


4/22/14

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Successful Transitions along the Literacy Continuum



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Michello

Morning Agenda

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




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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~~



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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 student's strengths and interests and align them with the functional components of each job.	<ul style="list-style-type: none"> Analyze sample data to identify and practice critical transition times.
Develop the occupational and program transition to postsecondary education and analyze the data.	<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"> Economically disadvantaged students Special Education Students Dual Language Learners/Immigrant Students How students like to receive instruction
Identify, describe and set barriers to the 10 actions.	<ul style="list-style-type: none"> Analyze systems to determine structure and practices to support seamless transitions.

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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:

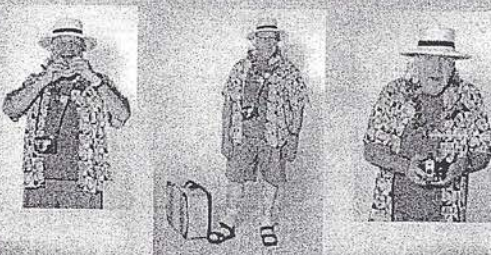
- Introduce your self, including your name, school district and role within the district/grant
- Share the location of your ideal vacation

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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

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Transitions occur across all age groups and sub-populations.

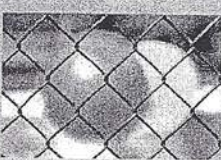




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What Contributes to Adjustment?

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





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




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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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WHAT ROLE CAN SCHOOLS PLAY IN ADDRESSING THESE TRANSITIONS?



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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
 belongingness, recognition

Safety
 food, shelter, employment
 security, stability, protection

Physiological

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

to help students feel emotionally safe during their transitional periods.

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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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Addressing Transitions is Critical to the Success of Students & Schools




Change can disrupt or promote development and learning

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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.


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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



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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



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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



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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.




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Metaphors 

Independently complete this phrase:



Transition is like _____,
because _____.

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

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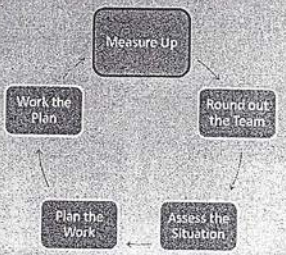
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THE TRANSITION PLANNING CYCLE



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The Transition Planning Cycle



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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;
```

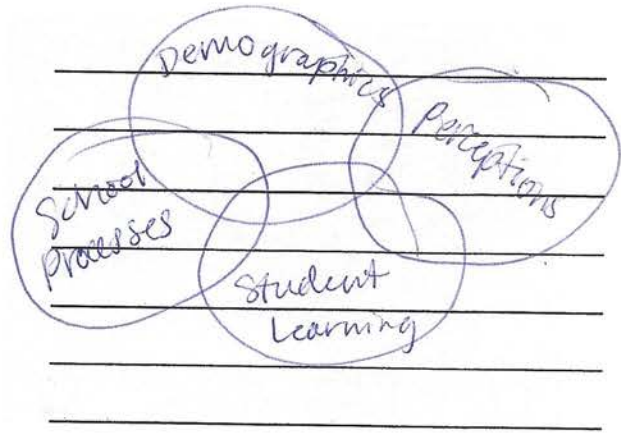
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Bernhardt's Multiple Measures

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Begin With the End in Mind

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The Transition Planning Cycle

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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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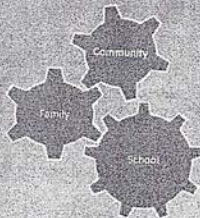


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The Transition Planning Team

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

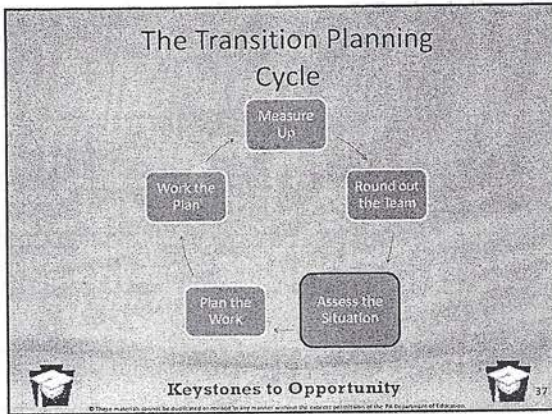
Name	Representation	Contact Information

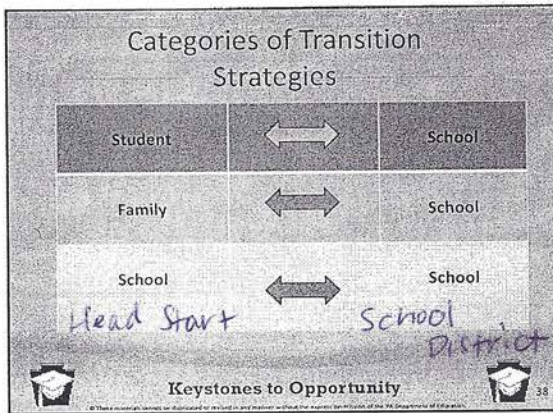


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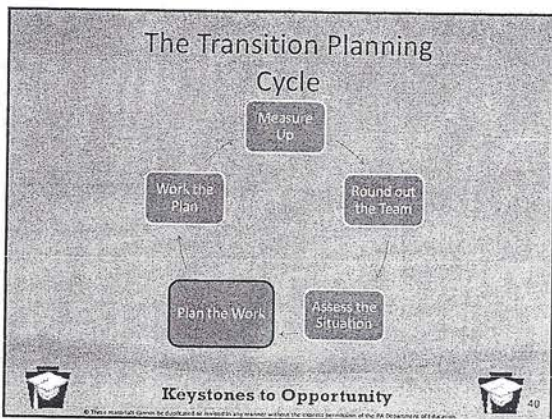


Transition Assessment Worksheet

Student Name (Include District)	Target Population	What Goals were developed?	What Data was used?	Example Data	Agreement of all participants

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Add your ideas...

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.

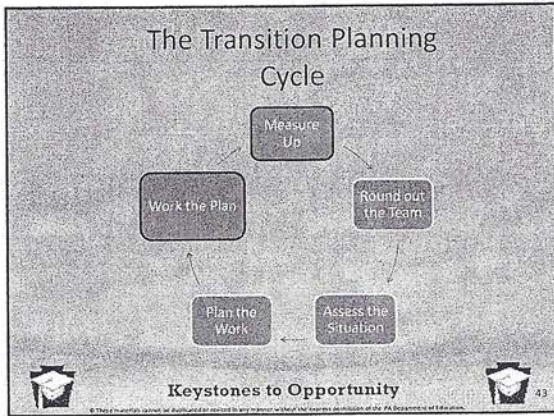
Goal: _____

Transition Strategy: _____

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

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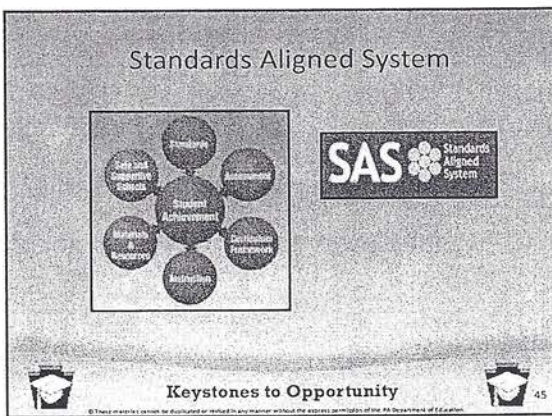
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FOUNDATIONS FOR SUCCESSFUL TRANSITIONS


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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.



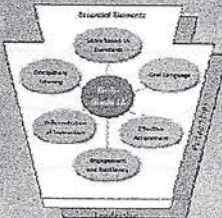
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Pa Comprehensive Literacy Plan

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

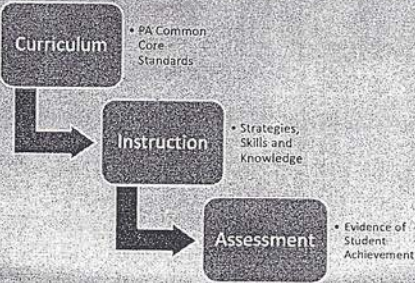


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Horizontal Articulation




Curriculum • PA Common Core Standards

Instruction • Strategies, Skills and Knowledge

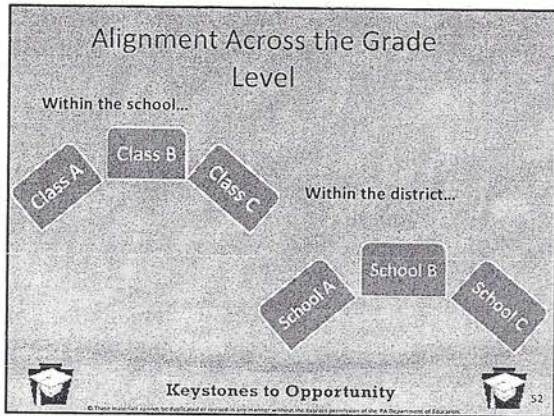
Assessment • Evidence of Student Achievement

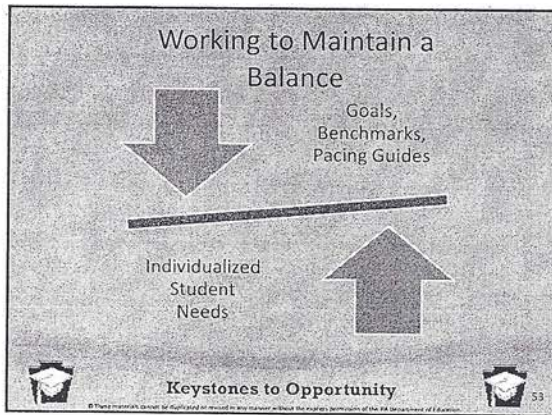


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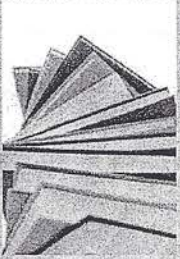


Vertical Articulation

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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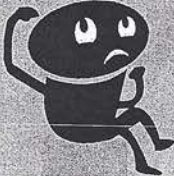
Add your ideas...

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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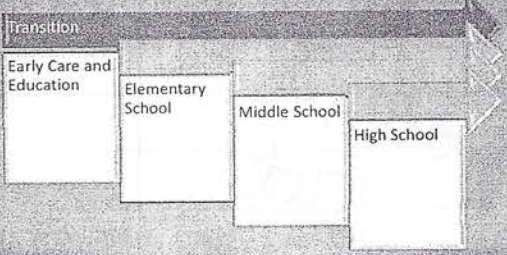
Starting School

Transition to Kindergarten



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Building for a Future



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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

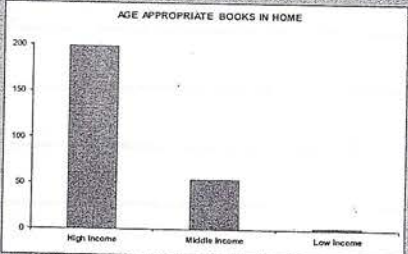


What 'factors' of a child's early life would predict how successful a child would be in kindergarten?

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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

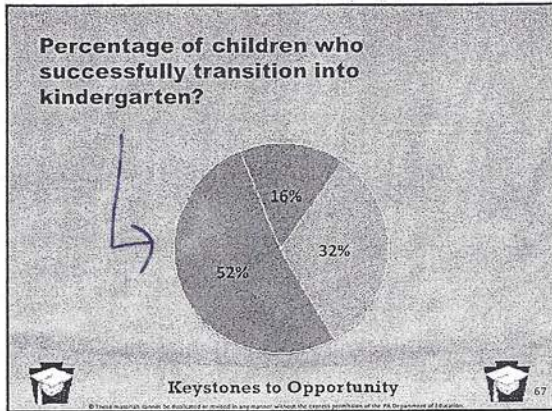
Talk, talk, talk!

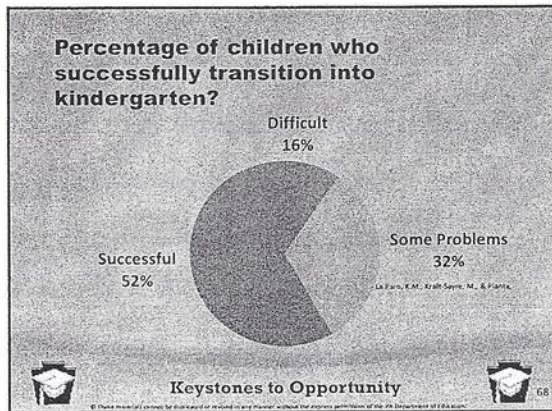
- The more words a child knows at 3, the better his reading is later
- 3-year-olds whose parents went to college know more than twice as many words as other kids
- By the time they are 4, low-income kids have heard about 32 million words less than high-income kids

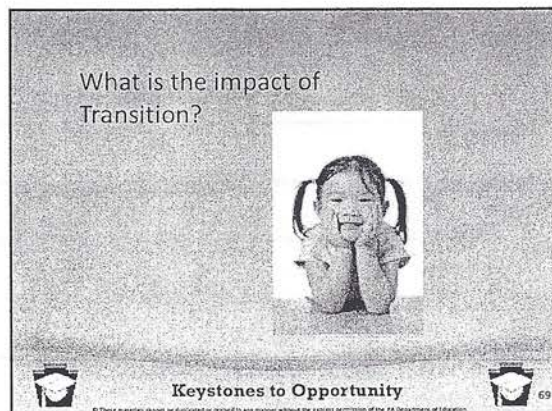
Hart and Risley, 1995 "Meaningful Differences in the Everyday Experience of Young American Children"

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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
--	--

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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

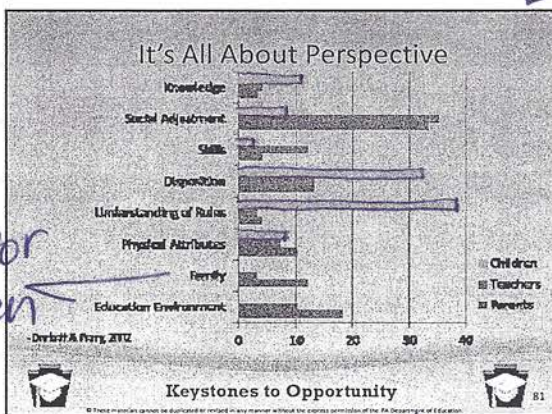
Important Areas that Affect Transition to School

- 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


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

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


1300 parents
1250 teachers
325 kids

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.

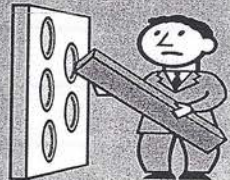


- Share a way that you can improve.

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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 receive your child's enrollment packet?	48%	41%	11%	4%	4%	0%
5. Did you receive a letter about the school's enrollment process?	38%	61%	1%	35%	45%	15%
6. Did you participate in a community school readiness activity for parents and/or family members before your child's enrollment?	22%	88%	1%	21%	20%	23%
7. Did you gain a job at your school?	53%	45%	2%	10%	10%	7%
8. Did you gain skills from your school's community school readiness activities before your child's enrollment?	86%	14%	0%	4%	4%	0%
9. Did you attend a job training activity?	14%	86%	0%	11%	11%	21%
10. Did you attend the school's community school readiness activities before your child's enrollment?	96%	4%	0%	10%	10%	15%
11. Did you attend an activity that you learned to do at school?	79%	21%	0%	7%	7%	4%
12. Did you visit with your child's teacher or family member about your child going to kindergarten?	87%	13%	0%	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.

 **Keystones to Opportunity**  103

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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

 **Keystones to Opportunity**  104

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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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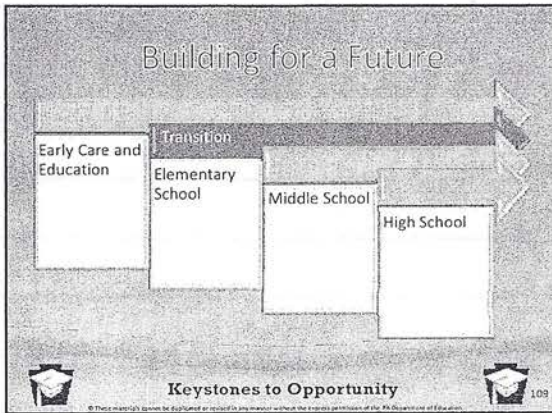
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TRANSITIONS DURING MIDDLE SCHOOL

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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?

 **Keystones to Opportunity**  115

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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)

 **Keystones to Opportunity**  116

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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.

 **Keystones to Opportunity**  117

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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

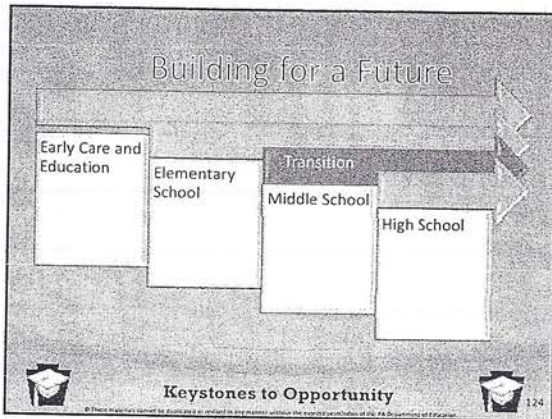
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TRANSITION INTO HIGH SCHOOL


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"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



- 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

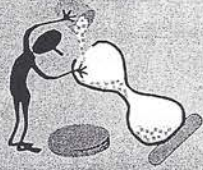
- Create smaller learning communities
- Group 9th graders together
- Start with a 9th grade orientation period
- Train student mentors
- Build advisory groups into student schedules
- Personal connections

Keystones to Opportunity





Give students more time to learn...

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

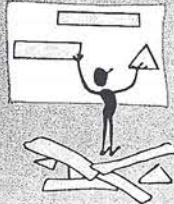


Keystones to Opportunity





Changes

- Procedural
- Social
- and Academic changes.



Keystones to Opportunity



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

 **Keystones to Opportunity**  142

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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.

 **Keystones to Opportunity**  143

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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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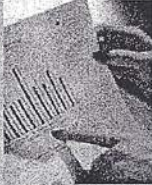
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Take a closer look

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

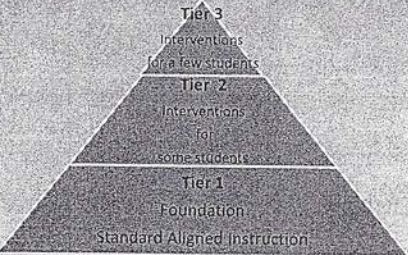


Pre-planning is key to the effectiveness of these strategies.

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Implement a School-wide Instructional Support Plan





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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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Penny for your thoughts


- Distribute the pennies at your table.
- Take turns sharing an idea that you want to consider.
- Others take turns placing a penny in the dish and respond with a question or comment.
- Continue until everyone has shared their idea and all pennies are returned.



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Add your ideas...



Transition Idea Worksheet


Focus Area	Strategy

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A Possible Key



To open the door to success... for one more student.



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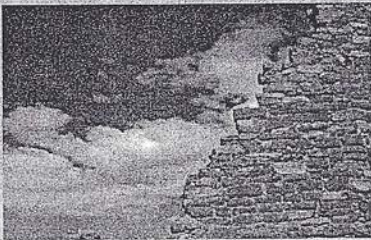
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BARRIERS THAT IMPACT SUCCESSFUL TRANSITION



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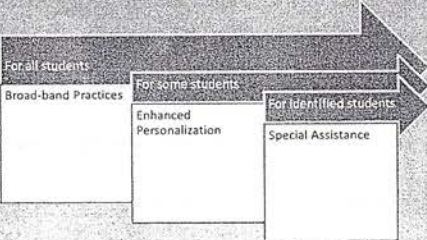
Building the Wall



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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!!!

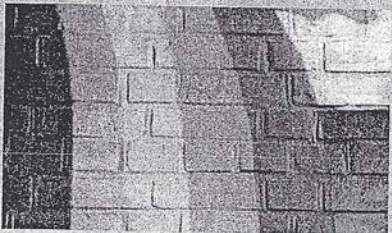


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Take Down The Wall




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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.	<input type="checkbox"/>
	2.	<input type="checkbox"/>
	3.	<input type="checkbox"/>
During the next week?	1.	<input type="checkbox"/>
	2.	<input type="checkbox"/>
	3.	<input type="checkbox"/>
During the next month?	1.	<input type="checkbox"/>
	2.	<input type="checkbox"/>
	3.	<input type="checkbox"/>






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Training Competencies

Participant will know and be able to do:	Delivery
Identify the components of a transition plan based on student history.	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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