

# From Vision to Action: Transforming Kindergarten Into a Sturdy Bridge From Early Learning to K-12

Transforming Kindergarten Collaborative Culminating Webinar

March 22, 2023

# Logistics and Technical Issues



If you cannot hear audio, call **877.369.0926** and enter the **webinar ID: 976 9794 3066**.



Look for the flashing orange alert which takes you to the chat.



Closed captions are available.



We will send a survey link shortly after this meeting ends.

Technical questions? Tag **@Carla Guidi** in the chat.

# Our Team



Laura Buckner



Steve Canavero



Leslie Fox



Erin Freschi



Carla Guidi



Meg Nelson



Natalie Romer



Natalie Walrond



Lorelle Wien

# Participants will...

- Learn about the **equity-centered purpose, structure, and approach of the collaborative**, hosted by the Center to Improve Social and Emotional Learning and School Safety
- Learn about **insights and lessons learned from five states** who participated in the Transforming Kindergarten Collaborative, with particular focus on alignment and coherence, developmentally appropriate practice in kindergarten, and equitable Kindergarten transitions

# Today's Agenda

Welcome

The Role of Your **Vision and Theory of Change** in Systems Change—*HI and ME*

Promoting **Developmentally Appropriate Practice** in Kindergarten, From the State to the Classroom—*NV*

**Equitable Kindergarten Transitions**: Ready Systems, Not Just Ready Children—*MA and MS*

Q&A, Gratitude, and Closing

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# Our Purpose

The Center's purpose is to provide *technical assistance* to support *states and districts* in the implementation of *social and emotional learning* and other whole-person, *evidence-based* programs and practices.

The Center will enhance the capacity of (a) state educational agencies (SEAs) to support their local educational agencies (LEAs) and (b) LEAs to support their schools.

# Our Conceptual Roots

Science of  
Learning and  
Development

Equity



# The Collaborative's Why

A transformative Kindergarten experience can be a powerful lever for equity. Kindergarten is a pivotal time—it is the “on-ramp” to K–12 education for young children arriving from a variety of settings.

Social and emotional development and well-being in early education experiences are essential to creating the conditions in which young children become successful lifelong learners. Through responsive developmental relationships, safe and supportive environments, and developmentally appropriate practice, adults can create the conditions for each and every child to thrive and achieve their greatest potential in school and in life.

# Design Principles

Co-creation  
and  
adaptation

States as the  
experts

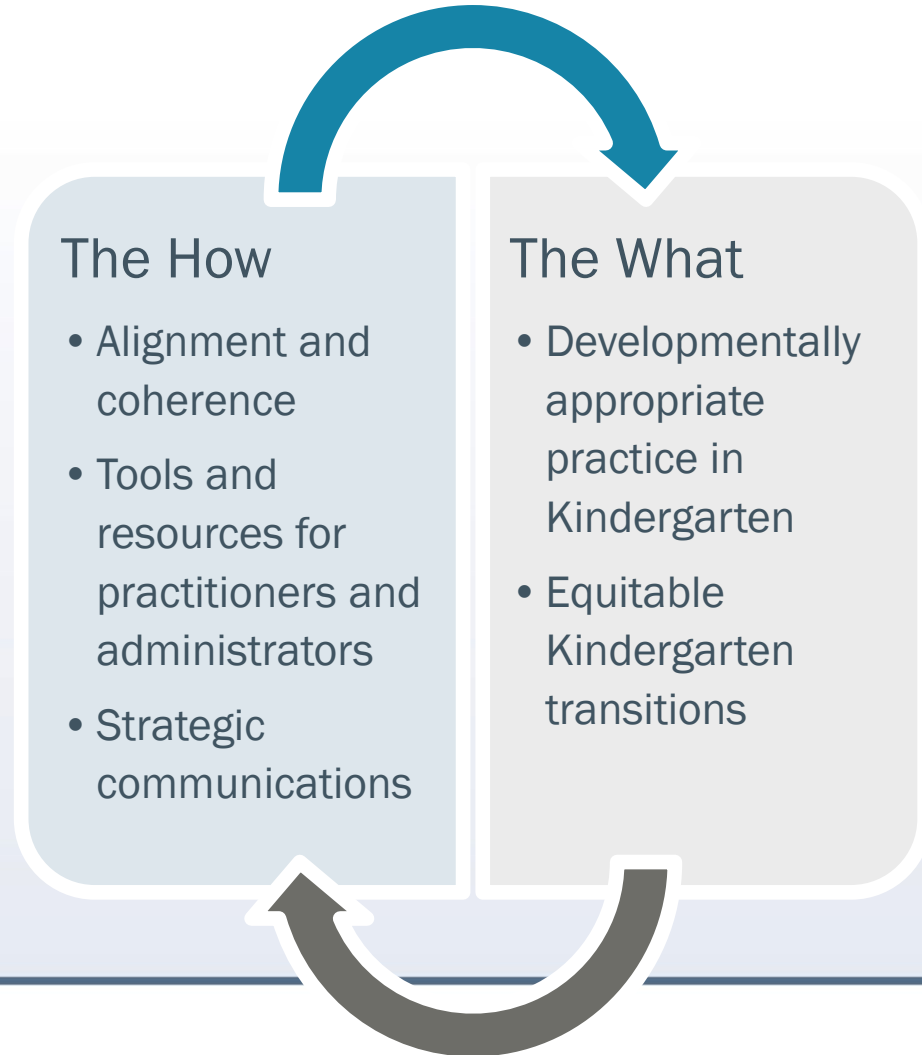
Meaningful  
and relevant  
work

Peer learning

Honesty and  
transparency



# The How and the What



# ...plus Topic-Specific Networking

Kindergarten entry assessments

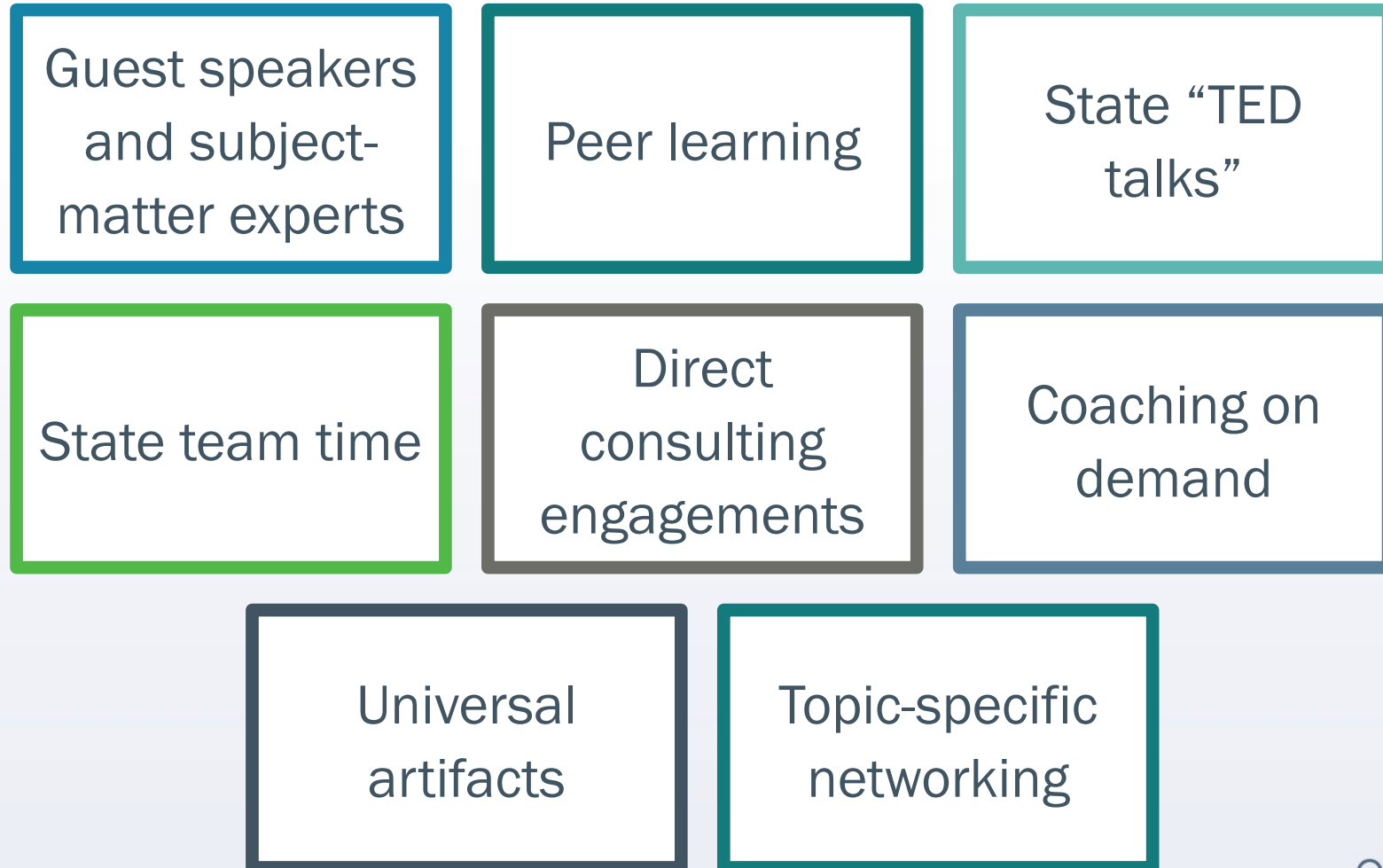
Kindergarten standards and professional learning

Developing theories of change

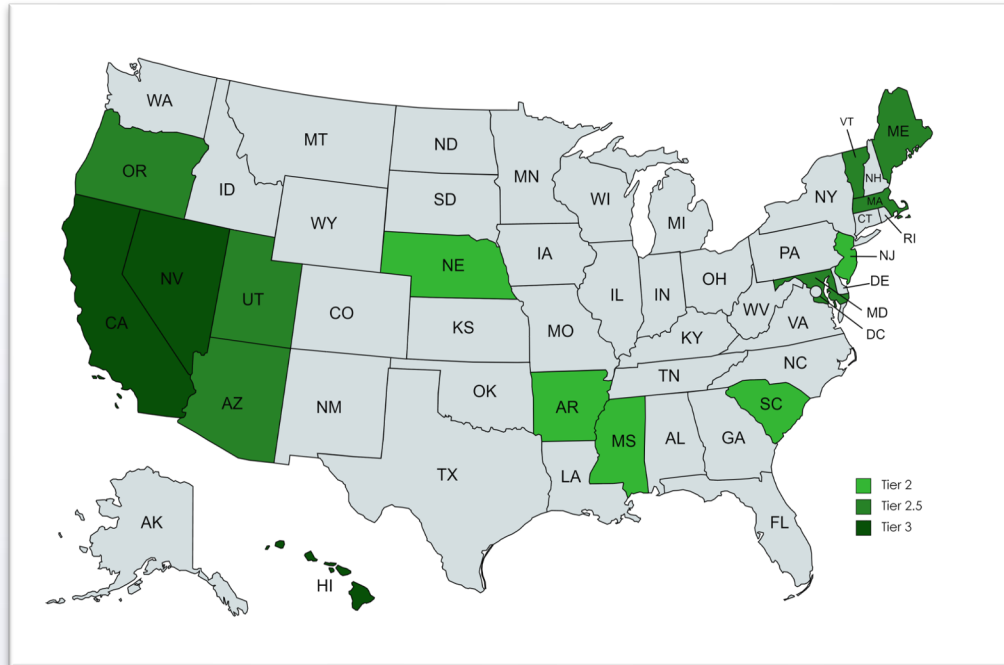
Developing Kindergarten transition toolkits

Cross-agency collaboration

# Elements of the Collaborative



# Participating States



Tier 2	Nebraska, Arkansas, Mississippi, South Carolina, New Jersey
Tier 2.5	Oregon, Utah, Arizona, Maryland, Washington DC, Massachusetts, Vermont, Maine
Tier 3	California, Nevada, Hawaii



# Today's Co-Hosts



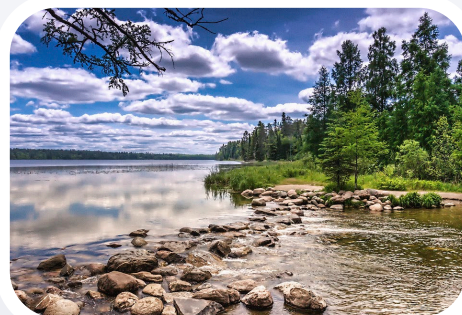
HI



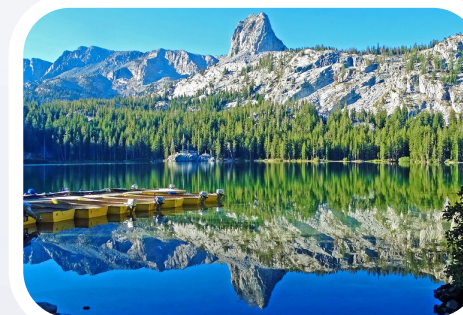
MA



ME



MS



NV

# INDIVIDUAL AND GROUP REFLECTION GUIDE

If it would be of value, download from the  
link in the chat!



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# Welcome Team HI and Team ME!



Lauren Breckenridge Padesky, Early Childhood Education Specialist, Hawai'i Department of Education



Megan Swanson, Program Manager for the Early Care and Education Division, Maine Department of Health and Human Services Office of Child and Family Services

# THREE BIG IDEAS

1. A shared **vision and theory of change** can provide a powerful foundation for implementation.
2. Remember the **relational, adaptive** dimensions of systems change.
3. Capitalize on **policy and funding** for systems change.



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# Welcome Team NV!



Anna Severens, Education Programs  
Professional, Nevada Department of  
Education



Kacey Edgington, Kindergarten  
Program Facilitator, Washoe  
County School District



Connie Hall, Kindergarten  
Teacher, Lloyd Diedrichsen  
Elementary School

# THREE BIG IDEAS

1. Developmentally appropriate practice in Kindergarten is grounded in the **Science of Learning and Development**, and prioritizes playful, joyful learning.
2. Each level of the system can establish the conditions for the next to thrive, creating **vertical alignment and coherence**.
3. Practice can ensure that policy is relevant and responsive to implementation barriers and successes, while policy can ensure that effective and innovative practice is disseminated statewide. That is, **policy and practice can inform each other**.



# Developmentally Appropriate Practice in Kindergarten: Observation Guide

- Designed to reflect upon developmentally appropriate practice in kindergarten classrooms
- Supports identification of areas of strength and resource needs
- Based on developmentally appropriate and evidence-based practice



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# Welcome Team MA and Team MS!



Donna Traynham, Early Learning Team Lead, Massachusetts Department of Elementary and Secondary Education



Jill Dent, Director of the Office of Early Childhood, Mississippi Department of Education

# THREE BIG IDEAS

1. Though the outcomes for your young people are an essential measure of your system's effectiveness, focus on **system readiness**, rather than “fixing kids.”
2. Opportunities for **capacity building** should serve all components of the system.
3. Think about **funding sustainability** from the outset of your design.



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# Questions



*Remaining questions?*

*Final reflections?*

# Thank you!



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