

Transition Time [video]

About Empowering Preschool Quality (EPQ)

This collection was created to provide resources for early childhood professionals and the trainers providing professional development for them.

With the strong focus on early childhood education in recent years the EPQ Project is striving to meet the needs of teachers who are continually working to better serve young children. As the EPQ Project continues to grow, content will be added and revised as appropriate to meet the changing needs of teaching professionals and trainers.

As you explore this site, you will find a wealth of information including:

- [Video](#) examples of children and teachers in classroom settings that relate to specific
- Iowa Early Learning Standards ([IELS](#))
- Iowa Quality Preschool Program Standards ([IQPPS](#))
- National Association for the Education of Young Children ([NAEYC](#)) Standards and Accreditation Criteria
- A page for Trainers with resources to support their work

Although this work is based primarily on Iowa standards, the information contained in this web site is useful to early childhood professionals, consultants, or professional development providers outside of Iowa. The video examples illustrate high-quality preschool practices and will reflect the standards adopted by most states.

The EPQ Project was developed to help early childhood professionals and trainers achieve ever higher levels of excellence. You can help the EPQ Project achieve this by sharing your suggestions on how we can improve via our comment form.

NAEYC

Curriculum Essential Characteristics

2.A.07— Ms. Romig has developed a **daily schedule that is predictable yet flexible... The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child's need to rest or be active.**

The children in Ms. Romig's class have just completed their morning group time, a daily routine for the children, and are preparing to transition to gross motor play. Ms. Romig

recognizes the need for the children in her class to have a daily whole group experience that encompasses many learning opportunities and familiar routines for the children followed by an orderly transition to a more active time for large motor play and exercise.

Curriculum Content Area for Cognitive Development: Early Mathematics

2.F.02— The children in Ms. Romig's class **are provided varied opportunities...to build understanding of numbers, number names, and their relationship to... symbols.**

As the children line up at the door to go to the gym, each child stands on a number on the floor. The line leader knows to stand on 1. Ms. Romig directs the caboose's attention to the 18 written on the board and asks him to find that number on the floor ("...a 1 and an 8, 18.") since there are only eighteen children in school that day.

Designing Enriched Learning Environments

3.A.05— The teachers in Ms. Romig's class **work to prevent challenging or disruptive behaviors through...environmental design and...effective transitions.**

Ms. Romig uses a clear transition strategy by asking the children to line up if they wore a particular article of winter clothing to school that day. This allows several children to line up at once without all children getting up at the same time but also without creating too much wait time at the door. Ms. Romig also considers the environmental design of her classroom by placing numbers on the floor for the children to stand on so that the line does not become too crowded with the children standing too close together.

IELS

9.2-Self-Regulation

Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.

Children in Ms. Romig's class **show increasing capacity to monitor their own behavior, by following and contributing to classroom procedures and managing transitions....**

Ms. Romig's classroom has a series of numbers on the floor for lining up at the door. She directs the child who is the line leader to the first number and the child who is the "caboose" to number 18 (the number of children in class). She offers a series of common winter clothing options to encourage the children to line up in an orderly

fashion. She begins by saying, "If you wore snow boots to school, you may line up." She continues the series by calling for children who wore mittens, hats and finally coats.

IQPPS

Curriculum Essential Characteristics

2.7- Ms. Romig has developed a **daily schedule that is predictable yet flexible... The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child's need to rest or be active.**

The children in Ms. Romig's class have just completed their morning group time, a daily routine for the children, and are preparing to transition to gross motor play. Ms. Romig recognizes the need for the children in her class to have a daily whole group experience that encompasses many learning opportunities and familiar routines for the children followed by an orderly transition to a more active time for large motor play and exercise.

Curriculum Content Area for Cognitive Development: Early Mathematics

2.23- The children in Ms. Romig's class **are provided varied opportunities...to build understanding of numbers, number names, and their relationship to... symbols.**

As the children line up at the door to go to the gym, each child stands on a number on the floor. The line leader knows to stand on 1. Ms. Romig directs the caboose's attention to the 18 written on the board and asks him to find that number on the floor ("...a 1 and an 8, 18.") since there are only eighteen children in school that day.

Designing Enriched Learning Environments

3.2- The teachers in Ms. Romig's class **work to prevent challenging or disruptive behaviors through...environmental design and...effective transitions.**

Ms. Romig uses a clear transition strategy by asking the children to line up if they wore a particular article of winter clothing to school that day. This allows several children to line up at once without all children getting up at the same time but also without creating too much wait time at the door. Ms. Romig also considers the environmental design of her classroom by placing numbers on the floor for the children to stand on so that the line does not become too crowded with the children standing too close together.

HSPS

1304.21(a)(3)(i)(c) - Ms. Romig is **encouraging self-control by setting clear, consistent limits, and having realistic expectations.**

Ms. Romig's classroom has a series of numbers on the floor for lining up at the door. She directs the child who is the line leader to the first number and the child who is the "caboose" to number 18 (the number of children in class). She offers a series of common winter clothing options to encourage the children to line up in an orderly fashion. She begins by saying, "If you wore snow boots to school, you may line up." She continues the series by calling for children who wore mittens, hats and finally coats.

1304.21(a)(3)(ii) - Ms. Romig has **planned for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.**

Ms. Romig uses a clear transition strategy by asking the children to line up if they wore a particular article of winter clothing to school that day. This allows several children to line up at once without all children getting up at the same time but also without creating too much wait time at the door. Ms. Romig also considers the environmental design of her classroom by placing numbers on the floor for the children to stand on so that the line does not become too crowded with the children standing too close together.