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*Use these pages along with the Educator Collaboration Guide to write down your ideas and plans for equitable transitions for multilingual children and their families. After reflecting on your own notes, consider sharing them with your colleagues/teams and collaborating around a plan for equitable transitions.*

**Collaborating Around Language-Focused PreK-3 Transitions**

**Self-Reflection on Collaboration and Transitions**

*Reflect on your beliefs on collaboration and transitions with multilingual children and their families.*

What have you learned and believed about school readiness and transition practices (for example, children entering a more formal school setting for the first time; early care and education program to school; grade level to grade level)? How did you arrive at these beliefs?

What knowledge and skills do you think you need to be ready for multilingual children to come into your classroom or learning space?

What is the role of families, other caregivers, and communities in transition practices? How did you arrive at these beliefs?

What does collaboration with families, communities, caregivers, and other educators look like during transitions (in general and connected to multilingual children)?

Do you feel ready for multilingual children and their families? Why or why not?

**Ideas for Collaborating with Multilingual Children, Families, and Communities during Transitions across PreK-3 Settings**

*Read through the ideas for collaborating with multilingual children, families, and communities during transitions across PreK-3 settings. Jot down what you already do, what else you will do, and ways to extend equitable transition practices year-round. Use the list of practices and your notes as you plan for PreK-3 transitions in your context.*

What I already do

What I will do

How will I connect transition activities to family and community engagement practices that will promote equitable opportunities all year round (for example, partnering with families of multilingual children, incorporating children’s dynamic language practices including translanguaging, etc.)?

**Ideas for Collaborating with other Educators and Professionals during Transitions across PreK-3 Settings**

*Read through the ideas below for collaborating with other educators during transitions for multilingual children and their families across PreK-3 settings. Jot down what you already do, what else you will do, and ways to extend equitable transition practices year-round. Use this list of practices and your notes as you plan for PreK-3 transitions in your context.*

What I already do

What I will do

How will I connect transition activities to practices that will promote equitable opportunities all year round (for example, regularly connecting with other educators about how to incorporate multilingual children’s dynamic language practices in your setting)?