

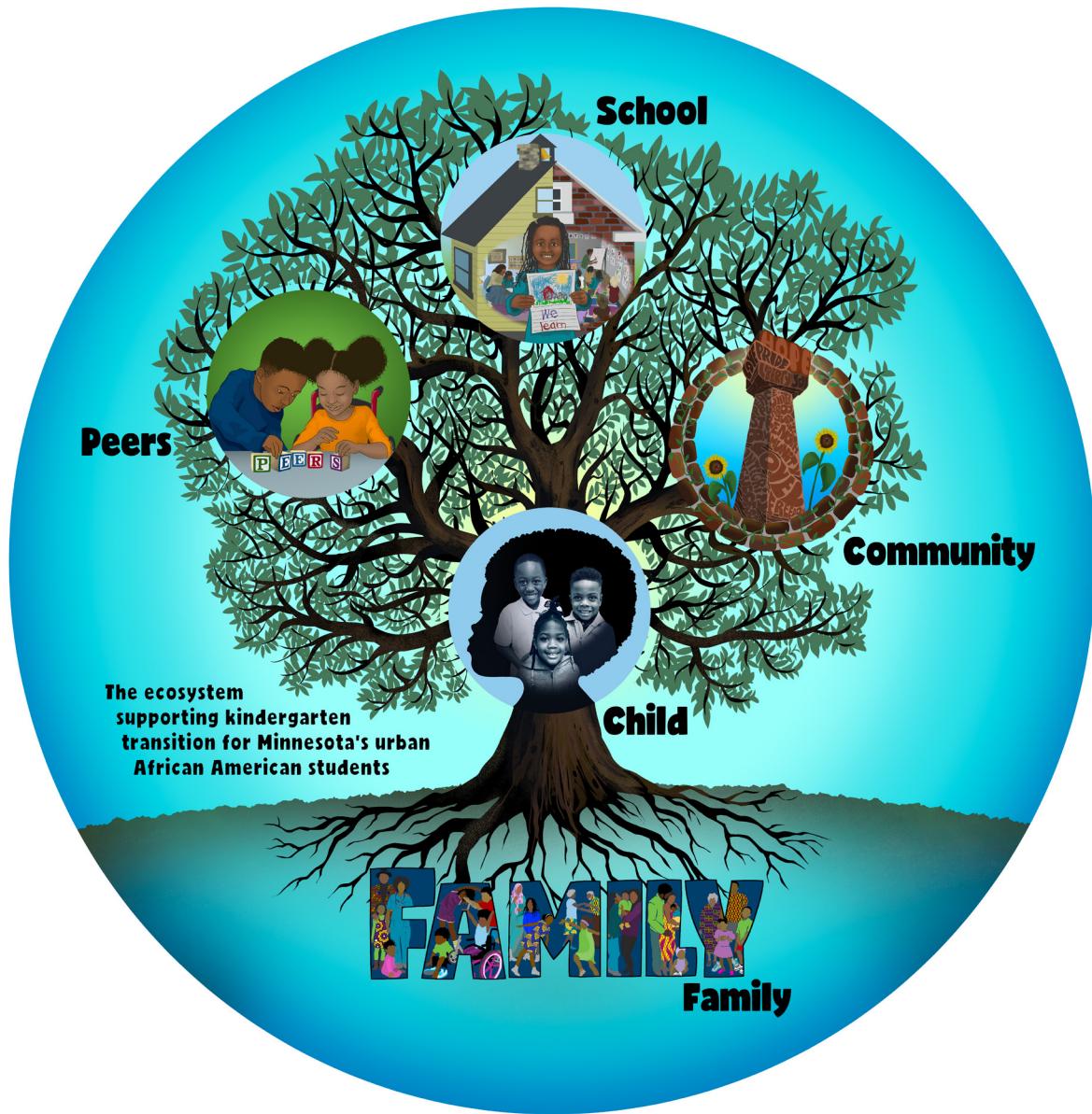
An ecosystem resource supporting children of African descent in urban Minnesota as they transition into kindergarten

A Collaborative Ideation Project

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The Ecosystem



This collaborative ideation project is a resource for teachers supporting children of African descent in urban Minnesota as they transition into kindergarten.

This work was initiated to amplify voices from Minnesota's African American urban community as experts on the needs of their youngest community members as they transition to kindergarten. These materials are an important opportunity for educators to learn from the community they serve and support successful learners.

Individuals representative of Minnesota's African American, urban community worked together to identify the ecosystem supporting the success of African American children in Minnesota. Materials were created to offer educators and administrators pathways in which to view and engage the urban African American child, family, and community towards school success. The ecosystem includes the child, peers, family, school, and

community symbolized by specific visuals developed by the contributors in partnership with a graphic designer. Written materials include a description and context, teacher reflective prompts, questionnaires, and an effective teaching rubric corresponding to each layer of the ecosystem. These materials are accompanied by short videos that add context and depth to the content. Individually, the materials offer a starting place to dig deeper into the experiences and needs of each child. Collectively, these materials represent a comprehensive resource for use by educators and administrators in early learning settings prior to, and during, kindergarten entry.

The contributors brought the following perspectives to the work: kindergarten teacher, preschool teacher, Head Start teacher, family care provider, child care center director, father, mother, parents of children with disabilities, immigrant, school administrator, professionals in the field of healthy African American early development, and faith communities. Contributors worked in public, private, and charter education organizations from urban and first ring suburbs. Contributors were asked to inform a teaching resource following participation in facilitated discussions and reflection.

Although early learners experience common occurrences before and during their kindergarten transition, those of urban students are unique. The intersection of geography, urbanization and urban symptoms, structural racism, as well as the African American lived experience, warrant materials to support Minnesota's African American early learners and their cultural context. It is important to recognize that this ecosystem resource is informed by the experiences and perspectives of the individuals a part of the project and should not be generalized as representative of all urban African Americans in Minnesota, or beyond; nor is it representative of all Black, Indigenous, or other communities of color. However, educators may find some content applicable to many children and contexts as it recognizes the importance of building relationships, individualizing instruction, and partnering with families and the community. It is critical that teaching practice today becomes influenced by diverse experience, knowledge and expertise to best meet the needs of all students. This ecosystem resource helps us to be ready to support the experience of the urban African American child in Minnesota and create joyful classroom environments that celebrate all children.

Acknowledgments

This resource was made possible by **Dr. Nikole Logan** who facilitated the project in every way, including (but not limited to): coordinating all meetings, filming sessions, review process and celebrations; building community and relationships between collaborators; facilitating content development sessions following a collaborative ideation approach; co-writing, writing and revising content; communicating with MDE staff; and guiding the project to completion.

Content was developed through significant time, shared reflection, and collaboration by the following individuals:

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The Child



The African American child is an active part of their family and community.

The African American child embodies the love, joy, and curiosity innate to them, and the hope of their family and community.

In Minnesota, as well as nationwide, young African American children are often subjects of adultification, stripping them of childhood innocence and instead viewing them older than their actual age. As a consequence, African American children are frequently penalized for behaviors that are culturally and developmentally appropriate, and reflect their urban environment. In urban Minnesota, the implications of this discontinuity between the home and school perspectives creates obstacles as children transition from one environment of learning and care to another. Supports for early transitions are critical to the success of all children, and African American children, specifically.

Click the links below to access resources designed to support teachers and schools working with children of African descent, who are transitioning to kindergarten, in urban Minnesota.



[Video: The Child](#)

[Reflection Questions](#)

[Conversation Prompts](#)

[Effectiveness Rubric](#)

[Additional Resources](#)

Video: The Child



Five children talk about their experiences in kindergarten. Time for play, building friendships, practicing leadership, and getting to know their teacher are important themes included in their reflections. With children at the center of the ecosystem, it is important that they are supported by adults, community, and peers during their transition to and from kindergarten.

Video Participants:

Elijah Brooks
Jacob Brooks
JackSyn Cush

Sanaa Draughn
Alijah Smith



Reflection Questions

The following are question prompts for use by teachers and schools in reflection of their own practice related to African American children transitioning to kindergarten.

Before the transition:

- ◇ What steps am I taking to learn about my African American students' experience before coming to Kindergarten?
- ◇ How will my classroom feel welcoming specifically to African American children?
- ◇ How will I ensure support for my African American students with different abilities?
- ◇ How will I invest in a sense of belonging for my African American students?
- ◇ How will I work to build trust with my African American students?
- ◇ How will I blend the home, community, and school environments? How will students inform this blend?
- ◇ How will I blend the expectations of home, community, and school? How will I communicate this to students?
- ◇ What knowledge about the lived experience of African American students, their families, and communities, will I use to inform my choices about environment, interaction, instruction, and assessment?
- ◇ How will I create a safe learning environment for my African/African American/Black students? How will I familiarize myself with the social cues that my students display when they are uncomfortable, disengaged, need assistance, or are related to their differing ability?
- ◇ How will I maintain an open mind about my African American students?
- ◇ How will I ensure my African American students are involved in decision making?
- ◇ How will I see my African American students as individuals? How will I work to see my African American students as members of a group? How will I support their growing identity?

During the transition:

- ◇ During the transition, where have I seen this student be successful?
- ◇ How am I extending the student's home and community into the classroom for their success?
- ◇ How am I continuing to learn about the student's interests? What direct efforts am I making to learn about their strengths?
- ◇ What specific opportunities have been successful in supporting this child with transition?
- ◇ If the transition experience is atypical, have I reflected on my contribution to this experience (environment, interactions, instruction, assessment, partners, etc.).
- ◇ How might I support students whose transition requires more time? How might I support students whose transition involves a specific education plan? What additional information, resource, or support do I need for my African American students to be successful?
- ◇ How am I communicating to the student their successes? Is this communication and praise in alignment with methods for the same in their home or community?
- ◇ Do I hear the voice of each of my students? Am I attentive to the unique needs of my students with different abilities?
- ◇ How am I including my African American students in decision making?
- ◇ What tools will I use to invite my African American students to have and share with an open mind?
- ◇ Am I creating a safe learning environment for my African/African American/Black students? How am I familiarizing myself with the social cues that my students display when they are uncomfortable, disengaged, or need unique assistance?

After the transition:

- ◇ What elements of early childhood development were more prominently supported during the transition into kindergarten? How were these a blend of the African American home and community experience?
- ◇ What elements of early childhood development were less prominent during the transition into kindergarten? Where could there be a greater blend of the African American home and community experience? How did I balance the developmental

expectations for my differently abled students?

- ◇ In retrospect, what was my actual role in the transition success of my African American students? What was my influence and impact? How do I know?
- ◇ What is the evidence the kindergarten transition was well supported for my African American students?
- ◇ What strategies, experiences, or partners helped to make the transition successful for my African American students? How do I know?
- ◇ For my African American students, what ongoing supports, experience, learning, or professional development might I need to enhance my role during the kindergarten transition?
- ◇ How did I support the growing identity development of my African American students during the transition into kindergarten?
- ◇ How did I incorporate home and community for the success of my African American students?
- ◇ What is the evidence I fostered a sense of belonging to each of my African American students?
- ◇ How did I ensure my African American students were involved in decision making?



The following are prompts for use by teachers and schools in conversation with the kindergarten child. These prompts are intended to be fluid conversation starters, occurring in no specific order. Teachers and schools should adapt and add to the list of questions in response to the children in their learning environment. To support the building of relationship with authenticity, teachers and schools are encouraged to determine the most appropriate time, space, and approach for conversations.

Tell me about what makes you special.

What is something you like to play?

Tell me about what you like to do when you are not at school.

Tell me about the best part of the day in kindergarten.

Additional Questions

- ◇ When you're happy, what do you do? When you're sad, what do you do? When you're scared, what do you do?
- ◇ Tell me something you liked about your previous school (or previous classroom).
- ◇ Tell me something you enjoyed (or remember) about your previous teacher.
- ◇ What do you see in the classroom that you'd like to try? What do you see outside that you'd like to try?
- ◇ Tell me what made you excited to start kindergarten? Was there anything that made you nervous to start kindergarten?

The following is an Effectiveness Rubric for use by teachers and schools regarding transition practices related to the African American child. The rubric describes the practice of an Emergent, Evolving, and Effective teacher related to the transitioning African American child.

Where applicable, suggestions for use include, but are not limited to:

- ◇ Teacher's self reflection
- ◇ School self reflection
- ◇ Teacher-to-teacher observation and feedback, and
- ◇ Identification of current practices and areas for continued growth

Relationship Building

Emergent	Evolving	Effective
The teacher/student relationship is largely one direction. Teacher and student know minimal about each other, interactions are transactional, little trust is evident, and minimal bonds have been established. Student consistently seeks reassurance and affirmation. Student is unable to show up as their authentic self.	The teacher/student relationship is developing. Evidence includes student showing some comfort with teacher, but inconsistently. Student inconsistently engages in conversation with teacher, responds to teacher prompts, and regularly seeks affirmation and reassurance from teacher.	Teacher has established a mutually comfortable relationship with student. Evidence includes child showing vulnerability with the teacher by posing questions, having conversations, showing affection, and engaging with the teacher about topics not directly related to school.
Student responds adversely to teacher guidance or prompts.	Student occasionally seeks guidance from the teacher. Student is inconsistently willing to respond to teacher recommendations.	Student seeks, and is open to, guidance from the teacher.
Attention-seeking behavior is observed. Teacher's intervention is unfamiliar to the student. Student shows that they are not confident in the interactions with the teacher.	Student may exhibit decreased attention-seeking behaviors. Student displays increased or growing confidence in teacher interactions and reassurance.	Student exhibits minimal or no attention seeking behaviors. Student is provided affirmation through embedded classroom structures and displays confidence in their relationship with the teacher.
Ways of acquiring teacher attention or approval are nuanced or have not been taught.	Ways of acquiring teacher attention are inconsistent.	Teacher has made explicit the behaviors and tools needed to acquire teacher attention.
Tools to support positive student behaviors are pending or have yet to be taught.	Tools to support student behavior are inconsistently applied or modeled.	Teacher models and affirms these interactions, thereby promoting positive behavior interactions.
	Student may need frequent reminders to use the tools taught or displays an inability to access tools taught to get desired results.	Student shows that they can use the tools taught to them by the teacher to get desired results.

Alignment of Home and School

Emergent	Evolving	Effective
Teacher infrequently collaborates with caregivers in order to apply home-school connections.	<p>Teacher occasionally collaborates with caregivers to make a connection between home and school.</p> <p>Caregiver connections are used to inform teaching, learning, and relationships at limited times of the school year.</p> <p>Teacher gives caregivers guidance on how to assist their child in making home-school connections.</p>	<p>Teacher routinely collaborates with caregivers to make a connection between home and school.</p> <p>Caregiver connections are used to inform teaching, learning, and relationships.</p> <p>Teacher gives caregivers guidance on how to assist their child in making home-school connections.</p>
Teacher irregularly provides opportunity for home, family, and community connections. Incorporation is often limited to specific subject matter or times during study.	Teacher incorporates opportunities for the home, family, and community connection, at prescribed times in the day, week, subject, or unit of study.	Teacher provides a variety of opportunities for students to connect learning to their home, family, and community experience, regularly and without limitations on subject matter.
Teacher lessons generally cover a range of family, culture, and community connections, however not specific to the students in the class.	Teacher lessons reflect student family, culture, and community and are added to pre-existing lessons.	<p>Teacher transforms pre-existing lessons to reflect connections to student's family, culture, and community.</p> <p>Lessons are delivered with knowledge of student learning styles and ways of knowing.</p> <p>Teacher may design lessons rather than transform pre-determined lessons.</p>
Teacher initiates gathering literature, images, music, or other experiences reflective of the student's family, culture, and community.	Teacher has collected literature, images, music, or other experiences highlighting the student's family, culture, and community.	Teacher provides literature, images, music and experiences that highlight and celebrate the student's family, culture, and community.
There is little evidence of this knowledge in the classroom environment or interactions.	Teacher inconsistently shares materials, or does so exclusively at holidays or other specific times of year.	
When speaking with a student, the teacher is unaware of tones, phrases, or other communication cues to employ that will elicit the intended result.		When speaking with the student, the teacher mirrors successful home language with phrases and tones familiar to the child and is therefore able to see the intended result.

Teacher Increased Knowledge and Application

Emergent	Evolving	Effective
<p>Teacher engages in relationship primarily to address checklisted recommendations for effective transitions pertaining to African American students in urban Minnesota.</p>	<p>Teacher uses student relationships to gain broad understanding of successful transitions for all children, despite cultural identification or region.</p>	<p>Teacher uses student relationships to understand perspectives and approaches rendered by African American peoples/ organizations that effectively contribute to student success.</p>
<p>Teacher has interactions with students and is beginning to be both a participant and observer during student-teacher interactions.</p>	<p>Teacher observes during pre-planned interactions or times of day. Teacher increasingly uses an asset based lens when reflecting on teacher-student observations.</p>	<p>Teacher is an ongoing participant and observer during the teaching and learning process. Teacher reflects on interactions from the perspective of the student.</p>
	<p>Teacher uses observations of student interactions primarily to guide students towards desired interactions in the school community.</p>	<p>Teacher uses student interactions to observe and note effective approaches to relationships that highlight values, norms, and ways of knowing of the African American community. Teacher applies knowledge to present and future interactions.</p>
	<p>Teacher is working to identify, transfer, and apply knowledge gained from student interactions to both their kindergarten transition plan and regular practice with African American children.</p>	<p>Teacher regularly uses observation and learned knowledge to self identify potential adjustments in their teaching approaches. Adjustments mirror those of African American peoples/families/ communities. Teacher transfers and applies this experiential knowledge and adjusts their practices accordingly.</p>

Additional Resources

The following are resources reflecting the African American experience for use by children or teachers.

- ◇ [College Bound Saint Paul](https://www.collegebound.org/) (https://www.collegebound.org/)
- ◇ [Gracie's Corner](https://www.youtube.com/channel/UCQ2Fzql=vWSE7ysvL1sLWQ5Q) (https://www.youtube.com/channel/UCQ2Fzql=vWSE7ysvL1sLWQ5Q)
- ◇ [Jools TV](https://www.youtube.com/channel/UCK30No1sX9vixFePMz6EpCg) (https://www.youtube.com/channel/UCK30No1sX9vixFePMz6EpCg)



The Peer Group



African American peer groups are a place to experience uninhibited joy and pride.

Peer groups provide a safe place for students to explore, apply, and enforce the rules, expectations, and cultural norms of a culture. These relationships are key to the early and ongoing stages of identity development for the African American child.

For African American children, peer relationships help to serve as a buffer for the impacts of structural and institutional racism in ways that can be physically, psychologically, and emotionally safe.

Click the links below to access resources designed to support teachers and schools working with children of African descent, who are transitioning to kindergarten, in urban Minnesota.



[Video: The Peer Group](#)

[Reflection Questions](#)

[Conversation Prompts](#)

[Effectiveness Rubric](#)

[Additional Resources](#)

Video: The Peer Group



Four children have conversations about their friendships and how friendships support their success in school. For African American children, the interdependence of peer relationships helps to provide confidence to navigate the world in ways that are physically, mentally and emotionally safe.

Video Participants:

Elijah Brooks
JackSyn Cush

Sanaa Draughn
Alijah Smith



Reflection Questions

The following are question prompts for use by teachers and schools in reflection of their own practice with African American peer groups and relationships.

Before the transition:

- ◇ What is my belief about the role of peer groups in school? In community?
- ◇ What is my belief about peer groups of children with varying abilities? How will I support the assimilation (term used by authors to mean nuanced learning of social norms that support success) of children with unique abilities into mainstream peer groups?
- ◇ What is my understanding of (and how did I come to understand):
 - How African American peer groups are formed, the rationale, and purpose? How does this apply to peer groups of students with unique abilities and needs?
 - How African American peer groups balance the African American experience?
 - The accountability of African American peer groups to African American households and community?
 - The historical role of African American peer groups during life transitions?
 - The impact on social capital, mental well being, physical health, and special abilities of African American peer groups?
- ◇ What steps am I taking to learn about how my African American students engage with each other in community, before entering Kindergarten?
- ◇ What steps am I taking to get familiar with the interaction style and social cues of African American peer groups?
- ◇ How am I growing my knowledge about how young African American peer groups are formed and function?
- ◇ How will I elevate peer interactions for African American students?
- ◇ How will I support social and emotional development for African American children through peer groups?
- ◇ What strategies might I use to encourage African American peer interactions and groups?

- ◇ How will I observe the development of child directed peer groups within my class and use this information when forming teacher directed peer groups within my class?
- ◇ What is my understanding about social concepts like sharing, asking for help, turn taking, story telling, individuality, etc., from an African American perspective? Is this aligned with that of home and community? How does my understanding influence my expectations for interactions?
- ◇ How will I blend the expectations of home, community, and school? How will I communicate this to children?
- ◇ How will I maintain an open mind about my African American students' peer groups?
- ◇ How will I see my African American students as individuals? How will I work to see my African American students as members of a group? How will I support their growing identity?
- ◇ How will I manage African American peer disagreements?
- ◇ Where are existing formal African American peer groups in my student's communities? What are the expectations for participation or how these peer groups function? What can I learn from these experiences?

During the transition:

- ◇ How am I incorporating my learning about peer interaction styles, social cues, etc., to further encourage African American peer interactions and social groups?
- ◇ Where have I seen peer groups have success for the benefit of social emotional learning, or academic learning? How do I know?
- ◇ How am I creating opportunities for the formation of African American child-directed peer groups?
- ◇ What do I consider when forming teacher-directed peer groups?
- ◇ Does my management or encouragement of peer groups align with home and community expectations for peer groups? How do I know? How do I balance this with school expectations?
- ◇ What do I notice about how the peer groups are informing individual and group identity?
- ◇ Are students with different abilities assimilating into the classroom community? How am I ensuring their inclusion by peers?

After the transition:

- ◇ How did the peer groups of African American children support the transition into kindergarten? What is my evidence?
- ◇ How did the peer groups of African American children support African American children's ability to take risks in their learning, feel confident in their abilities, or encourage cultural expectations?
- ◇ How did I influence the African American peer groups formed in my classroom?
- ◇ What did I learn about individual African American student abilities and interaction styles, through observation of their peer interactions?
- ◇ From observations of peer interactions and group dynamics, what have I learned about children's individual interests and group preferences, learning styles, temperament, etc.?
- ◇ How did I use my observations of African American peer interactions or peer group dynamics to inform my teaching and interactions with my African American students?
- ◇ How did I use my observations of African American peer interactions or peer group dynamics to inform children's learning or assessment experiences?
- ◇ How can I empower the strength of African American peer groups to create a welcome environment for African American students?
- ◇ How can I empower the strength of African American peer groups to support African American student success?



Conversation Prompts

The following are prompts for use by teachers in conversation with the African American peer group. These prompts are intended to be fluid conversation starters, occurring in no specific order. Teachers should adapt and add to the list of questions in response to the children in their learning environment. To support the building of relationships and knowledge, teachers and schools are encouraged to determine the most appropriate time, space, and approach for conversations. Child responses can be verbalized, drawn, selected from a range of images, etc.

How do you
greet your
friends?

or

When I see
my friends
I _____.

**Directed toward child/
children.**

or

Open ended for child/children (can be used in a daily meeting, closing, independently, in pairs, or as a whole group)

How will you make friends? How did you make friends?

or

I plan to make friends by _____. I made friends by/because_____.

How do you greet your friends?

or

When I see my friends I _____.

How do you solve problems with your friends?

or

When my me and my friends have a problem I/we_____.

Directed toward child/ children.	or	Open ended for child/children (can be used in a daily meeting, closing, independently, in pairs, or as a whole group)
Tell me about the places you have friends when you are not at school? What do you and your friends do in those places?	or	When I am not at school my friends and I (spoken as 'me and my friends') like to _____.
Tell me about what you like to do with your friends when you are not at school.	or	The best part of having friends is_____. The best part of being a friend is _____.
What is the best part about having friends?	or	The best part of having friends is_____. The best part of being a friend is _____.
Tell me about what you like to do with your friends when you are at school.	or	When I am at school my friends and I (spoken as 'me and my friends') like to_____.
What is the best part about having friends at school?	or	The best part about having friends at school is _____.
How do you solve problems with your friends?	or	I want my friends to help me _____.



The following is an Effectiveness Rubric for use by teachers and schools regarding transition practices with African American peer groups and relationships. The rubric describes the practice of an Emergent, Evolving, and Effective teacher related to transitioning African American peer groups and relationships.

Where applicable, suggestions for use include, but are not limited to:

- ◇ Teacher's self reflection
- ◇ School self reflection
- ◇ Teacher-to-teacher observation and feedback, and
- ◇ Identification of current practices and areas for continued growth

Teacher Support for Peer Relationships

Emergent	Evolving	Effective
Teacher encourages shared experiences, Shared experiences are largely unfamiliar to children in the African American community.		Teacher encourages shared experiences. Shared experiences are familiar to students in the African American experience.
Teacher provides opportunities for peer or small group learning experiences; both social and academic. Teacher created peer or small groups are unsystematic or random.	Teacher provides opportunities for peer or small group learning experiences; both social and academic. Teacher created peer or small groups are loosely intentional.	Teacher strategically provides opportunities for peer or small group learning experiences; both social and academic. Peer or small groups are intentional and student informed.
Teacher infrequently encourages peer relationships. Teacher is centered as the focal point of classroom peer relationships.	Teacher encourages peer relationships, primarily for classroom tasks. Friendships among students are limited.	Teacher consistently encourages peer relationships and friendships. Every student of African descent has a friendship.
Teacher encourages students having unique abilities to develop peer relationships. Teacher has little to no direct involvement in scaffolding relationships between peers for students with unique abilities.	Teacher encourages students having unique abilities to develop peer relationships. Relative to student's unique ability, the teacher works to grow social skills needed for the student to independently maintain their peer relationship.	Teacher scaffolds and supports the development of peer relationships for students with unique abilities or needs. Teacher supports independence towards peer relationships, relative to student's unique ability.
Teacher allows for peer groupings in social and academic tasks. Groups are relatively homogenous. Groups are frequently inflexible.	Teacher supports peer groups. Groups are somewhat mixed across social and academic tasks. Groups are sometimes flexible for social academic tasks.	Teacher ensures peer groups are mixed in ability, reflect various African American subgroups, and are supportive of children having unique needs. Groupings are flexible, informed by student interest and teacher observation, and not exclusively determined by academic standing.

Emergent

Teacher encourages students to collectively problem solve. Teacher has yet to provide students with tools or expectations for peer problem solving. Teacher is centered as the primary ‘problem solver’ between students.

Evolving

Teacher encourages students to collectively problem solve. Teacher is working to provide students with tools for problem solving. Students inconsistently use tools or are often unsuccessful implementing tools with peers.

Effective

Teacher encourages students to collectively problem solve. Teacher provides students with the tools and skills to work through peer challenges. Most students employ tools and are often successful.

Peer Influence

Emergent

Teacher has an emergent understanding of African American group identity. Teacher applies group identity to all children of African descent, independent of nationality, language, gender, or other potential intersections.

or

Teacher has an emergent understanding of African American group identity. Teacher has yet to apply group identity to students of African descent in favor of seeing students primarily as individuals.

Peer and small groupings are in place. Teacher determines class groupings and rules.

Evolving

Teacher has an evolving understanding of African American group identity. Teacher sometimes applies group or individual identity to interactions. Teacher application is sometimes successful.

Peer and small groupings are in place. Teacher solicits collective voice to inform class groupings and rules.

Effective

Teacher displays an effective understanding of African American group identity. Teacher frequently balances individual and group identity development for each student. Teacher application results in frequent successful outcomes.

Peer and small groupings are in place. Teacher solicits collective voice to inform class groupings and rules. Student voice is threaded in class groupings and rules.



Teacher Increased Knowledge and Application

Emergent	Evolving	Effective
<p>Teacher observes interaction styles and preferences of students in the classroom space. Teacher makes few adjustments in interactions with African American students and peer groups. Teacher interactions are growing in alignment with African American cultural experiences.</p>	<p>Teacher observes interaction styles and preferences of students in the classroom space. Teacher makes some adjustments in interactions with African American students and peer groups. Teacher interactions are growing in alignment with African American cultural experiences.</p>	<p>Based on observations of interaction styles and preferences in classroom spaces, the teacher adjusts interactions with African American students and peer groups to become increasingly culturally appropriate. Teacher growth in this area is ongoing.</p>
<p>Teacher designs learning tasks that rarely encourage group interactions and may center the teacher. Learning tasks rarely reflect cultural interaction preferences or support the development of strong group dynamics.</p>	<p>Teacher designs learning tasks to encourage group interactions. Teacher provides lessons and skills students need to grow interaction skills and strengthen group dynamics.</p>	<p>Teacher intentionally designs and adjusts learning tasks to encourage group interactions and accountability. Teacher provides guidance to students and scaffolds strong group dynamics.</p>
<p>Teacher infrequently observes peer groups and is somewhat informed about student's approaches to learning and student interests, specific to their African American students. Teacher minimally incorporates what is learned from observing and participating with African American peer groups into teaching and learning practices.</p>	<p>Teacher frequently observes peer groups and is informed about student's approaches to learning and student interests, specific to their African American students. Teacher somewhat incorporates what is learned from observing and participating with African American peer groups into regular teaching and learning practices.</p>	<p>Teacher regularly observes and participates with African American peer groups and is informed about student's approaches to learning and student interests. Teacher regularly incorporates what is learned from observing and participating with African American peer groups into ongoing teaching and learning practices.</p>
<p>Teacher rarely observes how African American peer groups develop, impose, and regulate expectations, as well as offer mutual support within the group.</p>	<p>Teacher often observes how peer groups develop, impose, and regulate expectations, as well as offer mutual support within the group. Teacher infrequently, or is less successful, at employing observed techniques when engaging with students and supporting peer groups.</p>	<p>Teacher observes how peer groups develop, impose, and regulate expectations, as well as offer mutual support within the group. Teacher employs observed techniques when engaging with students and supporting peer groups. Teacher also offers support as needed.</p>

Additional Resources

The following are resources reflecting the African American peer experience for use by children and families.

Locations/opportunities for local African American peer supported programing

- ◇ [Beacons Network Minneapolis](https://www.beaconsmn.org/minneapolis-beacons-network.html) (<https://www.beaconsmn.org/minneapolis-beacons-network.html>)
- ◇ [Brooklyn Center Park and Recreation](https://www.ci.brooklyn-center.mn.us/government/departments/recreation/recreation-programs?locale=en) (<https://www.ci.brooklyn-center.mn.us/government/departments/recreation/recreation-programs?locale=en>)
- ◇ [Friendship Academy of the Arts](http://friendshipacademy.org) (friendshipacademy.org)
- ◇ [Minneapolis Parks and Recreation](https://www.minneapolisparcs.org/) (<https://www.minneapolisparcs.org/>)
- ◇ [Saint Paul Parks and Recreation](https://www.stpaul.gov/departments/parks-and-recreation) (<https://www.stpaul.gov/departments/parks-and-recreation>)
- ◇ [YMCA](https://www.ymcanorth.org/) (<https://www.ymcanorth.org/>)



The Family



It is within the African American family that children are nurtured in their identity, culture, values, faith, language, and education.

The African American family can be defined as both broad and specific. The family is often composed of household members, extended family, and kinfolk, while being inclusive of other individuals and groups who closely nurture the individual and collective family.

While the experience of African American families in urban Minnesota is quite diverse, many families maintain a holistic approach in nurturing their children.

Click the links below to access resources designed to support teachers and schools working with children of African descent, who are transitioning to kindergarten, in urban Minnesota.



[The Family Video](#)

[Reflection Questions](#)

[Conversation Prompts](#)

[Effectiveness Rubric](#)

[Additional Resources](#)

Video: The Family



Four families of African American children share their advice on supporting a child transitioning to kindergarten. To ensure their child's schooling experience is aligned with their hopes and dreams for their children, the urban African American family in Minnesota expects to be a partner in their child's learning.

Video Participants:

Dystany Gatlin
JackSyn Cush

Danitra Scott
Amina Brooks
Elijah Brooks
Jacob Brooks

Jeremy Bikah
Salma Hussein

Adrian Smith
Alijah Smith



Reflection Questions

The following are question prompts for use by teachers and schools in reflection of their own knowledge and practice related to the African American family transitioning a child into kindergarten.

Before the transition:

- ◇ What is my knowledge of the African American family system? How did I come to know this information?
- ◇ How might I learn about the families of my African American students?
- ◇ What is my plan to develop relationships with the families of my African American students?
- ◇ How can I create a welcoming environment for the families of my African American students?
- ◇ How might I learn about the hopes, dreams, values, and expectations of my African American students' families?
- ◇ How might I incorporate the hopes, dreams, values, and expectations of my African American students' families into my classroom practice?
- ◇ How can I partner with families to encourage a successful kindergarten transition?
- ◇ What is my initial communication plan for my African American families?
- ◇ Have I made provisions for an interpreter as needed?
- ◇ How will I make space for the voices of African American families?

During the transition:

- ◇ How have I communicated with the families of my African American students?
- ◇ How have I incorporated the hopes, dreams, values, and expectations of my African American students' families into my interactions and classroom practice?
- ◇ How might the families of my African American students describe their experience thus far?
- ◇ How are families represented in our classroom experiences?

- ◇ How have families been invited to participate in an open door policy?
- ◇ Have I been willing to learn from the families of my African American students?
- ◇ Do I have a bi-directional relationship with my African American families where we learn from one another?
- ◇ Have I been willing to engage with my African American families in non-traditional spaces such as through home visits, community spaces, community events, etc.?
- ◇ Do I take initiative to ensure translation is available for my African American students when requested?
- ◇ Have I ensured that the family voices of my African American students are heard?

After the transition:

- ◇ How will I continue developing relationships with the families of my African American students?
- ◇ How will I continue learning with and from the families of my African American students for the benefit of student success?
- ◇ How might families of African American students describe their interaction with you, your classroom, or school?
- ◇ How might families of African American students describe their child's transition experience?
- ◇ What did you learn from your interactions with African American families that you can incorporate into your ongoing teaching practice or pedagogy? How will you move from your current state to your desired state? Who will support you?
- ◇ What additional experiences, learning, supports, or professional development might you need to elevate your current understanding and practice?
- ◇ How did I ensure the family voices of my African American students were heard, considered, and incorporated?



FAMILY

Conversation Prompts

The following are prompts for use by teachers and schools in conversation with the family of the kindergarten child. These prompts are intended to be fluid conversation starters, occurring in no specific order. Teachers and schools should revise and add to the list of questions in response to the families in their learning environment. To support the building of relationships with authenticity, teachers and schools are encouraged to determine the most appropriate time, space, and approach for conversations

To build trust, teacher-family conversations are expected to be bidirectional, rather than transactional. In bi-directional conversations, the teacher also shares information. This can be a professional or personal experience connection.

Questions for Family	and (all family conversations should be bidirectional, otherwise are only an intake of information instead of relationship forming)	Expected Teacher response/ share (can be a Personal experience ex. 'For my child I hope for ___,' or Professional ex. 'That is similar to our classroom because ___')
Tell me about your hopes for your child.	and	P: In our home I hope for ____. Pr: I am hoping _____.
Tell me how you would like to be involved with your child's transition experience.	and	P: I am thinking of _____ Pr: In the past I have _____
Tell me about your family and those who care for your child.	and	P: In our home _____ . Pr: Here at school _____ .
What makes your child, and your family, unique?	and	P: In my experience _____ . Pr: Our classroom/school is unique _____.
Tell me about what your family enjoys doing together. Please share a unique experience.	and	P: My family enjoys _____. Pr: At school we will enjoy _____.

<p>Questions for Family</p>	<p>and (all family conversations should be bidirectional, otherwise are only an intake of information instead of relationship forming)</p>	<p>Expected Teacher response/ share (can be a Personal experience ex. 'For my child I hope for _____,' or Professional ex. 'That is similar to our classroom because _____')</p>
<p>Tell me about how your family approaches challenges.</p>	<p>and</p>	<p>P: When I was a child our family _____ . Pr: At school the expectation is _____.</p>
<p>What advice would you give me as I get familiar with your child and your family?</p>	<p>and</p>	<p>P: (Provide an affirmation) or Pr: I would share with you _____.</p>
<p>What type of experiences or resources would you like me, or our school, to offer your family?</p>	<p>and</p>	<p>P: What has been helpful for our family is _____ Pr: Some families at school have enjoyed _____</p>
<p>How can I support the unique skills or needs of your child?</p>		
<p>What does education mean to your family?</p>	<p>and</p>	<p>P: For our family, education _____ Pr: At our school we think education _____</p>
<p>What does a safe space at school look like for your child? Your family?</p>	<p>and</p>	<p>P: In our home we support each other by _____ Pr: At school we create safe spaces by _____</p>
<p>How can our classroom and school reflect your family's culture?</p>		

Effectiveness Rubric

The following is an Effectiveness Rubric for use by teachers and schools regarding transition practices related to the African American family. The rubric describes the practice of an Emergent, Evolving, and Effective teacher related to the family who transitions an African American child.

Where applicable, suggestions for use include, but are not limited to:

- ◇ Teacher's self reflection
- ◇ School self reflection
- ◇ Teacher-to-teacher observation and feedback, and
- ◇ Identification of current practices and areas for continued growth

Relationships

Emergent	Evolving	Effective
	Teacher-caregiver relationship is reciprocal. Teacher and many caregivers characterize the relationship as beneficial and necessary.	Teacher-caregiver relationship is reciprocal. Both teacher and caregivers of African American students characterize the relationship as mutually advantageous, informative, and benefitting student success.
Teacher encourages scheduled participation for caregivers. Participation opportunities are limited in quantity, type, and time.	Teacher largely encourages scheduled engagement or participation for caregivers. Teacher offers caregivers limited opportunities, scheduled and open, to engage with students' learning on- and off-site.	Teacher encourages an open door policy for caregiver engagement. Teacher offers caregivers multiple opportunities, scheduled and open, to engage with students' learning on- and off-site.
Teacher infrequently encourages peer relationships. Teacher is centered as the focal point of classroom peer relationships.	Teacher encourages peer relationships, primarily for classroom tasks. Friendships among students are limited.	Teacher consistently encourages peer relationships and friendships. Every student of African descent has a friendship.
Teacher encourages some caregivers to share their expertise and experiences with the class. Some caregivers are invited to engage in ways that advance their student's learning experience. These methods are determined by the teacher.	Teacher encourages several caregivers to share their expertise and experiences with the class. Several caregivers are invited to engage in ways that advance their student's learning experience. These methods are determined by the teacher.	Teacher encourages all caregivers to share their expertise and experiences with the class. Caregivers are invited to engage in ways that advance their student's learning experience. These methods are a collaboration between teacher-caregivers. Along with caregivers of African American students, the teacher shares space as an equal expert.

Emergent	Evolving	Effective
<p>Teacher solicits voice from caregivers regarding student learning experiences in kindergarten. Teacher requests are limited to select times of year and content.</p>	<p>Teacher solicits and encourages voice from caregivers regarding student learning experiences in kindergarten. Teacher requests span various content and times of year.</p>	<p>Teacher solicits and encourages voice from caregivers of African American students regarding student learning experiences in kindergarten. Teacher requests span various content and times of year. Requests are ongoing.</p>
<p>Teacher initiates a relationship with caregivers of select African American students in the class. Relationships with these caregivers are considered enjoyable, hopeful, and interdependent by both parties.</p>	<p>Teacher initiates a relationship with caregivers of some African American students in the class. Relationships with these caregivers is considered enjoyable, hopeful, and interdependent by both parties.</p>	<p>Teacher initiates a relationship with caregivers of each African American student in the class. The relationship is considered enjoyable, hopeful, and interdependent by both parties.</p>
<p>Teacher-caregiver interaction between caregivers of African American students is predominantly intended to support school, district, or organization expectations to engage with caregivers</p>	<p>Teacher-caregiver interaction between caregivers of African American students is predominantly intended to inform parents on how to teach school at home.</p>	<p>Teacher-caregiver interaction between caregivers of African American students is predominantly intended to encourage continuity in the student’s home-school experience, and support mutual teacher-caregiver learning.</p>
<p>Teacher occasionally works collaboratively with caregivers of African American students having unique needs.</p>	<p>Teachers often works collaboratively with caregivers of African American students having unique needs.</p>	<p>Teacher works collaboratively with caregivers of African American students having unique needs on a frequent, consistent, and ongoing basis.</p>
<p>Teacher works to equip caregivers of African American students having unique needs by sharing information about the student’s learning experiences.</p>	<p>Teacher works to equip caregivers of African American students having unique needs, by sharing information and strategies. The teacher seeks broaden their on- and off- site resources to share with caregivers.</p>	<p>Teacher works to equip caregivers of African American students having unique needs, by sharing information, strategies, as well as on- and off- site resources, to benefit the student and their ecosystem. Resources are reflective of the student’s family and community.</p>
<p>During the kindergarten transition, teacher-caregiver relationships support few caregivers learning how to navigate the classroom, the school, and the early education years in anticipation of ongoing caregiver engagement and advocacy in education.</p>	<p>During the kindergarten transition, teacher-caregiver relationships support some caregivers learning how to navigate the classroom, the school, and the early education years in anticipation of ongoing caregiver engagement and advocacy in education.</p>	<p>During the kindergarten transition, teacher-caregiver relationships support caregivers of African American students learning how to navigate the classroom, the school, and the early education years in anticipation of ongoing caregiver engagement and advocacy in education.</p>

Communication

Emergent	Evolving	Effective
Teacher communicates with all caregivers. Some caregivers can anticipate regular communication. Communication is either general or specific. Communication intent may be to disseminate general information or for correction.	Teacher communicates with all caregivers, including those with African American students. Many caregivers can anticipate regular communication that is both general and specific. Communication shares an asset based lens.	Teacher prioritizes ongoing communication for all caregivers, including those with African American students. All caregivers can anticipate regular communication that is both general and specific, and also asset based.
Teacher-caregiver communication experiences are singular in direction. The teacher shares with, and teaches to, caregivers.	Teacher-communication experiences are somewhat bi-directional. The teacher shares with, and teaches to, caregivers, while also receiving from caregivers. Emphasis is on dispersing information to caregivers. Teacher learned or received information is limited.	Teacher-caregiver communication experiences are bi-directional; the teacher and caregiver both share and receive information, as well and teach and learn. Communication aids in growing both the teacher and caregiver towards student success.
Communication pathways and frequency are established based on teacher preference.	Communication pathways and frequency are inclusive of family preference. Implementation largely reflects teacher preference	Teacher is flexible in communication pathways (not limited to calls, text, email, in-person, virtual meeting, community-visit, home-visit, etc.). Communication pathways and frequency are largely influenced by family preference, and therefore customized.

Environment

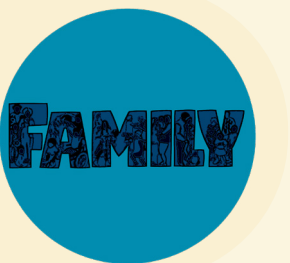
Emergent	Evolving	Effective
Teacher works to help a few caregivers feel welcome in the classroom space. This may include communication, representation in materials and lessons, inclusive opportunities, and partnered experiences for select caregivers.	Teacher works to help some caregivers feel welcome in the classroom space. This may include ongoing communication, representation in materials and lessons, inclusive opportunities, and partnered experiences for some caregivers.	Teacher actively works to help caregivers feel welcome in the classroom space. This may include ongoing communication, representation in materials and lessons, inclusive opportunities, and partnered experiences for African American caregivers.

Emergent	Evolving	Effective
The classroom environment is inclusive of, and a reflection of, few family and community spaces familiar to students.	The teacher designs the classroom environment to be inclusive of, and a reflection of, some family and community spaces.	Teacher designs the classroom environment to be inclusive of, and a reflection of family and community spaces familiar to African American students. There is obvious continuation, and therefore connection, from the home-school environment for African American students.
Physical arrangement, materials, images, or displays, limitedly reflect family and community spaces familiar to students	The physical space includes some materials, images, physical arrangement, and displays reflective of some student experiences.	The physical space includes materials, physical arrangement, and displays reflective of the African American experience. There is obvious continuation, and therefore connection, from the home-school environment for African American students.

Teacher Increased Knowledge and Application

Emergent	Evolving	Effective
Teacher is the primary driver during teacher-caregiver interactions and experiences. Learning with or from caregivers is limited.	Teacher is working to balance teaching and learning during teacher-caregiver interactions and experiences. Learning with or from caregivers is evolving.	Teacher is both an instructor and learner in teacher-caregiver interactions and experiences. Teacher learns with and from caregivers.
Teacher works with caregivers to bridge their awareness and knowledge of classroom and local school based topics to those of the broader education community.	Teacher works with caregivers to bridge their awareness and knowledge of classroom and local school based topics to those of the broader education community. Some caregivers are aware of the impacts to their student, family, and community.	Teacher actively works with caregivers of African American students to bridge their awareness and knowledge of classroom and local school based topics to those of the broader education community, with a specific awareness of impacts for African American students.

Emergent	Evolving	Effective
<p>Teacher observes interaction styles, tones, and preferences of students engaging with their caregivers. Teacher makes few adjustments in interactions with African American students and caregivers.</p>	<p>Teacher observes interaction styles, tones, and preferences of students engaging with their caregivers. Teacher makes some adjustments in interactions with African American students and caregivers. Teacher interactions are growing in alignment with African American cultural experiences.</p>	<p>Teacher observes the interaction styles, tones, and preferences of students engaging with their caregivers. Based on this experiential knowledge, the teacher adjusts interactions with African American students and caregivers to become increasingly culturally appropriate. Teacher growth in this area is ongoing.</p>
	<p>Teacher encourages and supports informed caregiver advocacy towards student's success.</p>	<p>Informed by student and caregiver interactions, teacher understands and values caregiver advocacy. Teacher encourages and supports informed caregiver advocacy towards success for African American students.</p>



Additional Resources

The following are resources reflecting the African American experience for use by families. Teachers and schools are encouraged to share these links with families who are transitioning kindergarten children of African descent.

- ◇ [Achieving Equity for African American Children and Families](https://ahn.mnsu.edu/globalassets/college-of-allied-health-and-nursing/social-work/pdfs/cw-disparity-policy-brief.msum-sowk.2020.pdf) (https://ahn.mnsu.edu/globalassets/college-of-allied-health-and-nursing/social-work/pdfs/cw-disparity-policy-brief.msum-sowk.2020.pdf)
- ◇ [African American Family Services](https://aafs.net/) (https://aafs.net/)
- ◇ [College Bound Saint Paul](https://www.collegebound.org/) (https://www.collegebound.org/)
- ◇ [Events in the Rondo Community](https://sppl.bibliocommons.com/v2/events?) (https://sppl.bibliocommons.com/v2/events?)
- ◇ [Hallie Q. Brown Community Center, Inc.](https://www.hallieqbrown.org/site/) (https://www.hallieqbrown.org/site/)
- ◇ [LINKS Inc.](http://gtclinks.org) (http://gtclinks.org)
- ◇ [Minneapolis Public Schools: Black Parent Advisory Council](https://engagement.mpls.k12.mn.us/african-american_parent_advisory_council_2) (https://engagement.mpls.k12.mn.us/african-american_parent_advisory_council_2)
- ◇ [Minnesota African Women's Association](http://mawanet.org/) (http://mawanet.org/)
- ◇ [Ramsey County African American Parenting Support Groups](https://www.ramseycounty.us/residents/health-medical/clinics-services/family-health-home-visiting-programs) (https://www.ramseycounty.us/residents/health-medical/clinics-services/family-health-home-visiting-programs)
- ◇ [Sabathani Community Center](https://sabathani.org/) (https://sabathani.org/)
- ◇ [St. Paul Public Library - Library Social Worker](https://sppl.org/social-worker/) (https://sppl.org/social-worker/)
- ◇ [St. Paul Public Schools: Parents of African American Students Advisory Council](https://www.spps.org/Page/23426) (https://www.spps.org/Page/23426)
- ◇ [Umoja MN - Evolve Family Services](https://evolveservices.org/umoja-mn/) (https://evolveservices.org/umoja-mn/)
- ◇ [Urban League Twin Cities](https://ultcmn.org/) (https://ultcmn.org/)

The School and Classroom



Teachers and schools supporting children of African descent have an inherent responsibility to provide continuity between the home and school in areas of nurture, ways of teaching and learning, discipline, and aspirations.

In Minnesota, African American students experience the greatest education disparities among cultural groups. Early transition and schooling experiences reflective of the African American experience can support improved outcomes for African American students.

Click the links below to access resources designed to support teachers and schools working with children of African descent, who are transitioning to kindergarten, in urban Minnesota.



[The School and Classroom Video](#)

[Reflection Questions](#)

[Conversation Prompts](#)

[Effectiveness Rubric](#)

[Additional Resources](#)

Video: The School



Three educators of African American children describe their role in supporting the child and family through the kindergarten transition. Engagement and partnership between the teacher and caregivers are important parts of ensuring early school success.

Video Participants:

Virginia Graham

Naomi Loving

Janice Phillips



The following are question prompts for use by teachers and schools in reflection of their classroom and school practices related to African American children transitioning to kindergarten.

Before the transition:

- ◇ Are African American children entering our school/my classroom successfully? How do we know? What are our/my indicators for success?
- ◇ How does our school already transition children across grades? How do our African American students and families experience this already established transition?
- ◇ Who might I shadow that has had successful transitions for African American children?
- ◇ Who will challenge me to design and implement practices that support African American children during transition?
- ◇ Based on student outcomes, who can or will hold me accountable for the successful transition of African American children?
- ◇ Where can I access additional information about my African American students that will support their transition into kindergarten?
- ◇ What metrics are used to determine successful transitions? How do these tools filter the African American student's experience and knowledge?
- ◇ Does my classroom/school have relationships with surrounding early care and education sites that funnel children into our kindergarten?
- ◇ How might my school partner with early care and education sites to grow a greater understanding of children's experiences prior to entering kindergarten?
- ◇ Prior to the start of the school year, has my school organized multiple opportunities, accessible to children and families, that scaffold the kindergarten transition?

During the transition:

- ◇ Am I/Is my school aware of individual African American student progress towards transition? What is adjusted based on this knowledge?
- ◇ Is time set aside for my ongoing communication with administration or other staff regarding the transition experiences of my African American students? What is the frequency?

- ◇ Are supports (material, human, financial, etc.) available to encourage the successful transition of African American students, as needed?
- ◇ How are classroom schedules adapted and flexible based on the ongoing transition experience of African American children?
- ◇ How are school events adapted and flexible based on the ongoing transition experience of African American children?
- ◇ What provisions have been made in my classroom to monitor the successful transition of African American students?
- ◇ What metrics am I using to validate successful transitions for African American students?

After the transition:

- ◇ How do I share my learnings with administration?
- ◇ How do I share my learnings with other staff?
- ◇ When do we work collectively to set ongoing goals?
- ◇ What small adjustments can be made to the transition experience to help ensure the success of African American students? What support might I provide?
- ◇ What large scale adjustments can be made to the transition experience to help ensure the success of African American students? Who manages this? What support might I provide?
- ◇ Using what I have learned, how can I support other educators?
- ◇ In the future, what opportunities can we design, organize, or host that will help to scaffold children into kindergarten?
- ◇ In the future, what early care and education partners might we include in this transition process?



The following are prompts for use by teachers and schools when considering the school's planning, structures, and supports for the kindergarten transition of African American students. These prompts are intended to be fluid conversation starters, occurring in no specific order. Teachers and schools should adapt and add to the list of questions based on the responses. To build relationships, teachers and schools are encouraged to collectively determine the most appropriate time, space, and approach for conversations.

**How can our school/
classroom be reflective
of the African
American experience?**

**How does our school/
classroom ensure a
successful transition for
African American
students?**

Additional Questions

- ◇ What practices are in place to support the kindergarten transition? What practices are in place to support kindergarten the transition that are reflective of the African American experience?
- ◇ How are expectations for the kindergarten transition communicated in our school, or in my classroom?
- ◇ How do we measure the success of African American children during the transition?
- ◇ How are staff encouraged and supported to ensure transition success for African American students?
- ◇ What does our past data tell us about the transition experience at our school?
- ◇ What is the evidence that our current transition practices are effective for African American children?
- ◇ How are staff prepared to interpret and support the kindergarten transition of African American students?
- ◇ What materials or resources does our school offer to African American children and families to support the kindergarten transition?
- ◇ What partnerships does our school have in the African American community that support African American children and our school?
- ◇ What professional development, education, mentorship, or other resources are available to assist staff for the transition success of African American students?
- ◇ Who is available to support my inquiries, ideas, or initiatives regarding successful transition?

The following are Effectiveness Rubrics for use by teachers and schools regarding transition practices related to classrooms and schools serving African American students. The rubric describes the practice of an Emergent, Evolving, and Effective teacher related to the transitioning African American school.

Where applicable, suggestions for use include, but are not limited to:

- ◇ Teacher’s self reflection
- ◇ School self reflection
- ◇ Teacher-to-teacher observation and feedback, and
- ◇ Identification of current practices and areas for continued growth

Classroom Rubric

Logistics

Emergent	Evolving	Effective
Planning for the kindergarten transition is limited to the summer prior to the start of the kindergarten year.	Planning for the kindergarten transition is limited to the spring and summer prior to the start of the kindergarten year	Planning for the kindergarten transition is year-round and flexible.
	Implementation processes and strategies for the kindergarten transition are influenced exclusively by data about general student success.	Implementation processes and strategies for the kindergarten transition are influenced by data about all students’ success, with an emphasis on the success of African American students.
Kindergarten transition data is inclusive of 1-2 of the following: student early learning experience, student academic and social experiences, family expectations, and information about teacher practices.	Kindergarten transition data is inclusive of many of the following: student prior early learning experience, student academic and social inputs, family expectations, and information about teacher practices.	Kindergarten transition data is inclusive of all of the following: student prior early learning experience, student academic and social inputs, family expectations, and information about teacher practices.
Kindergarten transition progress and data are communicated with other staff and administration sometimes through the end of some children’s transition. The school’s process to collect this information is being determined.	Kindergarten transition progress and data are communicated with other staff and administration frequently through the end of most children’s transition. The school has a somewhat clear process for collecting this information.	Kindergarten transition progress and data are communicated with other staff and administration regularly through the end of each child’s transition. The school has a clear process for collecting this information.

Emergent	Evolving	Effective
<p>Teacher works to participate in supports to ensure success. Supports include a few of the following:</p> <ul style="list-style-type: none"> • time to connect with adults from the child’s prior early learning spaces; • peer mentors; early learning coaches; • early learning specific professional development opportunities; • professional development opportunities with other early learning institutions; • cross-teacher classroom observations within the same institution; • scheduled data collection and data digs according to the transition timeline; and • family home visits. 	<p>Teacher works to participate in supports to ensure success. Supports include many of the following:</p> <ul style="list-style-type: none"> • time to connect with adults from the child’s prior early learning spaces; • peer mentors; early learning coaches; • early learning specific professional development opportunities; • professional development opportunities with other early learning institutions; • cross-teacher classroom observations within the same institution; • scheduled data collection and data digs according to the transition timeline; and • family home visits. 	<p>Teacher works to participate in supports to ensure success. Supports include most, if not all, of the following:</p> <ul style="list-style-type: none"> • time to connect with adults from the child’s prior early learning spaces; • peer mentors; early learning coaches; • early learning specific professional development opportunities; • professional development opportunities with other early learning institutions; • cross-teacher classroom observations within the same institution; • scheduled data collection and data digs according to the transition timeline; and • family home visits.

Communication

Emergent	Evolving	Effective
	<p>Teacher communicates early transition expectations to students. Manner in which expectations are communicated is above student understanding.</p>	<p>Teacher communicates early transition expectations to students timely and in a manner they understand.</p>
<p>Teacher communicates early transition expectations to caregivers once the transition has begun.</p>	<p>Teacher communicates early transition expectations to caregivers at the start of the kindergarten transition year. Communication about expectations continues during the transition period.</p>	<p>Teacher communicates early transition expectations to caregivers prior to the start of the kindergarten school year. Communication about expectations continues during the transition period.</p>
<p>Kindergarten transition progress and data are communicated with families sometimes through the end of some children’s transition.</p>	<p>Kindergarten transition progress and data are communicated with families frequently through the end of most children’s transition.</p>	<p>Kindergarten transition progress and data are communicated with families regularly through the end of each child’s transition.</p>

Resource Use and Internal Transition Support

Emergent	Evolving	Effective
	Teacher participates in professional development. Professional development experiences are not always specific to early learning.	Teacher participates in professional development experiences specific to early learning, across early learning settings and sites.
Teacher displays and models expectations for students' language and literacy, cognitive, and social-emotional development. Implementation strategies may be geared for general K-12 application.	Teacher displays and models appropriate developmental expectations for students' language and literacy, cognitive, and social-emotional development.	Teacher displays and models appropriate developmental expectations for students' language and literacy, cognitive, and social-emotional development. Expectations are reflective of the African American experience.
Teacher and support staff implement general K-12 teaching practices in the kindergarten setting.	Teacher and support staff implement developmentally appropriate teaching practices for young children.	Teacher and support staff implement developmentally appropriate teaching practices for young children. Practices are also reflective of the African American experience.

Relationships

Emergent	Evolving	Effective
Teacher builds relationships with students. Information and experience drawn from student relationships is yet to be used to inform teaching and learning.	Teacher builds relationships with students with the expectation of increasing knowledge to inform teaching and learning.	Teacher builds relationships with students with the expectation of increasing knowledge to inform teaching and learning for African American kindergarten students.
Teacher builds relationships with other teachers and support staff. Information and experience drawn from staff relationships is yet to be used to inform teaching and learning.	Teacher builds relationships with other teachers and support staff with the expectation of increasing knowledge and improving practice.	Teacher builds relationships with other teachers and support staff with the expectation of increasing knowledge and improving practice for African American students.

Emergent	Evolving	Effective
Teacher (School) builds relationships with families with the expectation of increasing shared knowledge and informing practice. Information and experience drawn from family relationships is yet to be used to inform practice.	Teacher (School) builds relationships with families with the expectation of increasing shared knowledge, and informing practice.	Teacher (School) builds relationships with families with the expectation of increasing shared knowledge, informing practice, and access for African American students.
Teacher (School) builds relationships with community partners with the expectation of increasing shared knowledge and informing practice. Information and experience drawn from community partnerships is yet to be used to inform practice.	Teacher (School) builds relationships with community partners in expectation of increasing shared knowledge, and informing practice.	Teacher (School) builds relationships with community partners in expectation of increasing shared knowledge, informing practice, and bridging access for African American students.
Teacher has yet to communicate with the prior early learning settings of students.	Teacher (School) builds relationships with community partners in expectation of increasing shared knowledge, and informing practice.	Teacher (School) builds relationships with community partners in expectation of increasing shared knowledge, informing practice, and bridging access for African American students.

Classroom Climate

Emergent	Evolving	Effective
	Teacher creates an environment where all students feel welcome. The environment is immersed in, and reflective of, the school's community	Teacher creates an environment where all students feel welcome. The environment is immersed in, and reflective of, the African American experience and school community.
Teacher establishes a learning environment that is emotionally, psychologically, and physically safe for some children. Evidence is that some children are comfortable being themselves, being vulnerable, and are willing to take risks.	Teacher establishes a learning environment that is emotionally, psychologically, and physically safe for most children. Evidence is that most children are comfortable being themselves, being vulnerable, and are willing to take risks.	Teacher establishes a learning environment that is emotionally, psychologically, and physically safe for all children. Teacher takes into account the historical, current, and local context of African American children in their classrooms. Evidence is that all children are comfortable being themselves, being vulnerable, and are willing to take risks.

School Effectiveness Rubric

Logistics

Emergent	Evolving	Effective
Planning for the kindergarten transition is limited to the summer prior to the start of the kindergarten year.	Planning for the kindergarten transition is limited to the spring and summer prior to the start of the kindergarten year.	Planning for the kindergarten transition is year-round.
	Implementation processes and strategies for the kindergarten transition are influenced exclusively by data about general student success.	Implementation processes and strategies for the kindergarten transition are influenced by data about all students' success, with emphasis on the success of African American students.
Kindergarten transition data is inclusive of 1-2 of the following: student prior early learning experience, student academic and social inputs, family expectations, and information about teacher practices.	Kindergarten transition data is inclusive of many of the following: student prior early learning experience, student academic and social inputs, family expectations, and information about teacher practices.	Kindergarten transition data is inclusive of all of the following: student prior early learning experience, student academic and social inputs, family expectations, and information about teacher practices.
Kindergarten transition progress and data are communicated with other staff and administration sometimes through the end of some children's transition. The school's process to collect this information is being determined.	Kindergarten transition progress and data are communicated with other staff and administration frequently through the end of most children's transition. The school has a somewhat clear process for collecting this information.	Kindergarten transition progress and data are communicated with other staff and administration regularly through the end of each child's transition. The school has a clear process for collecting this information.
<p>There are embedded supports to ensure teachers and staff working with young children are successful. Supports include a few of the following:</p> <ul style="list-style-type: none"> time to connect with adults from the child's prior early learning spaces; peer mentors; early learning coaches; early learning specific professional development opportunities; 	<p>There are embedded supports to ensure teachers and staff working with young children are successful. Supports include many of the following:</p> <ul style="list-style-type: none"> time to connect with adults from the child's prior early learning spaces; peer mentors; early learning coaches; early learning specific professional development opportunities; 	<p>There are embedded supports to ensure teachers and staff working with young children are successful. Supports include most, if not all, of the following:</p> <ul style="list-style-type: none"> time to connect with adults from the child's prior early learning spaces; peer mentors; early learning coaches; early learning specific professional development opportunities;

Emergent	Evolving	Effective
<ul style="list-style-type: none"> professional development opportunities with other early learning institutions; cross-teacher classroom observations within the same institution; scheduled data collection and data digs according to the transition timeline; and family home visits. 	<ul style="list-style-type: none"> professional development opportunities with other early learning institutions; cross-teacher classroom observations within the same institution; scheduled data collection and data digs according to the transition timeline; and family home visits. 	<ul style="list-style-type: none"> professional development opportunities with other early learning institutions; cross-teacher classroom observations within the same institution; scheduled data collection and data digs according to the transition timeline; and family home visits.

Communication

Emergent	Evolving	Effective
	<p>School communicates early transition expectations to students. Manner in which expectations are communicated is above student understanding.</p>	<p>School communicates early transition expectations to students timely and in a manner they understand. This may include images, infographics, songs, games, presenters, etc.</p>
<p>School communicates early transition expectations to caregivers once the transition has begun.</p>	<p>School communicates early transition expectations to caregivers at the start of the kindergarten transition year. Communication about expectations continues during the transition period.</p>	<p>School communicates early transition expectations to caregivers prior to the start of the kindergarten school year. Communication about expectations continues during the transition period.</p>
<p>Kindergarten transition progress and data are communicated with families sometimes through the end of some children’s transition.</p>	<p>Kindergarten transition progress and data are communicated with families frequently through the end of most children’s transition.</p>	<p>Kindergarten transition progress and data are communicated with families regularly through the end of each child’s transition.</p>



Resource Use and Internal Transition Supports

Emergent	Evolving	Effective
School works to provide staffing. Staff may need additional training or experience to be considered qualified. Staff may minimally reflect the student population or their lived experience.	School works to provide staffing. Staff may need additional training or experience to be considered qualified. Staff may somewhat reflect the student population or their lived experience.	School works to provide adequate and qualified staffing reflective of the student population or their lived experience.
School provides limited access to professional development for teachers of early learners.	School works to provide frequent access to professional development for teachers of early learners.	School works to provide ongoing or regular access to professional development to teachers of early learners, in hopes of increasing teacher quality and student experience.
	School offers professional development exclusively for their teachers and staff supporting early learners.	School collaborates with other schools or early learning professionals to experience shared professional development.
	The financial resource allocation for kindergarten transition is determined by general school data and may be equally distributed among classrooms, despite need.	School allocates financial resources according to transition data and needs. Kindergarten transition success is prioritized in the school budget.
The human resource for kindergarten transition, and their assignments, are still being determined.	The human resource allocation for kindergarten transition is determined exclusively by general school data. Staff may be assigned based on general school needs, not specific to early learning data.	School allocates human resources according to transition data and the needs of young children. Kindergarten transition success is prioritized in staff assignments.
School supports teacher in developing expectations for students' language and literacy, cognitive, and social-emotional development. Support may be geared for general K-12 application. The processes for this support are yet to be established.	School supports teacher in developing appropriate expectations for students' language and literacy, cognitive, and social-emotional development. There are established processes for this support.	School supports teacher in developing appropriate developmental expectations for students' language and literacy, cognitive, and social-emotional development. Expectations are reflective of the African American experience. There are established processes for this support.
School supports teacher and support staff in implementing effective K-12 teaching practices.	School supports teacher and support staff in implementing developmentally appropriate teaching practices for young children.	School supports teacher and support staff in implementing developmentally appropriate teaching practices for young children. Practices are also reflective of the African American experience.

Relationships

Emergent	Evolving	Effective
School builds relationships with students. Information and experience drawn from student relationships is yet to be used to inform teaching and learning.	School builds relationships with students with the expectation of increasing knowledge and informing teaching and learning.	School builds relationships with students with the expectation of increasing knowledge and informing teaching and learning for African American kindergarten students.
School builds relationships with other teachers and support staff. Information and experience drawn from staff relationships is yet to be used to inform teaching and learning.	School builds relationships with other teachers and support staff with the expectation of increasing knowledge and improving practice.	School builds relationships with other teachers and support staff with the expectation of increasing knowledge and improving practice for African American students.
School builds relationships with families with the expectation of increasing shared knowledge and informing practice. Information and experience drawn from family relationships is yet to be used to inform practice.	School builds relationships with families with the expectation of increasing shared knowledge, and informing practice.	School builds relationships with families with the expectation of increasing shared knowledge, informing practice, and access for African American students.
School builds relationships with community partners with the expectation of increasing shared knowledge and informing practice. Information and experience drawn from community partnerships is yet to be used to inform practice.	School builds relationships with community partners in expectation of increasing shared knowledge, and informing practice.	School builds relationships with community partners in expectation of increasing shared knowledge, informing practice, and bridging access for African American students.

School Climate

Emergent	Evolving	Effective
	School creates an environment where all students feel welcome. The environment is immersed in, and reflective of, the school's community.	School creates an environment where all students feel welcome. The environment is immersed in, and reflective of, the African American experience and school community.

Emergent	Evolving	Effective
<p>School establishes a learning environment that is emotionally, psychologically, and physically safe for some children. Evidence is that some children are comfortable being themselves, vulnerable, and are willing to take risks.</p>	<p>School establishes a learning environment that is emotionally, psychologically, and physically safe for most children. Evidence is that most children are comfortable being themselves, vulnerable, and are willing to take risks.</p>	<p>School establishes a learning environment that is emotionally, psychologically, and physically safe for all children. Teacher takes into account the historical, current, and local context of African American children in their classrooms.</p>
		<p>Evidence is that all children are comfortable being themselves, vulnerable, and are willing to take risks.</p>
	<p>School ensures the experiences of children with unique abilities and needs are represented in the classroom environment.</p>	<p>School ensures the experiences of African American children with unique abilities and needs are represented in the classroom environment.</p>



The following are resources reflecting the African American experience for use by teachers or schools. All resources are current as of 2023.

Examples of metro Afro-centric programs to tour or view

- ◇ [Friendship Academy for the Arts](https://friendshipacademy.org/) (https://friendshipacademy.org/)
- ◇ [Harvest Best Academy](https://www.thebestacademy.org/) (https://www.thebestacademy.org/)
- ◇ [Le Creche Early Childhood Center](https://lacrechekids.org/) (https://lacrechekids.org/)
- ◇ [St. Peter Claver Catholic School](https://stpclaverschool.org/) (https://stpclaverschool.org/)

Examples of educator supports, resources, and professional development opportunities

- ◇ [Hospitality House Youth Development](http://www.hhyd.org) (http://www.hhyd.org)
- ◇ [Minnesota Department of Education](https://education.mn.gov/) (https://education.mn.gov/)
- ◇ [Minnesota African American and African Immigrant Communities Unite](https://www.youtube.com/watch?v=D_eLT_9ftGw) (https://www.youtube.com/watch?v=D_eLT_9ftGw)

Local and national organizations and resources

- ◇ [Black Educators Rock](https://www.blackeducatorsrock.org/) (https://www.blackeducatorsrock.org/)
- ◇ [Children's Defense Fund Minnesota](https://cdf-mn.org/) (https://cdf-mn.org/)
- ◇ [Freedom Schools](https://cdf-mn.org/programs/cdf-freedom-schools/) (https://cdf-mn.org/programs/cdf-freedom-schools/)

The Community



The African American community is an extension of the family.

The urban African American community in Minnesota has survived generations of injustices stemming from structural and institutional racism, including displacement, urbanization, housing, economic, and education inequities. The urban Minnesota African American community has also thrived, as evidenced by the rebuilding of neighborhood spaces including homes, places of worship, and business, in addition to a thriving arts scene and growing professional and political presence.

Click the links below to access resources designed to support teachers and schools working with children of African descent, who are transitioning to kindergarten, in urban Minnesota.



[The Community Video](#)

[Reflection Questions](#)

[Conversation Prompts](#)

[Effectiveness Rubric](#)

[Additional Resources](#)

Video: The Community



Three members of the Minnesota African American community recognize the ways community can invest in their children and support them as life-long learners. The African American community has a responsibility to advocate for, and promote, educational experiences that best serve and reflect its children.

Video Participants:

Sameerah Bilal

Rev. Dr. B. Charvez Russell

Candace Yates



The following are question prompts for use by teachers and schools to aid in reflection regarding partnerships within the African American community related to African American children transitioning to kindergarten.

Before partnering with African American Community members to support kindergarten transitions of African American children, consider the following questions:

- ◇ What partners are in the student's community? Which have an interest or skill in supporting transitions for all students, including students with different abilities?
- ◇ How do these partners represent the African American children you serve?
- ◇ Does the partner reflect African American values, experiences, ways of being and knowing, and child rearing, that align with the children you serve?
- ◇ Do I have a relationship with these partners? Have I spent time visiting these partners?
- ◇ What are the assets, skills, knowledge, or resources these partners can provide?
- ◇ What community partners have I identified that can support inclusive transition experiences?
- ◇ What relationship do the children and families have with the selected community partner(s)?
- ◇ How will I include community partners in planning?
- ◇ How will the planning and implementation support African American students with different abilities?
- ◇ How will I include community partners in executing transition experiences?
- ◇ How will I know the partnership has added value?

During co-planning with partners to support kindergarten transitions, consider:

- ◇ What do I notice about the perspective the partner uses to help plan/co-plan?
- ◇ What do I notice about how the partner interacts with children? Families?

After implementation that has been done collaboratively:

- ◇ How will I maintain relationships with these partners in the African American community?
- ◇ How will I determine if the partnership is successful for African American students of varying abilities?
- ◇ How can the partnership become an ongoing relationship for the purpose of successful and inclusive schooling for African American students?
- ◇ What experiential knowledge did I glean and transfer to my practice and transition plan?
- ◇ What is the short- and long term value of this particular partnership? What is my evidence?
- ◇ What other partnership might I consider based on what I know about my students, their peer groups, families, or other information?



Conversation Prompts

The following prompts are for use by teachers and schools in conversation with community partners. These prompts are intended to be fluid conversation starters, occurring in no specific order. Teachers and schools should revise and add to the list of questions to reflect the partners they desire to engage. To support the building of relationships with authenticity, teachers and schools are encouraged to work with potential partners to determine the most appropriate time, space, and approach for conversations.

Describe your (or your organization's) mission and goals.

In what ways are you engaged in the community?

Additional Questions

- ◇ How long has your organization been working in this community?
- ◇ What are you doing to achieve those goals?
- ◇ *Consider: would partnering be mutually beneficial?
- ◇ Tell me about your organization's interest in young children and families.
- ◇ What actions do you currently take to support African American people or communities?
- ◇ What do you remember about your own transition to kindergarten or early school experience?
- ◇ What strengths, skills, or resources might you contribute to young children and families transitioning to kindergarten?

Effectiveness Rubric

The following is an Effectiveness Rubric for use by teachers and schools regarding transition practices related to the partnerships with the African American community. The rubric describes the practice of an Emergent, Evolving, and Effective teacher related to the transitioning African American community.

Where applicable, suggestions for use include, but are not limited to:

- ◇ Teacher's self-reflection
- ◇ School selfreflection
- ◇ Teacher-to-teacher observation and feedback, and
- ◇ Identification of current practices and areas for continued growth

Identifying Partners

Emergent	Evolving	Effective
Through online searches or other activities with little engagement from community, the teacher identifies one or more community partners for potential collaboration.	Through recommendations or referrals, the teacher has identified one or more community partners for potential collaboration.	Through independent exploration/discovery in the students' communities, the teacher has identified one or more community partners for potential collaboration.
Teacher has identified no collaborative partners (individuals or groups) to collaborate with for kindergarten transition efforts. and/or Teacher has identified partners that reflect populations other than those of the African American students the teacher/school serves.	Teacher has identified one or more collaborative partners (individuals or groups) to collaborate with for kindergarten efforts. Partners are minimally reflective of the African American community the teacher/school serves.	Teacher has identified one or more partners (individuals or groups) to collaborate with for kindergarten transition efforts. These partners reflect the African American community the teacher/school serves.
Teacher has identified collaborative partners who have yet to display African American ways of knowing, nurturing, educating, and child rearing, evident in the Twin Cities area.	Teacher has identified partners who display some awareness of African American ways of knowing, nurturing, educating, and child rearing in the Twin Cities area.	Teacher has identified partners who display and articulate an understanding of African American ways of knowing, nurturing, educating, and child rearing in the Twin Cities area.

Emergent	Evolving	Effective
Teacher selects collaborative partners who have yet to establish an Afrocentric focus and/or identify with the African Diaspora*.	Teacher selects collaborative partners who are continually progressing in their Afrocentric focus and/or identify with the African Diaspora*, while not yet proficient.	Teacher selects collaborative partners who have effectively established an Afrocentric focus and/or those identifying with the African Diaspora*.
Teacher has identified partners who have no or few mutual values, goals, and outcomes for a successful kindergarten transition for African American children.	Teacher has identified partners who have some mutual values, goals, and outcomes for a successful kindergarten transition for African American children.	Teacher has identified partners who are aligned, sharing mutual values, goals, and outcomes for a successful kindergarten transition for African American children.

Partner Collaboration

Emergent	Evolving	Effective
Collaborative planning sessions between teacher and partner(s) allow for single direction interactions, where the teacher’s voice is dominant.	Collaborative planning sessions between teacher and partner(s) allow for some bi-directional (or multidirectional, as appropriate) interactions. There is some imbalance of partner and teacher exchange of ideas and information.	Collaborative planning sessions between teacher and partner(s) allow for bi-directional (or multidirectional, as appropriate) interactions where community partner and teacher exchange ideas and information equally.
Teacher makes space for, encourages, and supports few or no community participant voices to be heard. and/or Teacher’s voice is dominant in community partner collaborations.	Teacher makes space for, encourages, and supports select community participant voices to be heard.	Teacher makes space for, encourages, and supports all community participant voices to be heard.
Community partner voices and perspectives are honored minimally in the space and/or regarded as less than expert in relation to other collaborators.	Community partner voices and perspectives are honored in the space somewhat as an expert and regarded limitedly in relation to other collaborators.	Community partner voices and perspectives are honored in the space as an expert and regarded equally to all other collaborators.

*African Diaspora refers to people of African origin living outside the continent by choice or as a result of force such as the Transatlantic slave trade.

Emergent	Evolving	Effective
<p>Teacher prohibits or limits the generation of ideas by community partners.</p> <p>and/or</p> <p>Community partner is prevented from sharing ideas and therefore has no agency or influence in the design.</p> <p>and/or</p> <p>Community partner is asked to participate infrequently and with limited impact.</p>	<p>Teacher encourages and offers minimal/some space for the generation of ideas by community partners.</p> <p>and/or</p> <p>Community partner is minimally encouraged to generate ideas and therefore has limited agency and influence in the design.</p> <p>and/or</p> <p>Community partner is asked to participate inconsistently.</p>	<p>Community partner is actively involved in the cognitive experience of generating and sharing ideas for the kindergarten transition experience and therefore has agency and influence in the design.</p> <p>and/or</p> <p>Community partner is fully engaged and regularly solicited for involvement. Community partner is an expected participant and has invested in the transition experience in an ongoing manner.</p>
<p>Teacher prohibits opportunity for collaborative planning with community partners</p> <p>and/or</p> <p>Community partner is prevented from or minimally encouraged to participate in shared transition planning and therefore has no agency or influence in the process and design.</p> <p>and/or</p> <p>Community partner is asked to participate infrequently and with limited impact.</p>	<p>Teacher encourages and offers limited opportunity for collaborative planning with community partners.</p> <p>and/or</p> <p>Community partner is somewhat encouraged to participate in shared transition planning and therefore has limited agency and influence in the design.</p> <p>and/or</p> <p>Community partner is asked to participate inconsistently, without advanced notice, or without flexibility.</p>	<p>Community partner is actively involved in the cognitive experience of planning for the kindergarten transition experience therefore has influence and agency in the design.</p>
<p>Community partner is not involved during the implementation of planned kindergarten transition experiences.</p>	<p>Community partner has limited involvement during the implementation of the kindergarten transition plan.</p>	<p>Community partner actively involved in the implementation of the kindergarten transition plan.</p>
<p>Facilitator prohibits or limits the generation of ideas and solutions.</p>	<p>Facilitator encourages and offers minimal/some space for the generation of ideas and solutions.</p>	<p>Identify ongoing opportunities for transition engagement (as is appropriate for the skill, service, or resource provided).</p>

Teacher Increased Knowledge

Emergent	Evolving	Effective
<p>Teacher engages in partnership primarily to address checklisted recommendations for effective transitions pertaining to African American students in urban Minnesota.</p>	<p>Teacher uses partnership to gain broad understanding of successful transitions for all children, despite cultural identification or region.</p>	<p>Teacher uses partnership to understand perspectives and approaches rendered by African American peoples/organizations that effectively contribute to student success.</p>
<p>Teacher is the primary facilitator and driver during the collaborative process and implementation phases.</p>	<p>Teacher is working to balance facilitation, participation, and observation during the collaborative process and implementation phases.</p>	<p>Teacher is both a participant and observer during both the collaborative process and implementation phases.</p>
<p>Teacher uses the partnership opportunity to access partner resources or connections which may benefit transitioning African American students.</p>	<p>Teacher uses the partnership opportunity primarily to teach community partners about kindergarten transition experiences in urban Minnesota.</p>	<p>Teacher uses the partnership opportunity to observe effective approaches to interactions facilitated by African American peoples/organizations that draw equitable participation by highlighting values, norms, and ways of knowing of the African American community.</p>
	<p>Teacher is working to identify, transfer, and apply knowledge gained from community partners to both their kindergarten transition plan and regular practice with African American children.</p>	<p>Teacher regularly uses observation and participation experience to self identify potential adjustments in their teaching approaches to mirror those of African American peoples/organizations. Teacher transfers and applies this experiential knowledge and adjusts their practices accordingly.</p>



The following are selected resources reflecting the African American community experience.

- ◇ [African American Babies Coalition](https://aabcpojects.org/) (https://aabcpojects.org/)
- ◇ [Council for Minnesotans of African Heritage](https://mn.gov/cmah/) (formerly the Council on Black Minnesotans) (https://mn.gov/cmah/)
- ◇ [Hallie Q. Brown Community Center, Inc.](https://www.hallieqbrown.org/site/) (https://www.hallieqbrown.org/site/)
- ◇ [KMOJ Radio](https://kmojfm.com/wp/) (https://kmojfm.com/wp/)
- ◇ [MN African American History Museum](https://www.maahmg.org/) (https://www.maahmg.org/)
- ◇ [MN Africans United](https://www.mnafricansunited.org/) (https://www.mnafricansunited.org/)
- ◇ [MN African Women's Association](http://mawanet.org/) (http://mawanet.org/)
- ◇ [NAACP - Minneapolis](https://www.mplsnaacp.org/) (https://www.mplsnaacp.org/)
- ◇ [NAACP - St. Paul](https://www.naacp-stpaul.org/) (https://www.naacp-stpaul.org/)
- ◇ [National Black Child Development Institute](https://www.nbcdi.org/) (NBCDI) (https://www.nbcdi.org/)
- ◇ [PACER Center](https://www.pacer.org/) (https://www.pacer.org/)
- ◇ [PBS NewsHour: As Minnesota's Black population grows, African Americans and African immigrants unite](https://www.youtube.com/watch?v=D_eLT_9ftGw) (https://www.youtube.com/watch?v=D_eLT_9ftGw)
- ◇ [Rondo Avenue Inc.](http://rondoavenueinc.org/) (http://rondoavenueinc.org/)
- ◇ [Sabathani Community Center](https://sabathani.org/) (https://sabathani.org/)
- ◇ [Somali Museum of MN](http://www.somalimuseum.org/) (http://www.somalimuseum.org/)
- ◇ [Umoja MN - EVOLVE Family Services](https://evolveservices.org/umoja-mn/) (https://evolveservices.org/umoja-mn/)

