Transitional Kindergarten
Planning for Long-Term Student Success

Presentation for Santa Barbara County Education Office
TK Symposium

September 27, 2011

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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?
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
• Teacher Selection and Support
  o Ideally has early learning experience
  o Include TK teacher as part of school community
  o 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
• 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
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
Catalyst for PK-3 Efforts

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 student
  - Integration between early childhood and elementary systems
Resources

- TK digital library (www.tkc california.org)
- TK statewide monthly calls
  - Every third Tuesday
    3:00 – 4:00 p.m.
  - Contact Kendall Parker to RSVP
    (kparker@preschoolcalifornia.org)
Resources

In Development

- CSBA policy document
- CCSESA TK planning and implementation guide
Contact Information

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