

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

Individual and Group Reflection Guide

Introduction

Introduction to the Collaborative. Since March 2022, 15 state-level teams have participated in the Transforming Kindergarten Collaborative, engaging in peer-to-peer learning and individualized coaching to address problems of practice related to equitable Kindergarten transitions and developmentally appropriate practice. Hosted by the national Center to Improve Social and Emotional Learning and School Safety, the Collaborative was grounded in equity and the science of learning and development (SoLD).

Our culminating webinar (hosted on March 22, 2023) features state participants from the Collaborative sharing their insights and lessons learned. Presenters will discuss how their states are taking action to provide young children with equitable and developmentally appropriate conditions for learning as they transition into Kindergarten.

Introduction to This Document. This document can be used to support individual and group reflection. It is organized to align with the three main sections of the webinar:

Section 1	The Role of Your Vision and Theory of Change in Systems Change <i>Presented by HI and ME</i>
Section 2	Promoting Developmentally Appropriate Practice in Kindergarten, From the State to the Classroom <i>Presented by NV</i>
Section 3	Equitable Kindergarten Transitions: Ready Systems, Not Just Ready Children <i>Presented by MS and MA</i>

SECTION 1 – The Role of Your Vision and Theory of Change in Systems Change

Three Big Ideas From the Session

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

Individual Reflection Questions

What are your insights from Hawaii and Maine’s presentation?

What would you like to learn more about?

Group Reflection Questions

What is your vision for transforming Kindergarten in your state (and how does it match the bigger, overarching vision held by your agency)?

How might you strengthen partnerships to achieve that vision?

What are the facilitators or challenges to implementing your vision and theory of change across agencies and levels of your system? Consider funding, policy, capacity-building initiatives, and other dimensions of your work.

SECTION 2 – Promoting Developmentally Appropriate Practice in Kindergarten, From the State to the Classroom

Three Big Ideas From the Session

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.**

Individual Reflection Questions

What are your insights from Nevada’s presentation?

What would you like to learn more about?

Group Reflection Questions

What does developmentally appropriate practice mean to your team? How do you know when you have seen it?

How do the conditions you create at each level of your state system support the work of the others?

How can policy and practice support each other in your state?

SECTION 3 – Equitable Kindergarten Transitions: Ready Systems, Not Just Ready Children

Three Big Ideas From the Session

1. Though 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.

Individual Reflection Questions

What are your insights from Mississippi and Massachusetts’s presentation?

What would you like to learn more about?

Group Reflection Questions

In what ways is your system ready for the diverse strengths and needs of entering Kindergarteners in your state?
In what ways might you strengthen your system?

How are you engaging authentically with your various interest holders?

How might you provide capacity-building support for various elements of your system?

For more information or for support in your work toward equitable well-being for your learning communities, please reach out to us at selcenter@wested.org.