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Preschool/TK Relationship to Kindergarten

Alignment and Articulation: A Tool for Reflection and Discussion

Indicator	Definitely	Somewhat	Not really
Preschool/TK teachers provide information to kindergarten teachers about students who are transitioning into kindergarten			
Kindergarten teachers send feedback and reports to preschool/TK teachers about the children they have received from preschool			
Kindergarten teachers are aware of the preschool/TK curriculum – including the language approach being used in preschool/TK for dual language children			
Preschool/TK teachers are aware of the kindergarten curriculum			
Preschool teachers are knowledgeable about the kindergarten English Learner program options parents have to choose between, and the language approach for dual language children used in kindergarten			
Preschool/TK children are brought over to visit kindergarten classrooms			
Preschool/TK teachers have visited and observed kindergarten classrooms			
Kindergarten teachers have visited and observed preschool/TK classrooms			
Kindergarten, TK and preschool teachers on campus know each others names			
Preschool & TK families are provided orientation and information about the choice of kindergarten English Learner program options			
We have regular forums where kindergarten and preschool & TK teachers talk about issues of transition and articulation between the grades			
There is alignment between the instructional strategies used in preschool/TK and those in kindergarten			

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Kindergarten Relationship to First Grade

Alignment and Articulation: A Tool for Reflection and Discussion

Indicator	Definitely	Somewhat	Not really
First grade teachers provide feedback and information to kindergarten teachers about the progress of children who have been transitioned up into their classrooms			
Kindergarten and first grade teachers have opportunities to visit and observe each other's classrooms			
Within the bilingual program there is consistency in how the bilingual program and approach are implemented between kindergarten and first grade			
With SEI/English program there is consistency in how English Learner support is provided between kindergarten and first grade			
We have regular forums where kindergarten and first grade teachers talk about issues of transition and articulation between the two grades			
There is alignment between the instructional strategies used in kindergarten and first grade			

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First Grade Relationship to Second Grade

Alignment and Articulation: A Tool for Reflection and Discussion

Indicator	Definitely	Somewhat	Not really
First grade teachers have opportunities to visit and observe each others classrooms			
Second grade teachers have opportunities to visit and observe each others classrooms			
Generally, there is consistency across first grade classrooms in how English Learner support and language development is approached			
Generally, there is consistency across second grade classrooms in how English Learner support and language development is approached			
We have regular grade-level meetings where teachers are able to plan collaboratively			
There is alignment between the instructional strategies used across first grade classrooms			
There is alignment between the instructional strategies used across second grade classrooms			

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Articulation & Alignment Across 1st – 3rd Grades

A Tool for Reflection and Discussion

Indicator	Definitely	Somewhat	Not really
First, second and third grade teachers are knowledgeable about each others' curriculum and approach			
First, second and third grade teachers engage in professional development and professional dialogue/planning together related to language development, English Learners, and implementing standards-based curriculum			
First, second and third grade teachers have opportunities to visit and observe each others classrooms			
There is alignment between the instructional strategies used in first, second and third grade classrooms			
Within the bilingual program there is consistency in how the bilingual program and approach are implemented across first, second and third grades			
Within the SEI/English program there is consistency in how English Learner support is provided between first, second and third grades			
We have regular forums where first grade – second grade teachers and where second grade – third grade teachers talk about issues of transition and articulation between the two grades			

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Alignment Chart Within 2nd or 3rd Grade Level Consistency

A Tool for Reflection and Discussion

Indicator	Definitely	Somewhat	Not really
Second grade teachers have opportunities to visit and observe each others classrooms			
Third grade teachers have opportunities to visit and observe each others classrooms			
Generally, there is consistency across second grade classrooms in how English Learner support and language development is approached			
Generally, there is consistency across third grade classrooms in how English Learner support and language development is approached			
We have regular grade-level meetings where teachers are able to plan collaboratively			
There is alignment between the instructional strategies used across second grade classrooms			
There is alignment between the instructional strategies used across third grade classrooms			

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Third Grade Relationship to Fourth Grade

Alignment and Articulation: A Tool for Reflection and Discussion

Indicator	**Definitely**	**Somewhat**	**Not really**
Fourth grade teachers provide feedback and information to third grade teachers about the progress of children who have been transitioned up into their classrooms			
Third and Fourth grade teachers have opportunities to visit and observe each other's classrooms			
Within the bilingual program there is consistency in how the bilingual program and approach are implemented between third and fourth grade			
Within SEI/English program there is consistency in how English Learner support is provided between third and fourth grade.			
We have regular forums where third and fourth grade teachers talk about issues of transition and articulation between the two grades			
There is alignment between the instructional strategies used in third and fourth grade.			

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Fourth Grade Relationship to Fifth Grade

Alignment and Articulation: A Tool for Reflection and Discussion

Indicator	**Definitely**	**Somewhat**	**Not really**
Fifth grade teachers provide feedback and information to fourth grade teachers about the progress of children who have been transitioned up into their classrooms			
Fourth and fifth grade teachers have opportunities to visit and observe each other's classrooms			
Within the bilingual program there is consistency in how the bilingual program and approach are implemented between fourth and fifth grade			
Within SEI/English program there is consistency in how English Learner support is provided between fourth and fifth grade.			
We have regular forums where fourth and fifth grade teachers talk about issues of transition and articulation between the two grades			
There is alignment between the instructional strategies used in fourth and fifth grade.			

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Fifth Grade Relationship to Sixth Grade

Alignment and Articulation: A Tool for Reflection and Discussion

Indicator	**Definitely**	**Somewhat**	**Not really**
Sixth grade teachers provide feedback and information to fifth grade teachers about the progress of children who have been transitioned up into their classrooms			
Fifth and sixth grade teachers have opportunities to visit and observe each other's classrooms			
Within the bilingual program there is consistency in how the bilingual program and approach are implemented between fifth and sixth grade			
Within SEI/English program there is consistency in how English Learner support is provided between fifth and sixth grade.			
We have regular forums where fifth and sixth grade teachers talk about issues of transition and articulation between the two grades			
There is alignment between the instructional strategies used in fifth and sixth grade.			

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Alignment Chart Within Grade Level
A Tool for Reflection and Discussion

Indicator	**Definitely**	**Somewhat**	**Not really**
Teachers within my grade level have opportunities to visit and observe each other's classrooms			
Generally, there is consistency across classrooms at my grade level in how English Learner support and language development is approached			
We have regular grade-level meetings where teachers are able to plan collaboratively			
There is alignment between the instructional strategies used across classrooms at my grade level			

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