

Management of Transition Practices (Receiving)

This section emphasizes the necessary systematic and structural components for the implementation of best transition practices.

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Audience	Transition practices are in place and are implemented for limited groups of children (i.e. those children with IEPs, children identified “at risk”).	In addition to transition practices offered to limited groups of children, some transition practices are offered to ALL children.	All available transition practices are offered to ALL children.
Current Practice:			
What’s working:			
What can be improved?			
Ideas for next steps:			
Personnel	Issues related to transition are handled by the guidance counselor or other district personnel as an add-on to position responsibilities.	Issues related to transition are handled by one, identified person as a dedicated portion of their job responsibilities.	There is a designated Transition Coordinator at the district level and one team leader within each feeder school.
	Most, but not all, of individual elementary schools within the district participate in transition activities.	All elementary schools within the district participate in transition activities. Some of these activities are coordinated events across the district.	In addition to the previous indicator, school district personnel also participate in and/or promote county-wide and/or state-wide transition initiatives.

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
	Teachers volunteer time to engage in transition practices that extend beyond their contractual obligations.	Incentives are provided for teachers to engage in transition practices that extend beyond their contractual obligations.	Transition practices are incorporated into and are compensated as part of teachers' contractual obligations.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			
Transition Plan	A written Transition Plan is present.	A written Transition Plan is current, is implemented, and is reviewed and updated periodically.	A written Transition Plan is current, is implemented and is reviewed and updated on an annual basis. Plan effectiveness is evaluated annually.
Current Practice:			
What's working:			
What can be improved?			

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Ideas for next steps:			
Data Collection	Teachers are asked to identify children who have a difficult transition experience and supports are available for these children.	There is a systematic collection of data on how children are transitioning into formal schooling. Supports are available for children who have a difficult transition.	There is a systematic collection of data on how children are transitioning into formal schooling. Data is maintained from year to year and is used to evaluate the effectiveness of the written Transition Plan. Supports are available for children who have a difficult transition.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps			

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
School registration	School registration is held by June 30.	School registration is held by April 30.	School registration is held by April 30 followed by intentional outreach to families who have not registered by this date.
Current Practice:			
What's working:			
What can be improved?			
Ideas for next steps:			

	Best Practice Emerging	Best Practice Progressing	Best Practice Achieved
Resource Use	School administration uses the Office of Child Development and Early Learning’s Transition Toolkit to plan and implement transition practices.	School administration uses the Office of Child Development and Early Learning’s Transition Toolkit to plan and implement transition practices and shares information from the toolkit with individual school personnel including Kindergarten teachers.	School administration uses the Office of Child Development and Early Learning’s Transition Toolkit to plan and implement transition practices and shares information from the toolkit with individual school personnel including Kindergarten teachers. Additional resources and information is sought from additional resources including networking with other school district personnel.
Current Practice:			
What’s working:			
What can be improved?			
Ideas for next steps:			

Companion resources can be found at www.pakeys.org or at www.pdesas.org.