

## ***Section 5: School to School***

Transition means saying good-bye to one program and hello to another. Early learning programs have gathered a great deal of information that can be accessed by the Kindergarten teacher. Transition plans should include the chance for sending and receiving educators to share information about a child's progress. Receiving programs need to reach out to those children who have had home experiences prior to Kindergarten, as well, in order to gather background information.

Continuity across early childhood services in which all programs for children birth-age 8 in the community work together can ensure consistent and effective services throughout these important years. Children whose teachers use appropriate practice in both early learning programs and Kindergarten can build on earlier experiences to help children make sense of their world. Teachers using “developmentally appropriate practice, whether in a preschool or a primary classroom, should respond to the natural curiosity of young children, reaffirm a sense of self, promote positive dispositions toward learning, and help build increasingly complex skills in the use of language, problem solving, and cooperation” (Lombardi, 1992). When sending and receiving teachers use similar strategies, children adjust more easily to school. Attending joint professional development sessions can help teachers to communicate about and share information about curriculum. It is essential that both early learning teachers and elementary school staff work together to overcome the barriers to smooth transitions for children and families.

- A. Suggestions to enhance school to school connections
  - Ideas for connecting sending and receiving programs
- B. SERVE Transition Teacher Tips
  - Tips for sending and receiving programs from [www.serve.org](http://www.serve.org)
    - Transition: What is it and why is it important?
    - Quick reference transition checklist for early learning programs
    - Developing a successful transition program for early learning programs
    - Ready or not, here they come – sending and receiving teacher tips
- C. What do Kindergarten teachers really expect?
  - Information to provide consistency between sending and receiving programs
- D. Building a Systematic Plan
  - PowerPoint slides that provide a sample for envisioning a long-term transition plan
- E. School District of Philadelphia Action Plan sample
- F. Thoughts on Room Arrangement
  - Ways the environment can impact transition by providing consistency between programs - [www.serve.org](http://www.serve.org)

- G. Ten Characteristics of Children Who Succeed in School
  - A list for sending programs of characteristics that can be positively impacted by adults working with young children – Hawaii School Readiness Project
- H. Visit Response Sheet template
  - Sample response forms for teacher exchange