


Introduction to Pennsylvania's Transition Framework pennsylvania PA

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Introduction to Pennsylvania's Transition Framework

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Overview

1. What Do We Mean by Transition and Why Does It Matter?
2. Frameworks for Transition
3. PA's Emerging Framework for Transition




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What Do We Mean by Transition and Why Does It Matter?



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What We Mean By Transition

The system of supports, linkages and alignment to advance children's education that

- Create a smooth continuum from our early childhood education birth to five services to our traditional K-12 education services
- Create mutual reciprocity between these two systems
- Include a focus on curriculum, assessment, professional development of teachers and administrators, and the learning environment as well as family support and engagement

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Why We Focus on Transition

Top Reasons to Focus on Transition:

1. Address disconnects between 0-5 early learning system and 6-18 school system in order to support better outcomes for children.
2. Sustain gains made for the children who have participated in a quality early childhood education experience.
3. Entire birth to eight period is one of critical development for the child, necessitating a focus on how the early education and elementary education components best fit together.
4. Opportunities to provide ongoing parent engagement, known for its impact on improving children's educational outcomes.

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A look at the data- the need to provide strong social-emotional supports


Impact of teacher quality on student outcomes (Hamre & Pianta, 2005)

Achievement gaps	Disadvantaged background (mother's education)		Poor behavior	
	High	No (good)	High	Yes (bad)
Teacher's provision of instructional support	Average	No (good)	Average	Yes (bad)
	Low	Yes (bad)	Low	Yes (bad)
Teacher's provision of emotional support	High	Yes (bad)	High	No (good)
	Average	Yes (bad)	Average	Yes (bad)
	Low	Yes (bad)	Low	Yes (bad)

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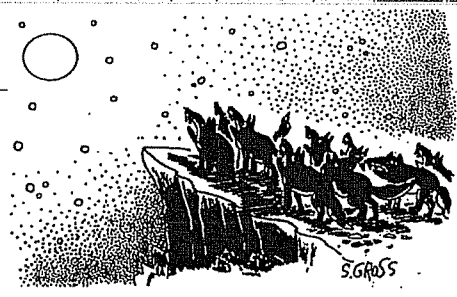


"Two months with this and they blow their preschool entrance exams right out of the water."

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"My question is: Are we making an impact?"

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Frameworks for Transition




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Transition Frameworks-Pianta



Bob Pianta, Dean, Curry School of Education, University of Virginia

Transition planning between schools, early learning programs and families can ease the transition for children into kindergarten, provide continuity in a child's early education and engage parents in their child's learning, all of which result in improved chances of school success for the child.

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Transition Framework – Pianta

Create Points of Connections Between the Two Systems Through:

1. **Child-School** -To increase children's familiarity with the classroom setting and those within it
2. **Family-School** - To increase family collaboration and involvement with the school and transition process
3. **School-School** - To provide children with stable classroom experiences across time
4. **Community** - To facilitate continuity in the transition process with in the community

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Transition Frameworks – Pianta

Guiding principles:

- 1) Foster relationships as resources
- 2) Promote continuity from preschool to kindergarten
- 3) Focus on family strengths
- 4) Tailor practices to individual needs
- 5) Form collaborative relationships.

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Transition Framework – Pianta Examples

<p>Child-School Establish a connection between the preschool child and kindergarten teacher Have children practice kindergarten rituals in preschool Incorporate preschool activities into the kindergarten year Encourage the preschool teachers to stay in contact with their former students Encourage kindergarten support staff to visit preschool children Spring kindergarten orientation for preschool children Establish peer connections within the preschool class Establish connections with peers who will be in kindergarten Establish preschool peer connections with kindergarten peers</p>	<p>Family-School Contact families during first few days of preschool and kindergarten Maintain periodic contact with the family & hold regular meetings Connect the family to community resources Encourage family participation in home learning, in the classroom & at school events Sharing of information about individual children among the family, preschool teacher and kindergarten teacher Newsletter and resource materials Two way communication set-up Provide spring orientation about kindergarten for pre-k families as well as parent orientation after preschool and kindergarten Individual meetings between teachers and families</p>
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Transition Framework – Pianta

<p>School-School Foster inter-school collaboration about programs and classroom practices Pre-k teacher visits kindergarten classroom Kindergarten teacher visits pre-k classroom Pre-k and kindergarten personnel communicate about curriculum Pre-k and kindergarten teacher connect about a specific child Share written records Align curriculum Align early learning standards Align child assessment approach</p>	<p>Community Build useful policies related to transition Identify and communicate community expectations for children Establish policy coordination through inter-agency connections Establish child-specific coordination through inter-agency connections</p>
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Transition Framework – Kagan

Sharon Lynn Kagan, National Center for Children & Families, Teacher's College at Columbia and Yale Child Study Center

Multiple Definitions & Perspectives include
 Temporal Definition-the period of time preceding and following the child's movement from preschool into school-age settings

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Transition Framework – Kagan

- Spatial/Vertical- moving from familiar home or preschool to school
- Spatial/Horizontal-moving throughout the day, i.e. before school care; school; after-school and home

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Transition Framework – Kagan

A New Approach:

1. Pedagogical
2. Policy
3. Programmatic
4. Systems

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Transition Framework – Kagan

<p>Pedagogical</p> <ul style="list-style-type: none"> Standards and assessment Curriculum development & alignment Joint professional development Parenting Education 	<p>Benefits</p> <ul style="list-style-type: none"> Very direct Can be easy to implement Likely to produce direct and positive outcomes for children
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Transition Framework – Kagan

<p>Programmatic Approach</p> <ul style="list-style-type: none"> Parent Engagement School Climate Shared Leadership 	<p>Benefits</p> <ul style="list-style-type: none"> Comprehensive Engages whole school Engages whole Family Alters the early learning setting
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Transition Framework – Kagan

<p>Policy</p> <ul style="list-style-type: none"> Common teacher standards Equalizing financing between preschool/ECE and elementary/secondary education 	<p>Benefits</p> <ul style="list-style-type: none"> Comprehensive Relatively durable Fair insofar as it impacts the entire system and not just cooperating programs
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Transition Framework – Kagan


<p>Systems</p> <p>Combines focus on programs and infrastructure</p> <p>Infrastructure includes standards/accountability/assessment; professional preparation & development; financing; governance; engaged families and public; regulation and law</p>	<p>Benefits</p> <ul style="list-style-type: none"> Most comprehensive Most likely to succeed as it acknowledges interrelated elements
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Pennsylvania Framework

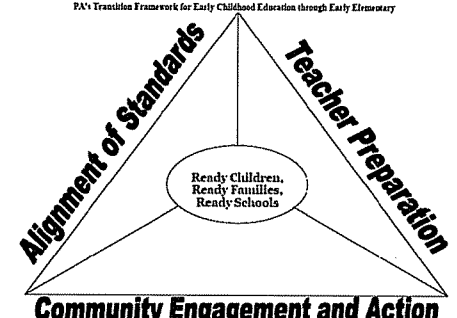


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PA's Transition Framework for Early Childhood Education through Early Elementary



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Alignment of Standards	Teacher Preparation	Community Engagement and Action
1. Consistency of standards: include teacher, full-day kindergarten, 1 st and 2 nd grades	1. New scope of teacher certification to include pre-K through 2 nd grade and 2 nd grade through 3 rd grade; mandatory dual certification for repeat education certification of certain K-4 certifiers	1. Transition Forum through Community Engagement Group throughout Pennsylvania for transition by addressing the following four types of connections as defined by Robert Parson: Child-School: To increase children's familiarity with the classroom setting and those within it. Family-School: To increase family collaboration and involvement with the school and transition process. School-School: To provide children with stable classroom experiences across time. Community: To facilitate continuity in the transition process with in the necessary activities over time and include all types of connections.
2. Alignment of Curriculum and Assessment to Standards	2. New teacher preparation practices for college and university preparing teachers.	2. Support for parent involvement in transition: <i>Underpinning: Start & Grow!</i> GoodBook distributed annually each year through schools and community-based early childhood programs.
3. Alignment Study	3b. Alignment of 1-year and 4-year pre-licensure curriculum	3. Increased parental involvement, including preparation for kindergarten transition, as key OCTEL program PA Pre-K Center, Response Strategy, Head Start Supplemental, Accountability Block Grant.
4. Assessment of Children Early Learning Network	4. Development of Career Lattice	4. <i>Early Intervention Network</i> to K-3 Transition Tool Kit is used by Community Engagement and Early Intervention as part of local support for school transition.
5. Prepared education planning and services to ensure implementation of standards as key OCTEL programs: PA Pre-K Center, Head Start Supplemental, Accountability Block Grant, American STRAS, Early Intervention.		

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Pennsylvania Challenges to Achieving Our Goals in Transition

1. Early education system still in formation.
2. Traditional K-12 education system has current focus on older learners.
3. K-12 system focuses primarily on academics and often omits the more comprehensive nature of children's learning, including the social-emotional dimension, that is core to the design and implementation of early childhood education.
4. Both systems acknowledge the critical role of health and social service supports but find it difficult to fully embrace and integrate these.
5. Local decision-making principles can pose a challenge to creating and implementing a statewide approach.
6. Finding mutually convenient times for preschool teachers and administrators, K-12 teachers and administrators, and parents to meet to address transition issues and plan strategies.


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Charge to Participants


1. What are the strengths of the current framework and its implementation in PA?
2. Would you add anything else to the framework or the implementing activities in PA? If so, what?
3. Based on what I know right now, I plan to focus on _____ in this area. Here's why:



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"Just when citywide reading scores were edging up."

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