34af8ThFG5npPK_k

Group and Individual Reinforcers

www.earlywood.org/cms/lib/IN07001762/Centricity/Domain/159/Reinforcement%20checklist%203.pdf

Kindergarten Here We Come

www.schools.utah.gov/file/a070ea66-f903-473e-a8c0-c6f18e03f28c