

Transitional Kindergarten



Presentation for Campbell Union School District

August 17, 2011

Early Learning Services Department
Santa Clara County Office of Education

Agenda



- Kindergarten Readiness Act of 2010 (SB 1381) Overview
- Preschool Instructional Supports for TK
- TK Design and Implementation
- TK Ideas for CUSD

SB 1381 Overview



- **First year of a two-year kindergarten program**
- **Student enrollment voluntary**
- **Districts must provide, yet flexibility in how to implement**
- **Curriculum is modified to be age and developmentally appropriate**
- **Focus on readiness for school success**

SB 1381 Overview



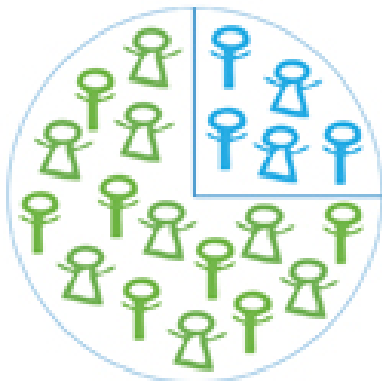
- **Changes age for entrance into kindergarten; 5 years of age by:**
 - For 2011-12 school year: December 2
 - For 2012-13 school year: November 1
 - For 2013-14: October 1
 - For 2014-15 and beyond: September 1

SB 1381 Overview



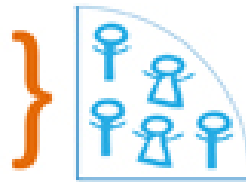
California's New Kindergarten System: Preparing Children to Succeed

CHILDREN ENTERING
K-12 SYSTEM IN FALL



5 YEAR OLDS

4 YEAR
OLDS



YEAR 1
TRANSITIONAL
KINDERGARTEN

YEAR 2
KINDERGARTEN

Transitional kindergarten is the first year of a two year kindergarten experience for those students who are born between September and December.

SB 1381 Overview

• Benefits

- Students better prepared to succeed in traditional kindergarten and beyond
- Improves social-emotional and cognitive development
- Increases test scores
- Reduces grade retention and special education placement
- Tremendous opportunity to integrate early learning and elementary systems





- **Preschool Learning Foundations and Curricular Framework**
- **Developmentally Appropriate Practice**
- **Social-Emotional Development**
- **Importance of the Early Learning Environment**



Preschool Instructional Supports for TK



Preschool Instructional Supports for TK

- The Preschool Learning Foundations.....

“Describe the competencies (knowledge and skills) that most children can be expected to exhibit in a **high-quality** program as they complete their first and second years of preschool”





PLF Central Assumption

“School readiness consists of social-emotional competences as well as cognitive and motivational ones.”





- **Developmentally Appropriate Practice (DAP)**
 - Prepared environment
 - Content, materials, activities and methodologies matched to child's readiness
 - Three dimensions
 - ✦ Age appropriate
 - ✦ Individually appropriate
 - ✦ Appropriate to social and cultural context of each child



- **Interactive Activity**

- **What social-emotional qualities do you consider essential for students to be ready for Kindergarten?**

- ✦ **Individually record your thoughts.**
- ✦ **In table groups, discuss the social and emotional competencies identified.**
- ✦ **On chart paper draw a child and write the competencies (behaviors and skills) identified by your group.**





Foundations in Social-Emotional Development

Self	Social Interaction	Relationships
Self-Awareness	Interaction with Familiar Adults	Attachment to Parents
Self-Regulation	Interaction with Peers	Close Relationships with Teachers and Caregivers
Social and Emotional Understanding	Group Participation	Friendships
Empathy and Caring	Cooperation and Responsibility	
Initiative in Learning		



- **Importance of Learning Environments**
 - Sets stage for learning
 - Invites inquiry, exploration and problem-solving
 - Promotes independence
 - Scaffolds self-regulation

Preschool Instructional Supports for TK

Example of a Science Center





Example of a Private Space





Example of a Math Center





Example of a Dramatic Play Center





Examples of Art and Writing Centers





Preschool Best Practices that Support a High Quality TK Program

- Environments that support learning and positive behaviors
- Experiential, sensory learning centers based on children's interests and learning needs
- Balance between teacher directed and child directed activities gradually moving to more structured activities
- Curriculum planning based on observations of children and developmental assessments
- Individualized / differentiated instruction
- Play based learning that involves the “whole child”

TK Design and Implementation



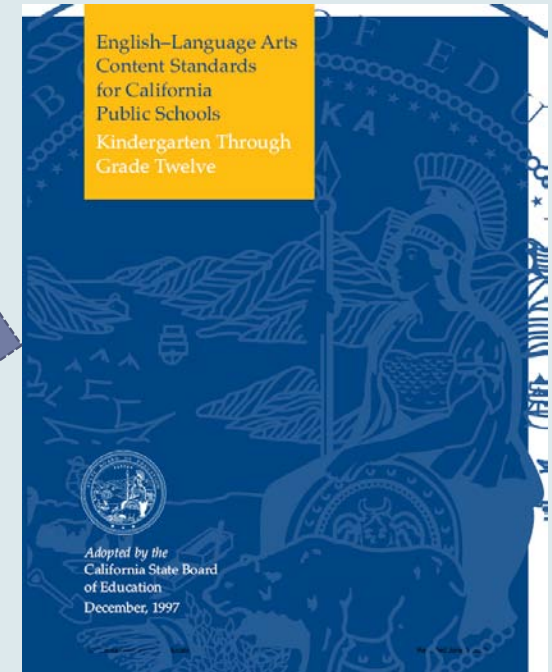
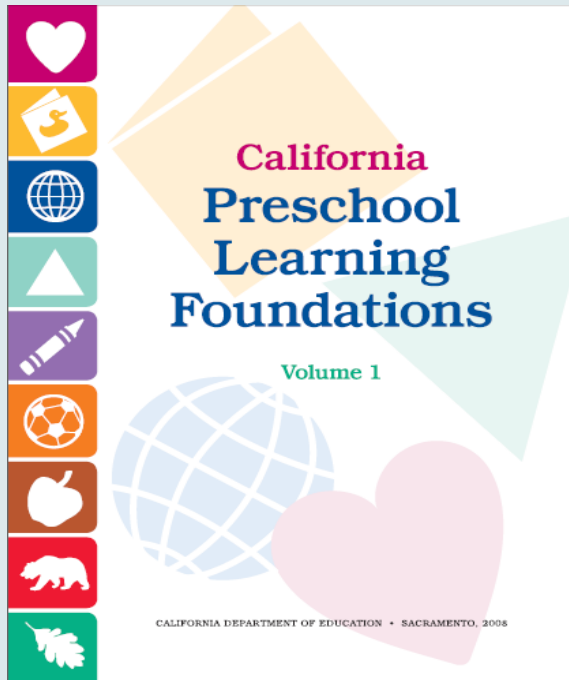
- Curriculum and Learning Environment
- Parent Engagement
- Social-Emotional Development
- Articulation and Alignment between PreK-TK-K

TK Design and Implementation



Curriculum and Learning Environment

TK uses the Foundations and Kindergarten Standards for Curriculum and Instruction





TK Design and Implementation



Santa Clara County
Office of Education



	Preschool/ Head Start	Transitional Kindergarten	Traditional Kindergarten
English Language Arts	Learning Language and Loving It, Creative Curriculum, Preschool Foundations, Preschool Frameworks	Gilroy Core Literature, Houghton Mifflin Preschool Curriculum, California Treasures Kindergarten Curriculum, P.O.L.L. strategies, leveled readers, Reader's Theater, Writer's Workshop, Hands-On Alphabet Activities, Handwriting Without Tears, Phonemic Awareness songs, Smart Kids computer programs and more.	California Treasures Kindergarten Curriculum, Leveled Readers, and more.

TK Design and Implementation

TK



Preschool



Kindergarten



TK Design and Implementation



- Use challenging and developmentally appropriate materials that scaffold children's development
- Provide ample supplies and materials that are easily accessible to children
- Have an aesthetically appealing environment that encourages inquiry and exploration

TK Design and Implementation



TK Design and Implementation



TK Design and Implementation



- Provide opportunities for small and large group activities
- Create a variety of small group activities
- Support children's active engagement
- Physical environment is nurturing and engaging

TK Design and Implementation



TK Design and Implementation



TK Design and Implementation



TK Design and Implementation



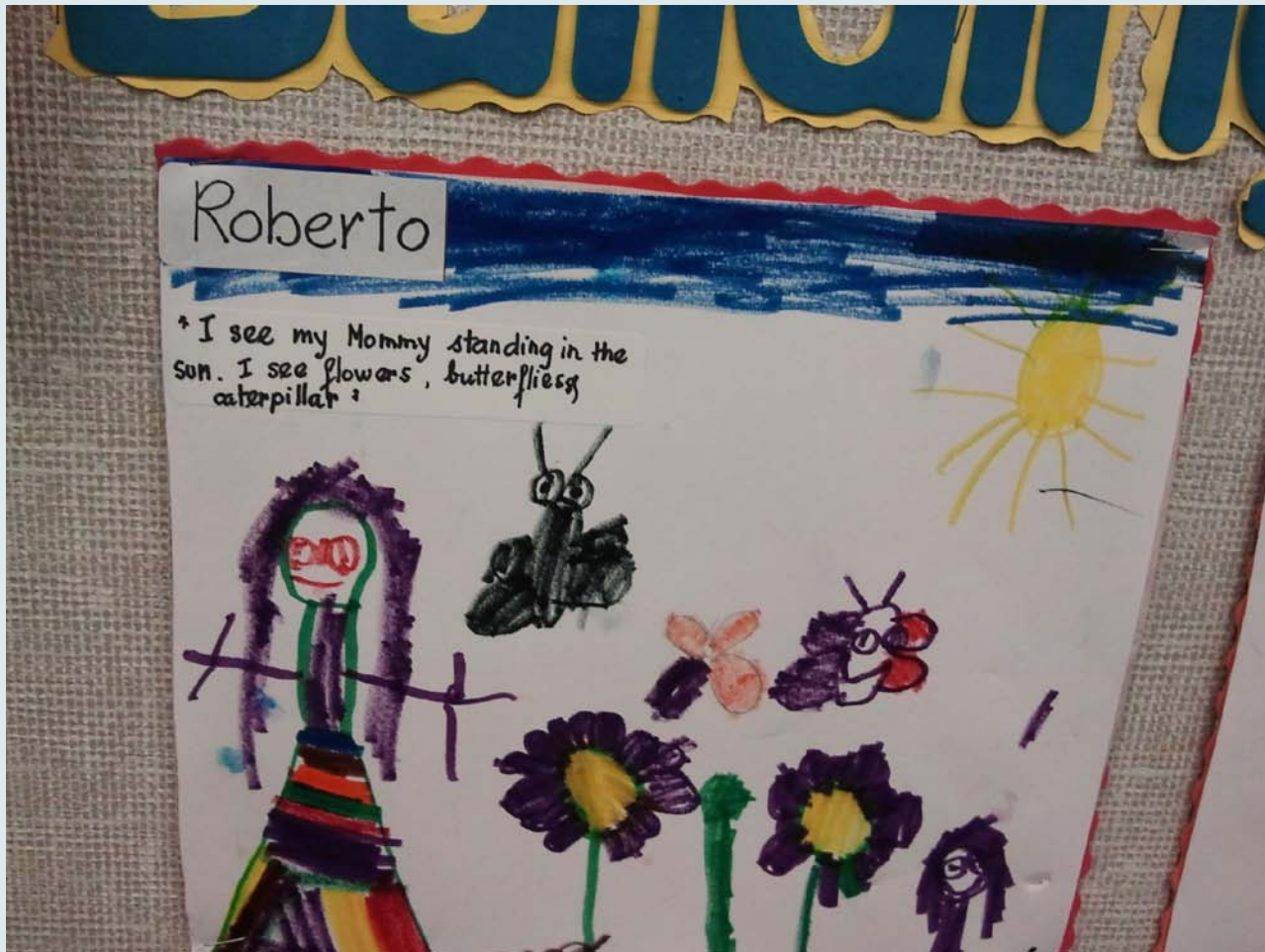
- **Reflective of diversity**
- **Print rich labeling is visible and representative of home languages**
- **Books, materials, displays and artifacts comprise all cultures, families and communities of students**

TK Design and Implementation



- **Display of children's work**
- **Documentation of children's oral language and literacy skills**
- **Space for children's belonging**
- **Outdoor areas supportive of social-emotional, language, literacy and cognitive development**

TK Design and Implementation



TK Design and Implementation



TK Design and Implementation





Parent Engagement

- Communicate TK as opportunity for student success
- Provide supports for home language
- Promote home-school connections (family-teacher-student)
- Value students' cultures/traditions
- Engage parents as authentic partners
- Recruit parent as ambassadors/champions for TK program





Social-Emotional Development

- Achieving sense of self
- Behaving in a prosocial manner
- Taking responsibility for self and others



TK Design and Implementation



- Provides opportunities for preschool, head start, TK and kindergarten teachers to dialogue about the developmental needs of students (birth to 3rd grade)
- Promotes joint professional development sessions for preschool, head start, TK and kindergarten teachers
- Encourages continued collaboration to improve the best practices in both sectors
- Builds a bridge between the early childhood world and the K- 12 world



Articulation and Alignment between PreK-TK-K

- Provides an opportunity to develop birth through third grade continuum by supporting:
 - Dialogues between preschool, TK and K teachers about developmental needs of students
 - Joint professional development sessions across grades
 - Collaboration, planning and reflection to continuously improve instruction for each students
 - Integration between early childhood and elementary systems

TK Design and Implementation



- **Interactive Activity**
 - View TK video
 - As you view the video, think about how the TK classroom differs from a K classroom.
 - ✦ What did you see?
 - ✦ How would you change a classroom environment so it resembles a TK classroom?
 - ✦ What questions do you have?
 - List your reflections
 - Share reflections with large group

TK Design and Implementation



TK a Bridge for Success

- The bridge gives students the essential skills they need to be successful in kinder and beyond.

TK Ideas for CUSD



- Review Initial Brainstorm Opening Activity.
- What ideas, questions, comments, concerns come to mind when thinking about implementation for CUSD?
- Five years from now, what does high quality TK look like in CUSD?
- Share out ideas with larger group.

Contact Information



Linda Cochran

CPIN Program Specialist

Phone: (408) 453-4334

E-mail: linda_cochran@sccoe.org

Elia Garcia

Transitional Kindergarten Program Specialist

Phone: (408) 453-

E-mail: elia_garcia@sccoe.org

Lisa Kaufman, Ph.D.

Director, Early Learning Services Department

Phone: (408) 453-3605

E-mail: lisa_kaufman@sccoe.org