Transitions:
PreK to Kindergarten
Kindergarten to First Grade

Creating Transition Folders for Pre-K and K

Office of Early Childhood

MISSISSIPPI DEPARTMENT OF EDUCATION

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Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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1 — ALL Students Proficient and Showing Growth in All Assessed Areas

2 — EVERY Student Graduates from High School and is Ready for College and Career

3 — EVERY Child Has Access to a High-Quality Early Childhood Program

4 — EVERY School Has Effective Teachers and Leaders

5 — EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — EVERY School and District is Rated "C" or Higher

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OEC Disclaimer Due to Coronavirus Disease 2019

Some of the materials and activities presented in this presentation are items/things that would be used under normal circumstances in the early childhood classrooms.

Due to Coronavirus Disease (Covid-19) please follow the CDC Guidelines for Childcare to ensure items/activities used in your classroom are safe for all children.
https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

Supporting Transitions

Supporting Transitions

- Transitioning to the next level is a big step for many children.

- Pre-K and Kindergarten teachers can support the transition by passing along useful information to the receiving teachers.

- This information can be used by the receiving teachers to start with a basic understanding of each child's personal and academic profile.

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Transition Activities

Transition Activities

- **Pre-K teachers will create a transition folder for each child. It is recommended that Kindergarten teachers will continue to add to the transition folder or create a new transition folder for children who do not have one.**

- **Pre-K / Kindergarten teachers and Kindergarten / First Grade teachers will meet to discuss the transition of each child.**

- **A community workshop on Kindergarten Readiness will be provided for all teachers including Head Start, childcare providers, and any other applicable early learning professionals.**

Transition Activities

- **Make arrangements for Pre-K and Kindergarten children to visit their future classrooms.**

- **Have Pre-K and Kindergarten teachers visit the receiving programs to get a "feel" for where they are sending children.**

- **Facilitate opportunities for families to talk with Kindergarten or First Grade staff.**

Transition Activities

- **Prepare a Frequently Asked Questions document to inform and educate families on the procedures and expectations of the receiving programs.**

- **Ensure that a child's records promptly follow him/her to the new program.**

- **Use the transition folders and activities to support children's transition.**

Transition Activities

Family Support in Transition Efforts

- **Educate families regarding what they can expect academically, socially, and emotionally at each transitional level.**

- **Stress the importance of language development to increase vocabulary.**

- **Develop and sustain a strong family engagement initiative to encourage families to participate in their child(ren)'s education.**

- **Remind families that transitions are difficult for both parents and children.**

Beyond PreK and K Transitions

- **It is important to note that the transition process from one level to another does not end with kindergarten or first grade. In fact, the movement from placement to placement and grade to grade is significant in the lives of our children and their families.**

- **It is recommended that schools continue this transition practice up to third grade to extend the P-3rd continuum effort.**

Transition Folder Contents

Transition Folder Contents

- **The transition folder should provide the receiving Kindergarten and First Grade teachers with a basic understanding of each child's personal and academic profile.**

- **It should include (at a minimum):**

  - Child Information Form

  - End-of-year Kindergarten Readiness Assessment score/summary sheet

  - End-of-year developmental screening results

    **Brigance Early Learning Screen III (All state accredited public schools with four-year-old Pre-k programs and all Early Learning Collaborative and Blended programs)

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Transition Folder Contents

- End-of-year results from other assessments used in the classroom

- A school-issued final report card/skills checklist

OR

- A completed *Developmental Checklist for 4-Year-Old Students*

OR

- *A completed Developmental Checklist for Kindergarten Students*

- Work samples

Child Information Form

Child Information Form

- A Child Information Form should contain most or all of the following:

  - Child's name, date of birth, preferred name, photo, languages spoken

  - Parents' names (and/or other adults/caregivers), address, phone, email address, and preferred method and time for contact (in accordance with school policy)

- School or center information

Child Information Form (continued)

- Child's favorite things (activity, toy, food, color, book, learning center, etc.)

- Child's play and learning styles

- Child's skills and proficiencies

- Child's areas for growth and what he/she does not like to do

- Child's personality/temperament traits

Child Information Form Example (PreK)

Child Information Form Pre-Kindergarten

Name _____
First   Last

CHILD'S PHOTO

Parent Information

Parent_____ Relationship to child_____

Parent _____ Relationship to child _____

Address _____
Street   City   State   Zip

Phone _____ Email _____

Preferred method of contact* ☐ Phone ☐ Email   Preferred contact time* _____

Language(s) spoken by parent_____

School Information

School/Center Name _____ Teacher _____

Address _____
Street   City   State   Zip

Phone _____ Principal/Director_____

School District _____

Preferred Name

Date of Birth (mm/dd/yyyy)

Language(s) spoken by child

FAVORITES

Activity/Learning Material	Learning Center	Other (food, color, etc.)

Approaches to Learning

	Well	Somewhat	Emerging	Notes
Plays with friends				
Follows directions				
Listens				
Participates in whole group activities				
Completes independent activities				
Independently completes transitions				
Independently completes routines				

PERSONALITY

Play Style (check all that apply)			Notes
☐ Active	☐ Quiet	☐ Mixed	
☐ Messy	☐ Clean	☐ Other: _____	
☐ Leader	☐ Follower	☐ Other: _____	
☐ Independent	☐ Cooperative		

Learning Style (check most dominant)			Notes
☐ Auditory	☐ Visual	☐ Kinesthetic	

Completes Activities/Tasks			Notes
☐ Freely	☐ Seeks guidance/support		

Temperament			Notes
☐ Easy	☐ Complex	☐ Slow to Warm-up	

Personality			Notes
☐ Outgoing	☐ Sensitive	☐ Cautious	

Moves/Works			Notes
☐ Quickly	☐ Slowly	☐ Average Speed	

SUCCESSFUL STRATEGIES THAT WORK FOR THIS STUDENT (academic and behavioral)	AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO	OTHER USEFUL INFORMATION

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Child Information Form Example (K)

Child Information Form
Kindergarten

Name _____
First   Last

CHILD'S PHOTO

Preferred Name

Date of Birth (mm/dd/yyyy)

Language(s) spoken by child

Parent Information

Parent_____ Relationship to child_____

Parent _____ Relationship to child _____

Address _____
Street   City   State   Zip

Phone _____ Email _____

Preferred method of contact* ☐ Phone ☐ Email Preferred contact time* _____

Language(s) spoken by parent_____

School Information

School Name_____ Teacher _____

Address _____
Street   City   State   Zip

Phone _____ Principal _____

School District _____

FAVORITES

Activity Learning Material/Subject	Learning Center	Other (food, color, etc.)

Approaches to Learning

	Well	Somewhat	Emerging	Notes
Plays with friends				
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SUCCESSFUL STRATEGIES THAT WORK FOR THIS STUDENT (academic and behavioral)	AREAS OF GROWTH AND WHAT HE/SHE DOES NOT LIKE TO DO	OTHER USEFUL INFORMATION

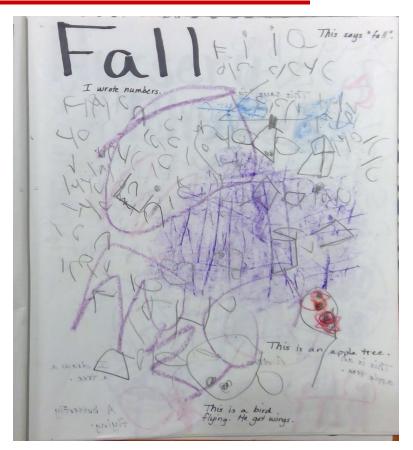# Work Samples

Work Samples

- Work samples are 2 or 3 products or photographs that show the child's capabilities in selected content areas

- These may include:
  - Free art sample
  - Writing samples
  - Photos of learning center products (e.g., block construction, retelling a story through pictures and dictation/writing, math drawings/computation)

PreK Writing

Kindergarten Writing

February Age 5 Years 7 Months

I do not like to get a shot. It hrts a lot. Owe

The Educators' Spin On It

I Was skreming Bathrom Bathrom Bathrom! fher Was no Bathrom on the BAAs.

PreK Free Art

Kindergarten Free Art

Learning Centers

Learning Centers

Learning Centers

Transition Folder Example

Putting It All Together

- Use a manila or prong folder to hold all of the contents.

- Use a cover sheet to clearly identify the child and the folder's purpose.

- Use a Folder Contents Checklist to ensure all necessary documentation is included.

- Use a folder with enough space to add new contents each year.

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Cover and Contents

Using an expandable folder with sections and prongs

Cover and Contents

Using a manila folder with prongs

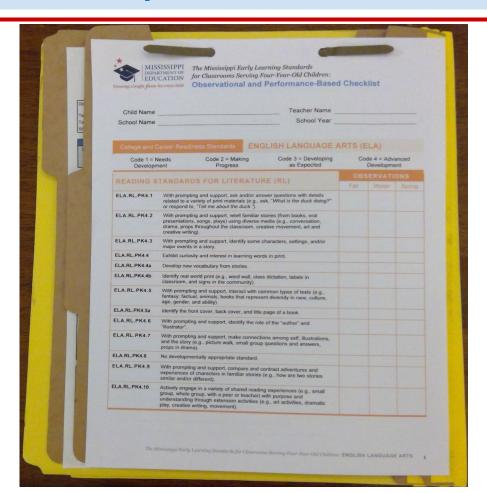# Child Information Form

Kindergarten Readiness Assessment Summary Sheet
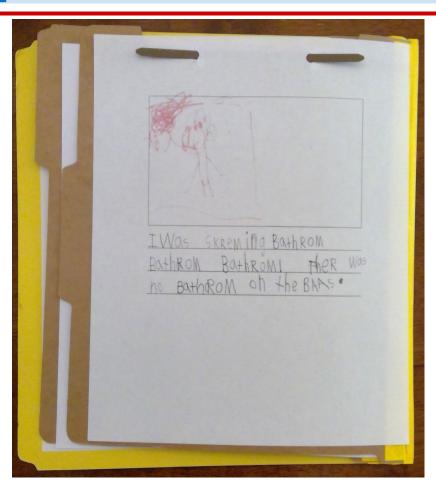
K Readiness Assessment and Brigance Screener (PreK or K)
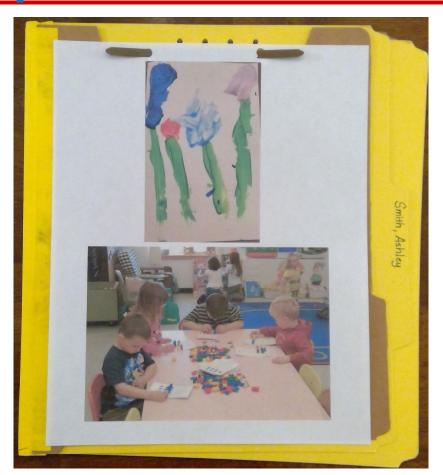
4-Year-Old or K Developmental Checklist

Work Samples

Work Samples

Transition Folder Sample

- **https://mdek12.org/sites/default/files/Offices/MDE/OAE/OEER/OEC/transition-folder-development-ppt.pdf**

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