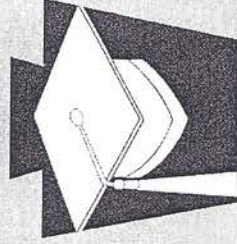


4/22/14

Successful Transitions along the Literacy Continuum

Keystones to Opportunity
Participant's Guide

Pennsylvania's Vision for Sustainable Growth
In Reading Achievement



What you will know and be able to do:

- Identify the components of a transition plan based on current research
- Identify the target Transition Times and align the Key Educational Components at each level
- Describe the challenge areas that impact transitions as identified through district data analysis to determine the root cause
- Identify strategies and the barriers to the Transition Process

Evidence of Learning

- Develop a framework for a comprehensive Transition Plan
- Analyze sample data to identify and prioritize critical transition times.
- Recognize the need for Alignment of the Key Educational Components and determine structures and practices to support transitions for:
 - Economically dis-advantaged students
 - Special Education Students
 - Dual Language Learners
 - New students due to student mobility
 - Analyze systems to determine structures and practices to support seamless transitions

Agenda

- Planning a Vacation
- Research and Rationale for Transition
- The Transition Planning Cycle
- Foundations for Successful Transitions
- Target Transition Times
 - Kindergarten
 - Middle School
 - High School
- Transition Challenges
 - Special Needs
 - English Language Learners
 - Transiency
- Take Down the Wall
- Action Planning

Planning Your Dream Vacation Location:

Things to consider:

- weather / season
- travel considerations
- no spring breakers
- St. John's?

Transition Metaphor

Independently complete this phrase:

Transition is like a metamorphosis

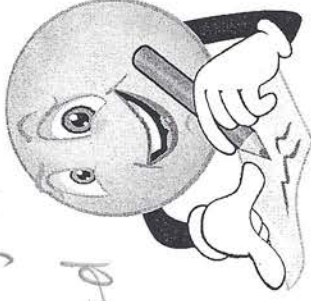
because you're never the same when you're through

with it.

Share with your table groups.

Select one to share with everyone.

- determine length of time & amt. needed to pack...



Transition Plan Goal Worksheet

Areas of Need

Goals

Team Member Worksheet

Name	Representation	Contact Information

Horizontal
Transitions

CLASSROOMS

Transition Assessment Worksheet					
Current Practice (Include Dates)	Target Connection	What Works What is most effective about this practice?	What Doesn't Work?	Possible Cause(s)	Suggestion(s) Additional Information
transitions - meals - inside / outside		music / songs	1 sink for handwashing	*	*
KDB screening					
Quick Start					

Transition Idea Worksheet

Focus Area

Strategy

--	--

Transition Plan Worksheet

Goal:

Strategy:

Action Plan

Resources

Responsibilities

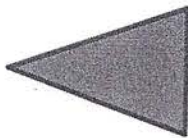
Evaluation

Geometric Closer



What Squared (agreed with something you were thinking?

parents need to be their child's first teacher & advocate



What did you see from a new angle?

transitions before prek & after KDG...

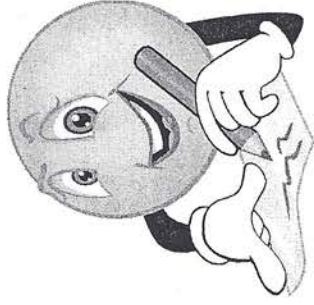


What will you need to do to complete this process?

teach the parents...
inform them...

List the factors of a child's early life that would predict kindergarten success.

- emergent reading skills
- basic math skills
- social skills
- emotional skills
- background knowledge




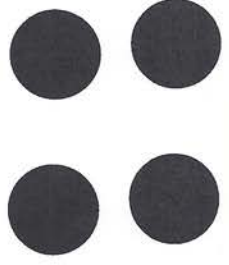
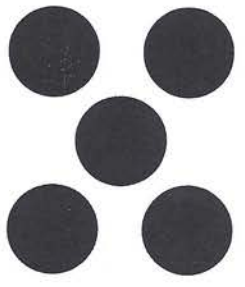
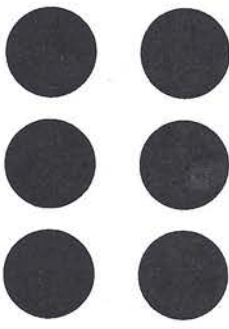


Children prepared for school:

- 1.
- 2.
- 3.
- 4.
- 5.

Parent Questionnaire

Activity	Participated?		Very Useful	Somewhat Useful	Not Useful
	Y	N			
1. Did your child visit the kindergarten classroom?	78%	22%	76%	24%	0%
2. Did you visit the kindergarten classroom?	69%	31%	72%	23%	5%
3. Did you meet with a kindergarten teacher (not necessarily your child's teacher)?	63%	37%	79%	17%	4%
4. Did you meet your child's kindergarten teacher?	48%	52%	92%	8%	
5. Did you meet with the elementary school principal?	39%	61%	35%	46%	19%
6. Did you participate in elementary schoolwide activities (e.g. spring programs, bingo night)?	22%	88%	32%	29%	39%
7. Did you go on a tour of your school?	55%	45%	83%	10%	7%
8. Did you talk with parents of your child's classmates?	86%	14%	96%	4%	
9. Did you attend a workshop for parents?	34%	66%	66%	11%	23%
10. Did you attend the school's kindergarten registration?	96%	4%	75%	10%	15%
11. Did you attend an orientation for kindergarten?	79%	21%	89%	7%	4%
12. Did you talk with your child's teacher or transition coordinator about your child going to kindergarten?	87%	13%	92%	8%	0%

<p>What is something new that you learned from reading this Position Statement?</p> <p style="text-align: center;"></p>	<p>What are the implications as you prepare to develop a transition plan?</p> <p style="text-align: center;"></p>	<p>Choose one of the <i>School Leader Should</i> Action Steps that would apply to your District. (Page 14)</p> <p style="text-align: center;"></p>
<p>Share your understanding of an attribute of a successful transition plan (page 13).</p> <p style="text-align: center;"></p>	<p>Choose one of the <i>Teacher/Counselor Should</i> Action Steps that would apply to your District. (Page 14)</p> <p style="text-align: center;"></p>	<p>Choose one of the <i>Parents Should</i> Action Steps that would apply to your District. (Page 15)</p> <p style="text-align: center;"></p>

Supporting Students in Their Transition to Middle School

A Position Paper Jointly Adopted by National Middle School Association and The National Association of Elementary School Principals

When I first started the 6th grade I didn't know what to do or what to think.

Teachers don't know about how hard it is for a sixth grader to feel good and how a lot of kids are scared of life.

Well, my parents, they told me it would be different. I would have to watch myself...grades...picking fights.

Sixth grade is like kindergarten, like starting all over again.

(Comments made by 6th grade students, "Transition to A Middle Level School: What Kids Say," Middle School Journal, November, 1992)

Moving from an elementary school to a middle school is experienced by more than 88% of public school students as they begin the middle grades. This time of transition evokes a wide variety of emotions, behaviors, and concerns for both young adolescents and their parents. For many students it's considered a major stepping-stone on the road to becoming an adult. For teachers and principals, it is an opportunity to have a fresh start with students and to introduce them to the culture and expectations of their new school in a way that promotes positive behavior and involvement.

Transition to middle school is marked by several changes in educational expectations and practices. In most elementary schools, children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new settings, structures, and expectations. All of this comes at a time when they are also experiencing a host of changes associated with the transition from childhood to adolescence. They are beginning to mature physically, and to think of themselves as individuals outside of their families. Their attentions turn to exercising independence and developing strong relationships with peers — while avoiding exposure and embarrassment. The atmosphere at home may become strained as both parents and

children struggle with redefining roles and relationships. This complicated period of transition has often been associated with a decline in academic achievement, performance motivation, and self-perceptions. It is a time when young adolescents are most likely to experiment with at-risk behaviors. It is also the point at which children begin to make pivotal decisions regarding their academic and career choices — precisely at a time when they may be distracted or turned off by academic endeavors.

A well-designed transition plan can restore the strong sense of belonging the entering middle school student once felt in elementary school - a key element associated with the positive motivation to enjoy and succeed in academic tasks. The young adolescent must feel successful in school, have opportunities for self-expression and decision-making, and feel cared for and respected as a person. The concerns most often expressed by students about to enter middle school focus on the routine of the new school: finding their way around and getting to class on time, dealing with lockers and combination locks, and mixing with older students. They also worry about choosing sports or extracurricular activities, and keeping up with homework and long-term assignments. Schools at both levels can mitigate many of these concerns by providing orientation activities that demystify new routines well before the first day at middle school. Involving students at both levels in the planning and implementation of these activities ensures they are appropriate to student needs and provide positive initial contact between younger children and their older peers. Throughout the middle years, teachers can provide opportunities for every child to experience social and academic success by utilizing classroom strategies that promote social development as well as those that address individual learning needs. And schools must reach out to parents, helping them to become more knowledgeable about young adolescents' developmental needs and concerns, and encouraging ongoing parental involvement in their children's education. A strong home and school connection can create a seamless web of support for children in transition.

The most common transition activities include meetings with incoming students and their parents and student visits to the new middle school. Typically, there is some type of information sharing between middle school administrators and counselors and elementary staff to help facilitate the transition initiatives. However, transition literature as well as transition studies over the past decade call for a more comprehensive approach to this time of change. The more comprehensive approach is built upon a commitment to teamwork and collaboration where educators, parents, and students work together in designing and implementing transition programs.

The attributes of successful transition programs include the following:

- A sensitivity to the anxieties accompanying a move to a new school setting
- The importance of parents and teachers as partners in this effort
- The recognition that becoming comfortable in a new school setting is an ongoing process, not a single event.

A Call to Action:

The National Middle School Association and the National Association of Elementary School Principals urge principals, teachers, school counselors, parents, and students at both elementary and middle school levels to work together in the planning and implementing of strategies that will directly address students' concerns and ease the transition to middle school and provide children with a foundation for success in school and life. Specifically,

School leaders should:

- Make the planning, implementation, and evaluation of transition activities an annual focus, beginning in the intermediate grades of the elementary school.
- Begin as early as grade five to create an environment that promotes a confident transition from a self-contained classroom structure to the larger team structure of the middle school.
- Encourage collaboration among elementary and middle schools and teachers, students, and parents.
- Provide comprehensive orientation programs for teachers, students and families, including older siblings, who strongly influence attitudes and perceptions of transitioning students.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Support teachers' efforts to address students' social, developmental, and academic needs.
- Provide leadership in creating a climate that values and supports effective home/school communications.

Teachers and Counselors should:

- Engage in collaborative planning with their counterparts at the elementary and middle levels to ensure a smooth academic transition that recognizes and accommodates variations in curricula across feeder schools.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education.
- Provide counseling at both the elementary and middle levels to address transition concerns and assure students of the availability of ongoing support.
- Provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.
- Use a variety of developmentally appropriate instructional practices that will enable each child to experience academic success.
- Employ strategies such as cooperative learning that provide opportunities for peer interaction.
- Consider organizational structures such as team teaching that ensure teachers have meaningful knowledge and understanding of each child.

Parents should:

- Provide young children with manageable tasks that will help them develop organizational skills and responsibility.
- Encourage children to try new things and to regard failure as a necessary part of learning and growing.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures and the availability of counseling.
- Attend school functions and stay involved in children's schooling.
- Support children in their efforts to become independent.
- Maintain strong family connections with young adolescents.
- Be alert to signs of depression or anxiety in their children and seek help.

In planning and implementing programs to address the needs and concerns of students moving from elementary to middle school environments, it is clear that collaboration among all adults who share responsibility and concern for our children's welfare is ultimately the most effective transition strategy we can employ.

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Students enrollment by Grade and Percentage of Total Enrollment

8 th	9 th	10 th	11 th	12 th	Total
3,824,670	4,281,345	3,750,491	3,369,339	3,094,349	18,320,194
20.9%	23.4%	20.5%	18.4%	16.9%	100%

Why is it Important?

Select the research that reflects a concern in your district. Share your concern and rationale with a partner. What evidence supports your concern?

- Student achievement declines between middle school and high school (Allensworth & Easton, 2005)
- Declining achievement during the transition to high school impacts decisions to dropout of school (Balfanz, 2009)
- Behavior problems resulting in suspension or expulsion increase significantly early in the ninth grade (Jerald, 2006)
- Students who have transitioned to ninth grade report that academic ability, time management, ability to stay on task and social skills are important in high school (Zeedyk, et al., 2003)
- Social issues such as peer relationships, bullying and getting lost overshadow concerns about academics (Maute & Brough, 2002).

Parents' ~~Barriers~~ Excuses

Barrier	Percentage of Parents
Work schedule	74%
Choose not to participate	17%
Need child care	17%
Lack transportation	16%
School schedule	14%
Do not know others at school	14%
Feel uncomfortable at school	9%
Have health problems	9%

What actions will you take....	Check Off
The next 24 hours?	
1.	
2.	
3.	
During the next week?	
1.	
2.	
3.	
During the next month?	
1.	
2.	
3.	

Resources

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4/22/14

8/28/2012

Revised 8-22-2012

Successful Transitions along the Literacy Continuum



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Michelle

Morning Agenda

- Planning a Vacation
- Research and Rationale for Transition
- The Transition Planning Cycle
- Foundations for Successful Transitions




Keystones to Opportunity

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Afternoon Agenda

- Target Transition Times
 - Kindergarten
 - Middle School
 - High School
- Transition Challenges
 - Special Needs
 - English Language Learners
 - Transiency
- ~~Take Down the Wall~~
- ~~Action Planning~~



Keystones to Opportunity

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Training Competencies


Competency	Activities
Develop a comprehensive and individualized transition plan for each student.	<ul style="list-style-type: none"> Develop a blueprint for a comprehensive Transition Plan
Identify the critical transition times and align the educational components to each time.	<ul style="list-style-type: none"> Analyze sample data to identify and practice critical transition times.
Develop the understanding that power transition is a process through which all students go to prepare for the future.	<ul style="list-style-type: none"> Recognize the need for Alignment of the Key Functional Components and determine 10 actions and practices to support transitions for: <ul style="list-style-type: none"> 1. Economically disadvantaged students 2. Special Education Students 3. Dual Language Learners/Immigrant Students 4. New students due to student mobility
Identify, describe and set barriers to the transition process.	<ul style="list-style-type: none"> Analyze systems to determine structure and practices to support seamless transitions.

Keystones to Opportunity

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based on research
align key Ed. Comp. at each level
determine root cause/
analyze data
identify barriers

Picture it



Your Perfect Vacation
Within your table groups:

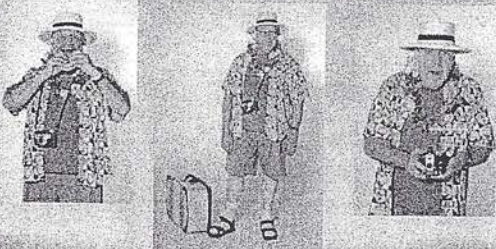
- Introduce your self, including your name, school district and role within the district/grant
- Share the location of your ideal vacation

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ROAD TRIP out west!

What things do you need to consider?



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What would happen if we didn't plan?




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How does vacation planning relate to the importance of developing a transition plan for students?



Why would we leave something as important as this to chance?

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RESEARCH ABOUT TRANSITION

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Transitions Across the Lifespan

- Becoming a new parent
- Going to (or back to) college
- Moving to a new town
- Starting a new job
- Experiencing an empty nest
- Retirement from a career
- Getting married

Keystones to Opportunity



Transitions occur across all age groups and sub-populations.

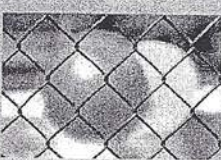


Keystones to Opportunity






What Contributes to Adjustment?

- Connections & Continuity
- Linkages/Connections
 - Information
 - Relationships



Keystones to Opportunity






Positive transitions have an impact on student achievement and family engagement.

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13

The development of a transition plan is an effective way to monitor and improve the transition process for students and families.



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14



WHAT ROLE CAN SCHOOLS PLAY IN ADDRESSING THESE TRANSITIONS?

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15

Maslow's Hierarchy of Needs

Self-actualization
 Creativity
 spontaneity
 problem solving
 lack of prejudice
 acceptance of facts

Esteem
 self-esteem, confidence
 achievement
 respect of others
 personal freedom

Love/belonging
 affection, family, friendship
 group membership

Safety
 food and clothing
 shelter
 financial security
 health and safety

Physiological

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Keystones to Opportunity 16

Ideas for improving your school's transition program...

to help students feel emotionally safe during their transitional periods.

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Keystones to Opportunity 17

Therefore...

- Effective coping is a resilient response to stress
- A goal of transition is to overcome potentially stressful life events and turn them into learning experiences

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Keystones to Opportunity 18

Addressing Transitions is Critical to the Success of Students & Schools




Change can disrupt or promote development and learning

Keystones to Opportunity



Transition is defined as...

The movement from "one state of certainty to another with a period of uncertainty in between" (Schilling, Snow, and Schinke, 1988, p.2).



What happens during and because of this period of uncertainty is important.


Keystones to Opportunity

definition

Horizontal Transitions

Occur throughout the day

- Leaving the classroom for lunch.
- Daily routine segments
- Using the restroom.
- Going to the library, computer center, or resource room
- Moving from one class to another or from one learning center to another
- Going outside for recess



Keystones to Opportunity

daily transitions...



Recommendations for Classroom Practice

Establishing rules and procedures for transitions and interruptions is an important aspect of classroom management.

- Follow a predictable routine
- Establishing rules and procedures for recurring situations
- Practicing transitions and potential interruptions
- Engaging students as leaders during transitions and interruptions
- Preparing students for changes to their routine



Keystones to Opportunity



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Vertical Transitions

These transitions occur as we move on to another grade, school, or level. For example:

- Entering Preschool
- Entering Kindergarten
- Entering First grade (if it involves a change from half day to full day)
- Entering Intermediate or Middle School
- Entering High School



Keystones to Opportunity



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Vertical Transitions

One way that schools can help their students succeed is by paying attention to important transitions. As educators, we need to do a better job of making the transition from one building to another or from grade to grade seamless for our students.

Ignoring these turning points can put students at a clear disadvantage.




Keystones to Opportunity



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Metaphors 

Independently complete this phrase:



Transition is like _____,
because _____

Share with your table groups.
Select one to share with everyone.

 **Keystones to Opportunity**  25

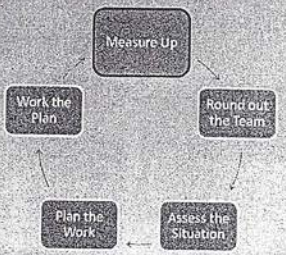
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THE TRANSITION PLANNING CYCLE



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The Transition Planning Cycle



```
graph TD; A[Measure Up] --> B[Round out the Team]; B --> C[Assess the Situation]; C --> D[Plan the Work]; D --> E[Work the Plan]; E --> A;
```

 **Keystones to Opportunity**  27

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Transition Team

The development of an effective, comprehensive transition plan requires involvement of all major stakeholders in the transition process. This collaborative team, established at the district and/or school level(s), is responsible for creating a timeline of transition activities and for implementation of policy and practices.



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Parent Engagement

"My vision for family engagement is ambitious... I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported...when parents demand change and better options for their children, they become the real accountability backstop for the educational system."
(Secretary of Education, Arne Duncan, May 3, 2010).



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I now KNOW that I am my son's first and most important teacher, and I want to be able to help him succeed in his education until he graduates. And...maybe beyond that!"
(Family Literacy Parent, Mifflin County, 2011)




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Parents as Stakeholders

Parent engagement is an overarching principle and approach for involving families in decisions about themselves, their children, services, and their communities.



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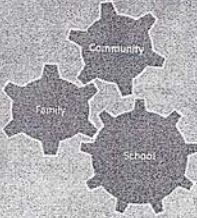


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The Transition Planning Team

Who should be included in your team?

At your table brainstorm a list of who will be included.




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Enter this information into your Transition Template

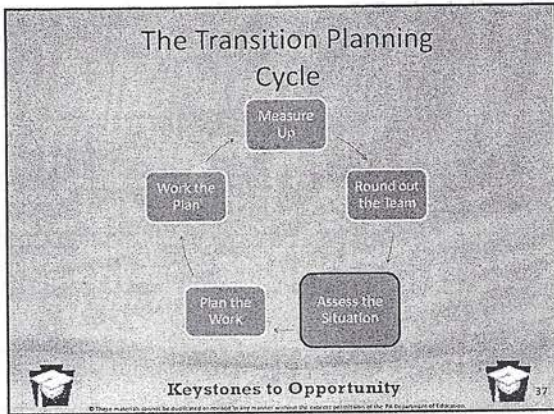
Name	Representation	Contact Information

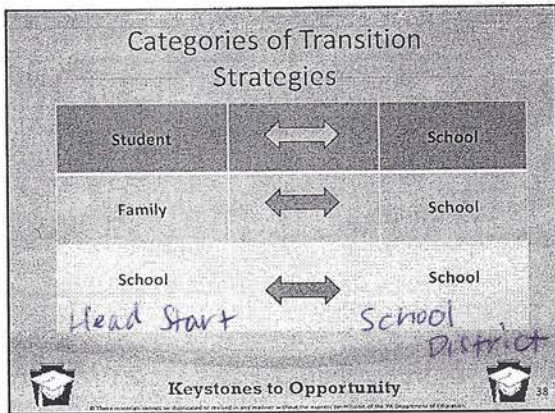


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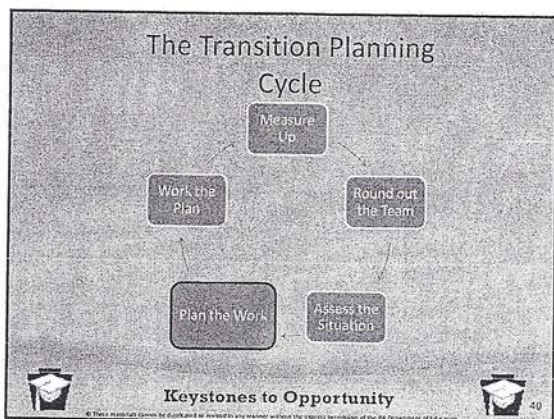




Transition Assessment Worksheet

Student Name (Include District)	Date of Assessment	What Goals were assessed?	What Domain(s) were assessed?	Example(s) of Student Performance	Assessment Method(s) and Instrument(s)

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Add your ideas...

Transition Ideas Worksheet

Focus Area	Strategy

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The Transition Plan is used both as a planning tool to plan year-round transition activities and as a management tool to guide implementation.

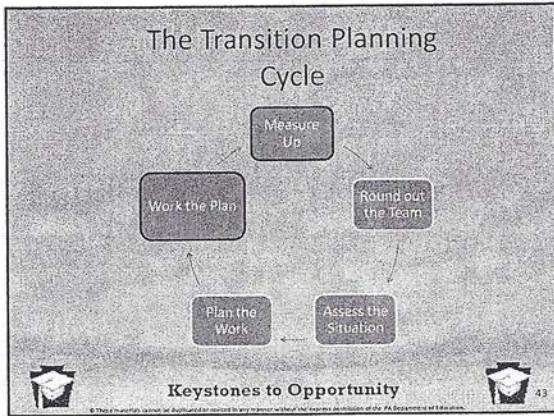
Goal: _____

Transition Strategy: _____

Action Plan (What and When)	Resources Needed	Person Responsible / Responsibilities	Revision

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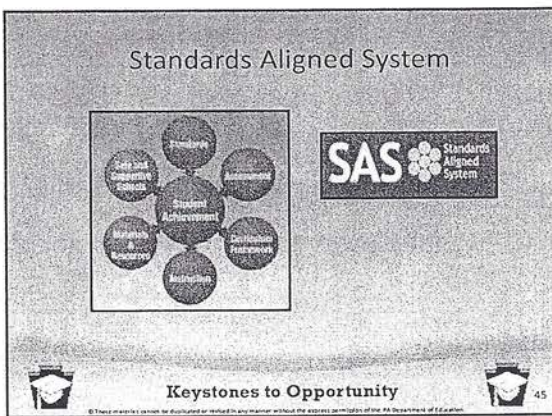
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FOUNDATIONS FOR SUCCESSFUL TRANSITIONS


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Mapping furnishes each teacher with a schematic of instructional content and emphasis.

... and can provide teachers and administrators with evidence of the curriculum's horizontal and vertical articulation.



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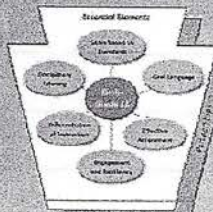


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Pa Comprehensive Literacy Plan

Vision: All students in Pennsylvania from birth through Grade 12 will become well-educated citizens with a command of literacy that prepares them for the challenges of the 21st century and enables them to achieve their personal and professional goals.




Mission: The Pennsylvania Comprehensive Literacy Plan (PaCLP) will provide guidance to stakeholders about their roles in developing an integrated, aligned, and comprehensive set of literacy experiences for students.


High expectations for all learners

Evidence-based decision making

21st century teaching



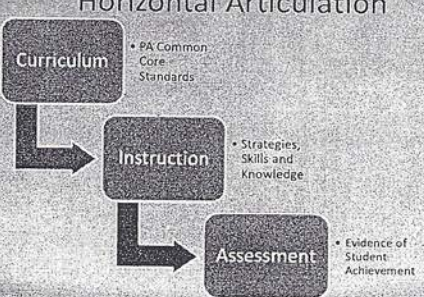
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Horizontal Articulation




Curriculum • PA Common Core Standards

Instruction • Strategies, Skills and Knowledge

Assessment • Evidence of Student Achievement

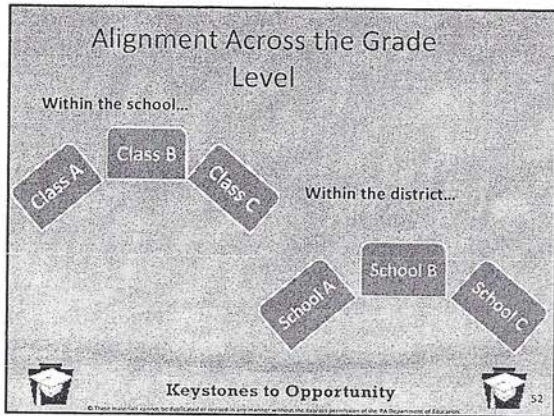


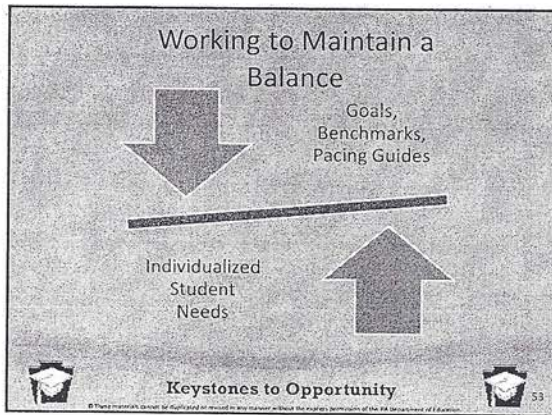
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Vertical Articulation

Grade 1	Grade 2	Grade 3
Standards	Standards	Standards
Curriculum	Curriculum	Curriculum
Instruction	Instruction	Instruction
Assessment	Assessment	Assessment

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Building the Foundation




To support successful transitions, students must have the required knowledge and skills...

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Geometric Closer



What squared with you?

What did you see from a new angle?

What will you need to do to complete this process?

Turn to an elbow partner and share your thinking.

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Add your ideas...

Transition Idea Worksheet	
Focus Area	Strategy

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Questions



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Agenda

- Target Transition Times
 - Kindergarten
 - Middle School
 - High School
- Transition Challenges
 - Special Needs
 - English Language Learners
 - Transiency
- Take Down the Wall
- Action Planning



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TRANSITION TIMES

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Starting School

Transition to Kindergarten



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Building for a Future

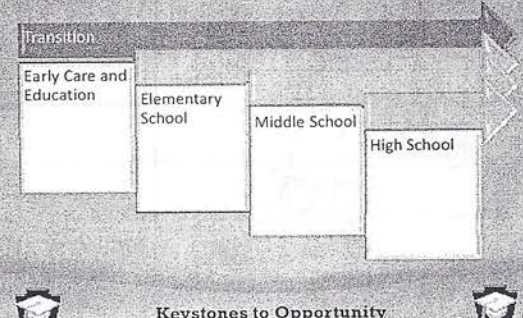
Transition

Early Care and Education

Elementary School

Middle School

High School




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Kindergarten is a critical time when children make important decisions about school as a place they can be successful and about themselves as learners...




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Predicting School Success

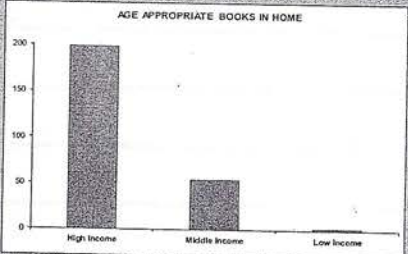


What 'factors' of a child's early life would predict how successful a child would be in kindergarten?

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Differences in Opportunities

AGE APPROPRIATE BOOKS IN HOME



Income Level	Age Appropriate Books in Home
High Income	~200
Middle Income	~50
Low Income	0

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sad but true

* 61% of low income have no books in home NYC

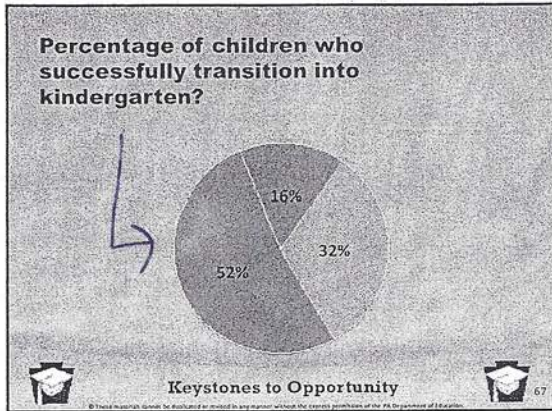
Talk, talk, talk!

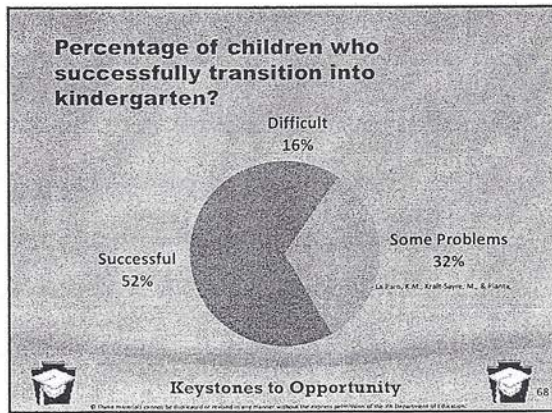
- The more words a child knows at 3, the better his reading is later
- 3-year-olds whose parents went to college know more than twice as many words as other kids
- By the time they are 4, low-income kids have heard about 32 million words less than high-income kids

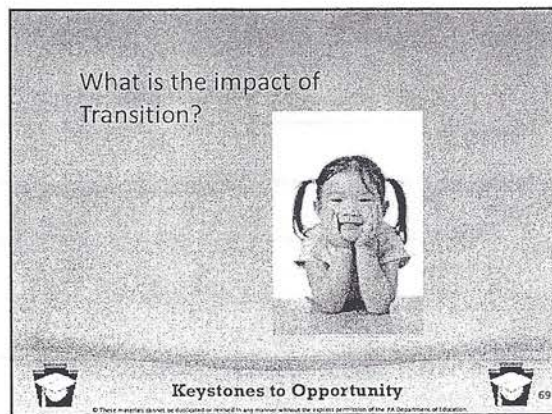
Hart and Risley, 1995 "Meaningful Differences in the Everyday Experience of Young American Children"

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Hart & Risley language study "30 million word gap"









Impact of Transition



Who All Kindergarteners	What 1. Change in place 2. New expectations & student role 3. Adjusting to a new peer group 4. New relationships with adults and authority figures
-----------------------------------	---

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Impact of Transition



Who Well Transitioned and Supported Kindergarteners	What 1. Increased self-confidence and motivation 2. Improved relations with other children 3. Openness to new experiences 4. Early school success
---	--

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Impact of Transition

Who Well Transitioned and Supported Parents	What 1. Increased confidence that their child will succeed 2. A sense that teachers understand their child's needs 3. A sense of pride and commitment in on-going involvement 4. Confidence in their influence on the education system
---	---

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Impact of Transition

<p>Who</p> <p>Well Transitioned and Supported Teacher/School</p>	<p>What</p> <ol style="list-style-type: none"> 1. Increased knowledge of the children and ability to meet their individual needs 2. Increased parental and community support 3. More resources and larger network of support 4. Awareness of early childhood and family support services available in the community 5. Professionalism and pride in their efforts to reach out to young children
---	--

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teacher /
school

Impact of Transition

<p>Who</p> <p>Well Transitioned and Supported Community</p>	<p>What</p> <ol style="list-style-type: none"> 1. Healthier children and families 2. Children and families receiving support services faster 3. Increased amount of children ready for school 4. Increased number of students completing school
--	--

Keystones to Opportunity

Community

School Success

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Quality KDG.
Transition

Success in School: Did you know?

- Nationally every year, one in 10 kindergarten and 1st grade students misses a month of school with excused and unexcused absences.
- Of those chronically absent in Kindergarten, only 17% are reading at grade level in the 3rd grade.
- Even when teachers take the roll daily, the data they collect is not typically analyzed to reveal chronic absence patterns.

www.attendanceworks.org

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attendanceworks.org

School is a place away from home where a child will have some of his or her greatest challenges, successes, failures and embarrassments.


Because school is beyond the control of parents, it can be stressful for both the child and the parents...

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BOOK:
OFF TO SCHOOL...
~~A View of a~~
~~KDG's parent~~

by Irene Hannigan



"Starting school is a major milestone for children and parents."

-American Academy of Child and Adolescent Psychiatry



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A parent's view of
 the KDG. year

List the first five things you think of when you consider...

Children prepared for school

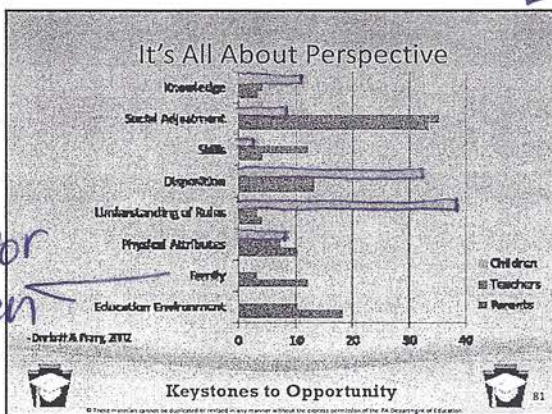
Important Areas that Affect Transition to School

- Knowledge
- Social adjustment to the school context
- Skills
- Disposition
- Rules
- Physical attributes or characteristics
- Family issues
- Education environment

Dockett & Perry, 2002




TOP 3



for children

1300 parents
1250 teachers
325 kids

Parents:


- ① Social Adjustment
- ② Disposition
- ③ Edu. Environment

Kids:


- ① Rules
- ② Disposition
- ③ Knowledge/Social Adjustment

The Messiness of Readiness

Teachers have a different idea of school readiness than parents do, and politicians have a different notion than pediatricians.




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School readiness has effects beyond the first few months of kindergarten; children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background.

(Duncan et al., 2007; Duncan et al., 2010)




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Ready Schools

- A ready school is one that provides developmentally appropriate learning experiences for children
- Ready schools support professional development for all those who interact with children
- Ready schools advocate for families to receive the necessary support they need from the community



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Are you a Ready School?

- Share a way that you are a Ready School.

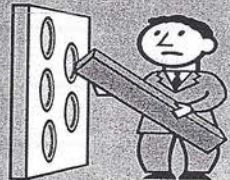


- Share a way that you can improve.

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Not a "Once and done" or "One size fits all"



- One Orientation Meeting does not address the needs of all families
- Periodic contact with families of preschoolers implemented prior to kindergarten entry must be sustained once the child enters the school

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Parent Questionnaire

	Response			Total Sample	Response rate (%)	No. of Children
	Yes	No	DK			
1. Did you attend the Orientation Meeting?	71%	22%	7%	24%	24%	0%
2. Did you visit the kindergarten classroom?	63%	21%	17%	22%	21%	1%
3. Did you meet with kindergarten teachers before your child's enrollment?	63%	27%	10%	17%	17%	4%
4. Did you attend your child's home visit?	48%	41%	11%	4%	4%	0%
5. Did you attend a home visit with a home visitor?	38%	61%	1%	35%	45%	15%
6. Did you attend a home visit with a home visitor for a home assessment before your child's enrollment?	22%	88%	1%	21%	20%	17%
7. Did you go to a home visit of your child?	53%	45%	2%	10%	10%	7%
8. Did you attend a home visit of your child's classroom?	86%	14%	0%	4%	4%	0%
9. Did you attend a home visit for a home assessment?	34%	66%	0%	11%	11%	21%
10. Did you attend the school's home assessment program?	96%	4%	0%	17%	17%	15%
11. Did you attend an orientation meeting for your child's enrollment?	79%	21%	0%	7%	7%	4%
12. Did you visit with your child's teacher or home visitor before your child's enrollment?	67%	32%	1%	4%	4%	0%

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Views on Transition

Contrasting Views of the Transition Process

Kraft-Sayre & Pianta, (2000)

National Center for Early Development and Learning

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The Harvard Family Research Project...

Schools need to base transition practices on three interrelated principles

1. Reaching out...
2. Reaching backward in time...
3. Reaching with appropriate intensity...

-Bohan-Baker & Little (2002)

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Community Members

How do you connect with the families and children who do not attend a local early childhood program?

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No one said this was going to be easy....


Transition practices that reach backward over time, outward to the early childhood community and families and involve direct and personal contact are the ones that are most effective and most difficult to implement



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It is not just the child who makes the transition; it is a process in which the child, the family the school and the community interrelate over time.



Rimm-Kauffman and Pianta (2004)

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Child Focus

- Acknowledge each child's talents strengths and learning styles
- Be patient and listen to the needs of each child
- Create relationships



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Family Focus

- Ensure smooth transitions for families
 - Develop partnerships
 - Foster ongoing communication
 - Have an open door policy



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Effective family and community connections

- Creates a culture of trusting and collaborative relationships
- Gain a better understanding and respect for families
- Involve all stakeholders in a shared partnership

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Guidelines for Effective Transition Programs

(Dockett & Perry, 2001)

- Establish positive relationships
- Facilitate each student's development
- Develop long-term, individualized "transition-to-school" programs
- Have dedicated adequate funding and resources
- Involve a range of stakeholders
- Are well-planned and evaluated
- Are flexible and responsive
- Are based on mutual trust and respect
- Rely on reciprocal communication
- Take into account the context of the community and its individual families and children

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Transition Policies...

Should enhance or create opportunities whereby a child can view the transition to kindergarten as a warm and exciting adventure



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Is there a Serious Gap?


- How does screening enhance or create opportunity for children?
- How does current practice related to transition offer a reassuring experience for parents?
- How does class size and placement policies affect the extent to which a teacher can facilitate the developing child's skills?

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The Role of the Principal

- Liaisons to the community
- Champions of home-school partnerships
- Leaders of instructional change
- Administrators of effective policies



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All Sorts of Ideas

- Place the three *category* cards onto the table.
- Take turns selecting a *strategy* card and working as a team to sort it into the appropriate category that best identifies the focus for that strategy.
- On a blank card, offer an idea that is currently in practice and sort it accordingly.

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Early Childhood Transitions are Smoother when:


- Children experience developmentally appropriate curricula
- There is ongoing communication and cooperation
- Children are prepared for transitions
- Families are actively involved

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Research suggests that children who make a smooth transition and experience early school success tend to maintain higher levels of social competence and academic achievement.

(Alexander & Entwisle, 1988; Early, Pianta, & Cox, 1999; Luster & McAdoo, 1996; Shepard & Smith, 1989).

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Add your ideas...

Transition Idea Worksheet

Focus Area	Strategy

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Ready or not?

Here I come!



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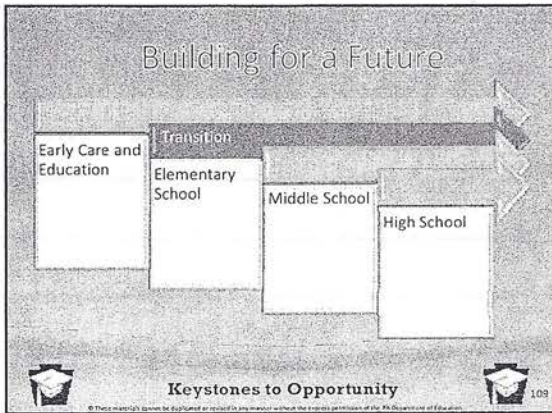
TRANSITIONS DURING MIDDLE SCHOOL

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8





Some students struggle as they transition to middle school; others take to it naturally. But both groups want to know that someone is looking out for them.

Give Me Five

Five mind-sets for educators are key to designing successful transition programs for incoming middle school students.



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1. Understanding Students' Concern about Belonging

- Primary concern for new middle-level students
- Design with student interests in mind
- Shadow a Middle School Student
- A sense of belonging
- Clubs and organizations

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2. Empathizing with Students

- "Every day is the end, or beginning, of all life as they know it."
- Empathy helps teachers understand students' major worries.
- Build practical advice for handling each one of these concerns into their transition programs.

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3. Understanding the Characteristics of the Age Group

What makes a middle school developmentally appropriate for young adolescents?

- Physical Characteristics
- Mental Characteristics
- Social-emotional Characteristics



Where in our transition programs do we respond to these needs and strengths?

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4. Focusing on the Positive



- Empower students
 - Provide opportunities to demonstrate responsibility
 - Provide opportunities for decision-making
- Teach self-regulation
- The goal is autonomy (not dependence)

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5. Building Hope

- Students do better with a clear picture of what to expect, advice on how to handle potential issues, and assurance they will be OK.
- Academic grades should only report what's in the curriculum. When teachers can separate impulsive, immature behavior from academics, there's hope for students.

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Give these a try...

- Invite incoming students to begin school a half or full day earlier than returning students.
- Provide practice opportunities before the transition.
- Gather information about the students.
- Send individual letters to incoming students
- Dispel rumors
- "Walk in my shoes"
- Access parents as partners
- "Ask Me"
- Include healthy doses of humor.

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<p>What is something new that you learned from reading this Position Statement?</p> <p style="text-align: center;">●</p>	<p>What are the implications as you prepare to develop a transition plan?</p> <p style="text-align: center;">● ●</p>	<p>Choose one of the <i>School Leader Should Action Steps</i> that would apply to your District. (Page 14)</p> <p style="text-align: center;">● ● ● ●</p>
<p>Share your understanding of an attribute of a successful transition plan (page 13).</p> <p style="text-align: center;">● ● ● ●</p>	<p>Choose one of the <i>Teacher/Counselor Should Action Steps</i> that would apply to your District. (Page 14)</p> <p style="text-align: center;">● ● ● ● ● ●</p>	<p>Choose one of the <i>Parents Should Action Steps</i> that would apply to your District. (Page 15)</p> <p style="text-align: center;">● ● ● ● ● ● ● ●</p>

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Think Dots

- Review the Joint Position Paper – (Participant Packet pages 12-17)
- Within your table groups...
- Take turns rolling the die
- Respond to the statement that corresponds with that number
- Continue until each person has a turn to respond

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Middle School



Will it be the beginning or the end....

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Add your ideas...

Transition Ideas Worksheet

Focus Area	Strategy

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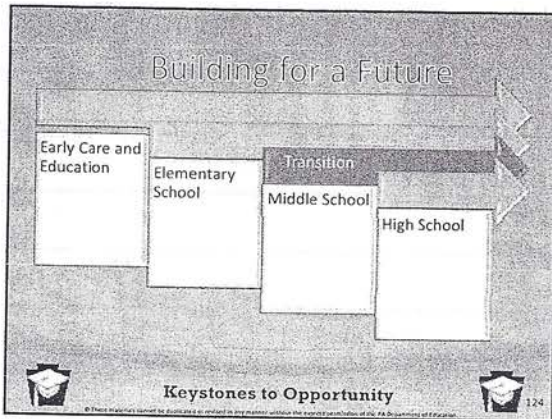
122

TRANSITION INTO HIGH SCHOOL

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123





"Accountability, expectation, and challenge are what shape seventh- and eighth-graders for high school, not just support and making them feel warm and safe."

Glenda Beamon, a professor of education at Elon College in Elon, North Carolina, and author of *Sparking the Thinking of Students* Ages 10-14 (Corwin Press)



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Academic Transition

A process during which institutional and social factors influence which students' educational careers are positively or negatively affected by this movement between organizations

- Schiller (1999)



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The numbers tell the story...

Students enrollment by Grade and Percentage of Total Enrollment

9 th	10 th	11 th	12 th	Total
3,824,670	4,281,345	3,750,491	3,369,339	3,094,349
20.9%	23.4%	20.5%	18.4%	16.9%



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"9th grade bulge"

(repeating grade)


Why is it important?

Select the research that reflects a concern in your district. Share your concern and rationale with a partner. What evidence supports your concern?

- Student achievement declines between middle school and high school (Allensworth & Easton, 2005)
- Declining achievement during the transition to high school impacts decisions to dropout of school (Ballanz, 2009)
- Behavior problems resulting in suspension or expulsion increase significantly early in the ninth grade (Jerald, 2006)
- Students who have transitioned to ninth grade report that academic ability, time management, ability to stay on task and social skills are important in high school (Zeedyk, et al., 2003)
- Social issues such as peer relationships, bullying and getting lost overshadow concerns about academics (Maute & Brough, 2002)





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Listen to What They Say

- Within your table groups, distribute the *statement* cards to each person.
- Distribute the *meaning* cards to each person.
- Take turns reading each statement aloud and challenge the others at your table to connect it to the appropriate meaning card.

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Dropping out has been described as a “slow process of disengagement from school”


(Bridgeland, Dilulio, & Morrison, 2006)



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H.E.A.T



LSTI
H.E.A.T

- All grantees who target schools Kindergarten through grade 12 will be required to administer H.E.A.T.
- H.E.A.T. must be administered a *minimum* of 2 times a year.


H - Higher order thinking
E - Engaged learning
A - Authentic connections
T - Technology use

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In looking at the connection between engagement and achievement, ...

...the corporate world offers an employee engagement model in which strong relationships — between employee and organization, employee and employer, employee and customer, and employee and work — create productive and profitable businesses in which employees remain with their companies.



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Make the connection...

Viewing this model through the lens of education, student engagement has promise as a driving force in creating high-achieving schools in which students persist through graduation.

Strong Relationships...

- between employee and organization,
- employee and employer,
- employee and customer,
- and employee and work

What are the implications for education?




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Helping Students Make the Transition

- Connect students with high school students
- Share why it is important
- Support skills and strategies for success
- Support strong and mutually respectful connections with adults
- Provide “bridge” activities




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Helping 9th Graders Succeed

- Create smaller learning communities
- Group 9th graders together
- Start with a 9th grade orientation period
- Train student mentors
- Build advisory groups into student schedules
- Personal connections



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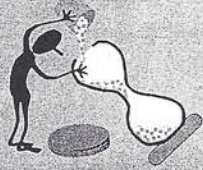


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Give students more time to learn...

- Block scheduling
- Clear and consistent expectations
- Extra time
- Additional activities



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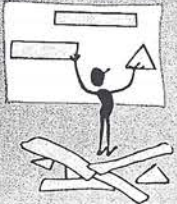


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Changes

- Procedural
- Social
- and Academic changes.



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Procedural Changes

- Examine the bell schedule(s) and map of the high school.
- Tour their high school.
- Practice procedural tasks (e.g., adhering to a bell schedule similar to the high school schedule, using a combination lock).
- Familiarity with the high school student handbook
- Host a panel of high school students



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Social Changes

- Host an extracurricular day for high school to provide information on how to get involved
- Arrange a teacher swap day
- Plan an end-of-year "rite of passage" activity for students to celebrate



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Academic Changes

- Examine samples of actual high school work
- Teach students academic and life skills
- Organize a high school curriculum/academic fair
- Align the middle and high school curriculums.
- Have high school students tutor middle school students





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Strategies for Providing Information

- Provide Accurate, Useful Information
- Provide Social Support
- Support Students' Academic Preparation
- Work Together to Support Students' Successful Transition

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Gallery Walk


- Components are posted on charts around the room.
- As the music plays, move to a chart.
- When the music stops, review the ideas listed on the charts and add your ideas.
- Move to another chart when the music begins again.

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Looking Back, Looking Forward

By listening to and acting on student concerns about high school transition, teachers can help students navigate their way through the ambivalence of the early teen years and step up to the plate every day with renewed interest and excitement.

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Add your ideas...

Transition Idea Worksheet

Focus Area	Strategy

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High School

Are you setting them up for success?



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CHALLENGE AREAS

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Students with Disabilities


- Student perspectives
 - Anxious
 - Uncertainty
- Teacher perspectives
 - Anxiety
 - Apprehension

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The Whole Person

- Talents
- Skills
- Abilities
- Needs



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Interactive Transition Plan


- Students must be at the center of communicating ...
 - Who they are
 - What they like to do
 - How they contribute to their community

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Builds the Bridge

It is a hybrid of several approaches to planning, combining aspects of individualized educational planning with a portfolio framework.
(Jasmine, 1993).



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You can't take aim without the target...

The actual document should evolve over time and be completed on the same time line as the student's classmates without disabilities.



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How is the Plan Developed?

- *Step 1: Choose a format*
- *Step 2: Compile the transition "book"*
- *Step 3: Share the transition plan with the receiving teacher*



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From Worry to Welcome

Ownership and membership have significant positive outcomes in the school experiences of students with and without disabilities.

(Giangreco, Dennis Cloninger, Edelman, & Schattman, 1993)

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Strategies for ELL Students

...Consider the application for all students who are transitioning



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The Affective Filter


The term used to refer to the constellation of **negative emotional and motivational factors** that may interfere with a child's ability to learn a second language efficiently.

- Krashen and Terrel (1983)

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Positive Body Language Speaks Volumes



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Double-Duty Strategies

- Establish predictable routines
- Speak clearly.
- Repeat important words and information several times.
- Extend time periods for responding to prompts.
- Avoid using idioms, colloquialisms, and shorthand references.
- Point to what you're referring to.
- Label things

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The *REAL* Thing



- Provide specific models and hands-on experiences.
- Use visuals during instruction.
- Demonstrate what you mean.
- Make students feel that they belong.
- Use think alouds.

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Strategies



- Use cooperative learning groups.
- Find ways to enable new students to demonstrate their intellectual skills and maintain dignity.
- Give students quick and accurate feedback.
- Spend time building background knowledge.

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Additional Thoughts...



- Move toward their own learning.
- Support conversational and academic language.
- Learn about students' interests and cultures.
- Teach new content through a medium or topics that students already know.
- Remember that students are *individuals* worth our time and energy.

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Student Mobility

Student mobility has "potentially deep and pervasive consequences" for individual students and the schools they attend.
(Kerbow, 1996, p. 1).

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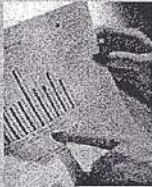
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Take a closer look

What is your district mobility rate for each level?

Does it impact a specific school or grade level?

Is it changing?



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We cannot direct the wind...

But we can adjust our sails.



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Research is especially clear about the effects of mobility on academic skills, such as reading.

(Alexander, Entwisle, & Dauber, 1996; Kerbow, 1996; Nelson, Simoni, & Adelman, 1996).

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Reading Performance of Stable and Mobile 2nd Grade Students




	Level of Stability					
	More				Less	
	Group A (n = 1077)		Group B (n = 945)		Group C (n = 267)	
	M	SD	M	SD	M	SD
DIBELS Oral Reading Fluency	93.5	33.1	84.0	39.8	75.4	40.6
Stanford Achievement Test	594.2	39.3	585.0	42.8	577.3	40.8

M-Mean SD - Standard deviation



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To be effective...


Teachers must get to know each child in the group well.

A variety of methods can be used:

- Observations
- Family interviews
- Examination of student work
- Individual assessment results




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Transiency due to Homelessness

Fewer than a quarter of the homeless children in the United States complete high school.




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The Homeless Impact Model



- Deteriorating living conditions
- Growth of risk factors
- Harm to well-being

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An Educational Framework

- Develop awareness
- Attend to the basic needs
- Provide effective instruction
- Create a supportive environment
- Provide additional supports
- Collaborate with other organizations
- Promote parental involvement

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Make school an oasis of stability and caring in what can often seem like a random, chaotic, and inhumane world to homeless children.



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Implement an Enrollment Plan

1. Gather information:

- Academic strengths
- Special programs
- Reading and math instruction
- Attendance
- Academic concerns



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Implement an Enrollment Plan

2. Use screening measures to gather information about current reading and math levels

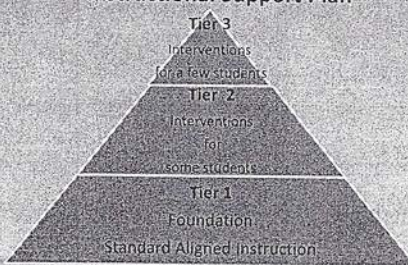


Pre-planning is key to the effectiveness of these strategies.

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Implement a School-wide Instructional Support Plan



Tier 3
Interventions for a few students

Tier 2
Interventions for some students

Tier 1
Foundation
Standard Aligned Instruction


Response to Instruction and Intervention (RTII)

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Implement a Coordinated Assessment Plan


- Valid and reliable assessments
- Multiple types of assessment
- New assessment tools
- Training
- Ongoing professional development
- Manage assessment data
- Dissemination and use of data

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Additional supports...



- Family Resource Center
- Parent Liaisons
- Staff member as a Point Person
- Attendance incentives
- Parent Conference

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Focus on Problem Solving

- Develop consistent district-wide curriculums and building strong ties between school and home
- Believe that we can make a difference in all students' academic development

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BARRIERS THAT IMPACT SUCCESSFUL TRANSITION



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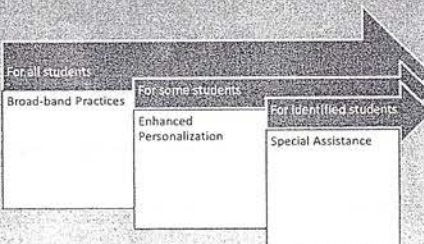
Building the Wall



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Addressing Barriers



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Transition failure can be viewed as stemming from factors related to the environment, person or both.



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Institutional Barriers

- Lack of policy commitment to welcoming
- Inadequate resources (money, time, space)
- Lack of interest or hostile attitudes on the part of the staff, administration and community
- Failure to establish and maintain necessary mechanisms and skill to ensure program success





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Impersonal Barriers

- Neglect in addressing transitions
- A rapid flux of new students that overwhelms the schools ability to respond
- Lack of resources in the school and home to smooth transitions




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Personal Barriers

- Attitudes on the part of individual staff that addressing transitions is not worth the effort and is not the responsibility of schools
- Acquired negative attitudes of specific students and parents that the new school will be no better than the last one




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Parents' Barriers

Barrier	Percentage of Parents
Work schedule	74%
Choose not to participate	17%
Need child care	17%
Lack transportation	16%
School schedule	14%
Do not know others at school	14%
Feel uncomfortable at school	9%
Have health problems	9%



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Get the Faculty on Board

- Invite faculty to get involved...
 - Planning
 - Implementing
 - Evaluating
- Coming Attractions!!!

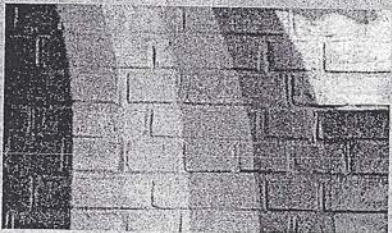


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Take Down The Wall




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"If you can find a path with no obstacles, it probably doesn't lead anywhere."

- Frank A. Clark



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Comprehensive Literacy Plan

The transition process should be anchored in your school's vision of success for each student and your commitment to improving their educational experience.



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“No idea is worth anything unless it is acted on.”



- Sidney Parnes

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Action Plan

What actions will you take...		Check Off
The next 24 hours?	1.	
	2.	
	3.	
During the next week?	1.	
	2.	
	3.	
During the next month?	1.	
	2.	
	3.	






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Training Competencies

Participant will know/understand how to...	Strategy
Identify the components of a transition plan based on student needs.	Develop a framework for a comprehensive Transition Plan.
Identify the key educational times and sites for key transition competency at each level.	Analyze sample data to identify and prioritize critical transition times.
Present the structure and key transition competencies of educational programs to help students to determine their own needs.	Recognize the need for Alignment of the Key Educational Competencies and the site structure and practices to support transition for: <ul style="list-style-type: none"> • Economically-disadvantaged students • Limited Educational students • Dual language learners/emergent students • New students due to student mobility
Identify components of the barriers to the transition process.	Analyze systems to determine structures and practices to support seamless transitions.

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Set your course...
For the journey ahead

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