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
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
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

The How
- Alignment and coherence
- Tools and resources for practitioners and administrators
- Strategic communications

The What
- Developmentally appropriate practice in Kindergarten
- Equitable Kindergarten transitions
...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

- Guest speakers and subject-matter experts
- Peer learning
- State “TED talks”
- State team time
- Direct consulting engagements
- Coaching on demand
- Universal artifacts
- Topic-specific networking
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!
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
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.
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
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
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
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.
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
Questions

Remaining questions?
Final reflections?
Thank you!

selcenter@wested.org
https://selcenter.wested.org