

# **Transitional Kindergarten Planning for Long-Term Student Success**



## **Presentation for Santa Barbara County Education Office TK Symposium**

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# Agenda



- **Planning for TK: Key Components**
- **Potential Partners**
- **TK a Catalyst for PK-3 Efforts**

# Key Components Vision Development

- What is district's vision for students?
- How can TK support this vision?
- What does district TK system look like in four years?



# Key Components Strategic Framework

- ***TK enrollment*** projected for 2014-15?
  - Increasing/decreasing enrollment trends?
- ***Type of classrooms*** serving TK students?
- ***Develop to scale*** immediately or incrementally?
- ***TK locations*** at every site or selected sites serving multiple elementary schools?

# Key Components Strategic Framework



- ***Facilities:*** Existing Assets and Needs?
  - Opening/closing of sites?
  - Preschool on sites?
  - Special day classrooms on sites?

# Key Components Implementation

## Two Levels of Implementation

- Central office: Infrastructure, systems planning and development
- Sites: Classroom design and instruction, implementation districts systems



# Key Components Central Office Implementation

- ***All district departments vital*** in planning and development of TK
- ***Open and ongoing communication*** with internal and external partners critical for success
  - Internal: Board of Education, cabinet, site staff
  - External: Parents, ECE providers, community partners

# Key Components Central Office Implementation

- TK implementation committee
- Board policies
- Site identification
  - Development of criteria (if TK not at every site)





# Key Components Central Office Implementation

- **Data/Formative Assessment Systems**
  - Addition of TK data fields into existing student information systems
  - Selection of formative assessment tools
  - Development of progress reports

# Key Components Central Office Implementation



- Enrollment Materials Development and Training
  - TK brochures
  - Enrollment applications
  - Training on TK for central office enrollment and school staff

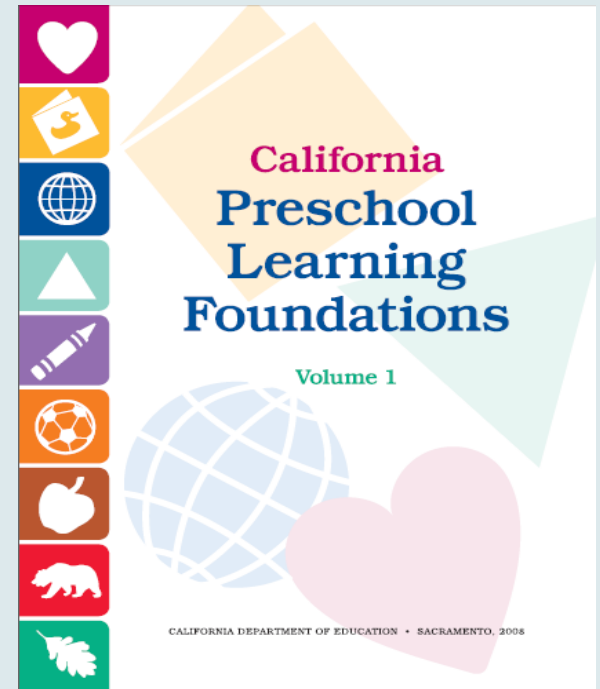
# Key Components Central Office Implementation

- Curriculum Selection
- Procurement
  - Curriculum
  - Indoor/outdoor materials and equipment



# Key Components Central Office Implementation

- Professional Development for Teachers
  - Early learning environments
  - Social-emotional development
  - Developmentally appropriate instructional practice
  - Preschool Learning Foundations
  - Oral language and literacy development



# Key Components Site Implementation

## • Teacher Selection and Support



- Ideally has early learning experience
- Include TK teacher as part of school community
- Important to provide professional development and support

# Key Components Site Implementation

- **Classroom and Program Design**
  - Environment is nurturing and engaging
  - Outdoor areas are extensions of the classroom
  - Developmentally appropriate materials easily accessible to students
  - Classroom materials reflect all cultures, families and communities of students

# Key Components Site Implementation

- **Classroom and Program Design**
  - Small and large group activities
  - Students actively engaged in learning
  - Learning centers and lessons activities encourage inquiry and exploration
  - Balance between student- and teacher-directed activities



# Key Components Site Implementation

- **Outreach to Families**

- Important to message TK as opportunity for long-term student success
- Open, transparent, and frequent communication with families is vital





# Key Components Site Implementation

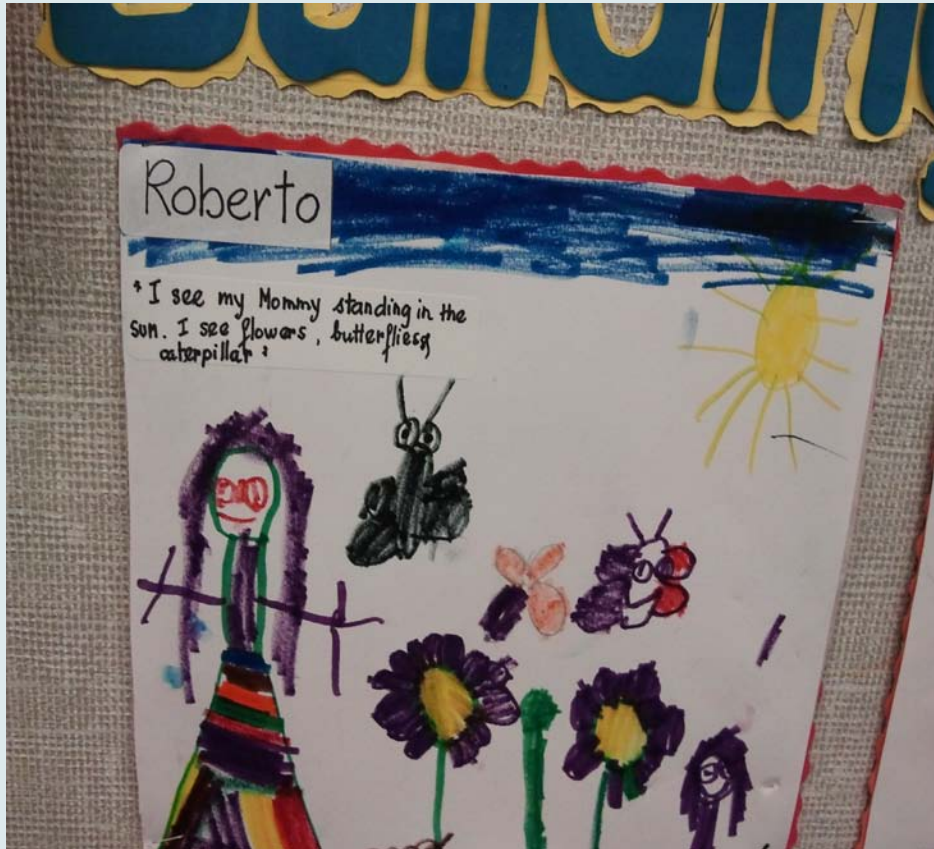
- **Outreach Strategies**
  - Small group/one-on-one conversations
  - Brochures
  - Testimonies from TK parent ambassadors/champions
  - Classroom tours



# Key Components Site Implementation

- **Family Engagement Strategies**
  - Provide various strategies that provide flexibility so all families can be engaged in ways that work for them
    - ✦ Volunteer in TK classroom
    - ✦ Participate in parent groups and school site councils

# Key Components Site Implementation



- Data System and Formative Assessment Implementation
- Procurement

# Key Partners Families



- Are indispensable partners in students' education for TK and beyond
- Can significantly bolster student-home-school connections for student success
- Can be involved in a variety of activities that can support long-term student achievement

# Key Partners

## County Offices of Education



- Development of communication, enrollment materials, and other resources
- Convener and conduit for broad information sharing strategies
- Professional Development Opportunities

# Key Partners ECE Providers

- Can raise awareness about TK
- Can support enrollment of TK age-eligible students
- Can support development of TK classrooms
- Can be partners in PK-TK-K articulation alignment efforts and PK-3 strategies



# Key Partners Community Organizations

## Community Partners

- Can facilitate dialogues between preschools, families, and elementary schools
- Can leverage existing initiatives to support TK
- Can incorporate TK in the development of new initiatives



## Articulation and Alignment between PreK-TK-K

- Provides an opportunity to develop ***birth/preschool 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



# Resources

- TK digital library ([www.tkcalifornia.org](http://www.tkcalifornia.org))
- TK statewide monthly calls
  - Every third Tuesday  
3:00 – 4:00 p.m.
  - Contact Kendall Parker to RSVP ([kparker@preschoolcalifornia.org](mailto:kparker@preschoolcalifornia.org))



# Resources



- **In Development**
  - CSBA policy document
  - CCSESA TK planning and implementation guide

# Contact Information



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