

Transitional Kindergarten



Presentation for the Transitional Kindergarten Professional Learning Community April 17, 2012

Early Learning Services Department
Santa Clara County Office of Education

Agenda

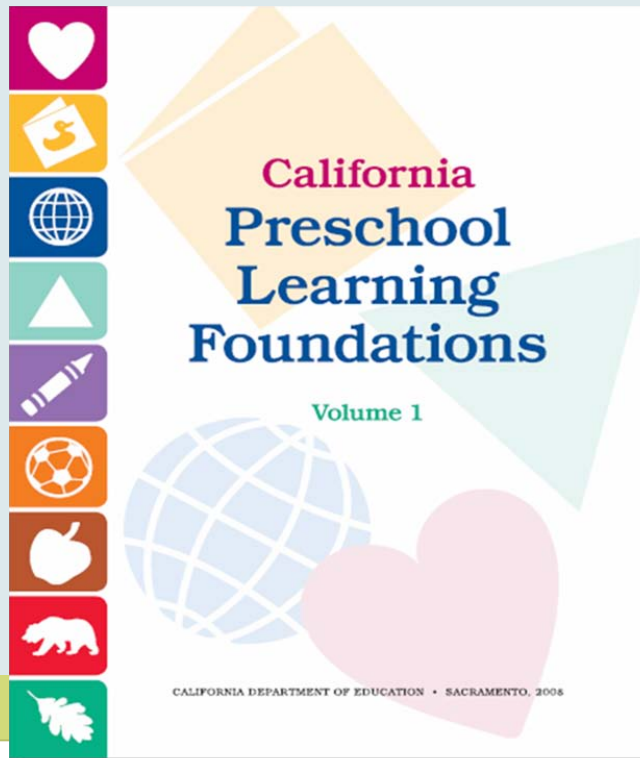


- **Preschool Environmental Supports for Transitional Kindergarten (TK)**
- **Transitional Kindergarten Environment**

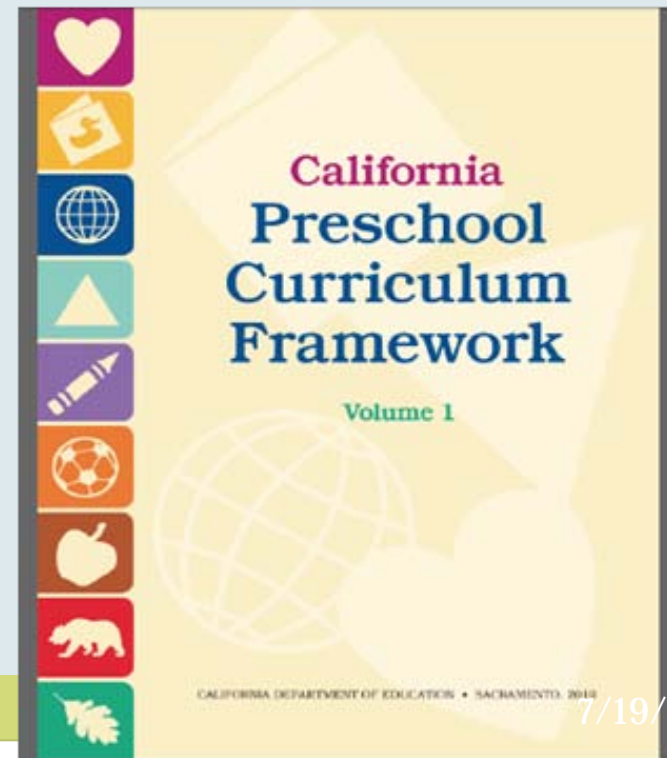


California's Early Learning System

Preschool Learning Foundations



Preschool Curriculum Frameworks



Preschool Environmental Supports for TK

California's Preschool Learning System



Preschool Environmental Supports for TK

Preschool Practices that Support a High Quality TK Environment

- Setting the stage for learning
(Invites inquiry, exploration, problem-solving, small group and center activities)
- Promoting independence
- Scaffolding self-regulation
- Providing supports in the home language





Preschool Practices that Support a High Quality TK Environment

- Challenging & developmentally appropriate materials that reflect children's emerging interests as observed in the context of play
- Ample supply of materials
- Organized learning centers (science, circle, math, blocks etc.)
- Appropriately sized small group activities
- Balance between teacher directed and child directed activities (varied small group experiences from minimum to maximum teacher supervision))
- Aesthetically appealing (avoid overstimulation)
- Public and private spaces



Preschool Practices that Support a High Quality TK Environment - Continued

- Furnishings and materials accessible to children
- Display of children's work
- Space for children's belongings
- Reflective of diversity
- Space for arrivals and departures
- Supportive of children's active engagement (physical and verbal support)
- Outdoor areas are supportive of social emotional development



Social-Emotional Development Supports a High Quality TK Environment

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		

Preschool Environmental Supports for TK



Example of Individual Support





Example of Dramatic Play and Block Area



Preschool Environmental Supports for TK



Example of Art and Writing Area





Example of Supportive Outdoor Activities



Transitional Kindergarten Best Practices that Support a High Quality TK Environment

- Setting the stage for learning
(Invites inquiry, exploration, problem-solving, small group and center activities)
- Promoting independence
- Scaffolding self-regulation
- Providing supports in the home language





Setting the stage for learning:

- 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 peaceful environment that encourages inquiry and exploration

Transitional Kindergarten Environment



Setting the Stage - Science Center





Setting the Stage – Sand and Water Center



Transitional Kindergarten Environment

Setting the Stage – Dramatic Play and Block Area



Setting the stage for learning (continued):

- Provide opportunities for small and large group activities
- Physical environment is nurturing and engaging
- Support children's active engagement
- Blending the preschool and kindergarten environment



Setting the Stage – Morning Message

TK Classroom



Kindergarten Classroom



Setting the Stage - Literacy Center

TK Classroom



Kindergarten Classroom



Transitional Kindergarten Environment

Setting the Stage – Literacy Center

TK Classroom



Kindergarten Classroom



Transitional Kindergarten Environment

Setting the Stage - Math Center

TK Classroom



Kindergarten Classroom



Transitional Kindergarten Environment

Setting the Stage - Math Center

TK Classroom



Kindergarten Classroom



Transitional Kindergarten Environment



Promoting Independence - Visual Schedule and Clear Containers

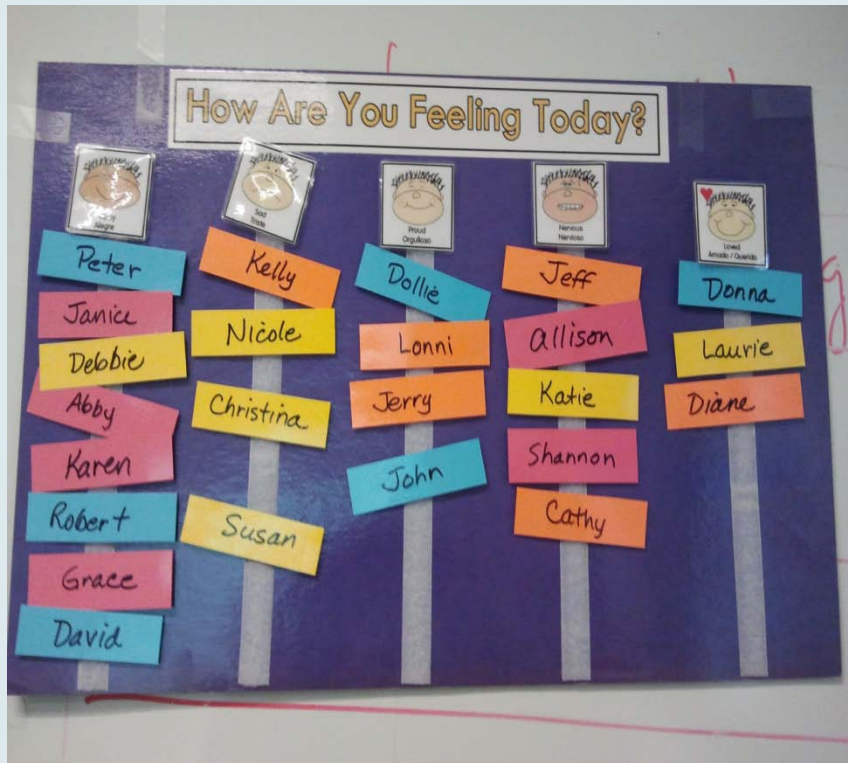


Scaffolding Self Regulation

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



Scaffolding Self-Regulation – Feeling Chart and Private Space





Providing Supports in the Home Language

- 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

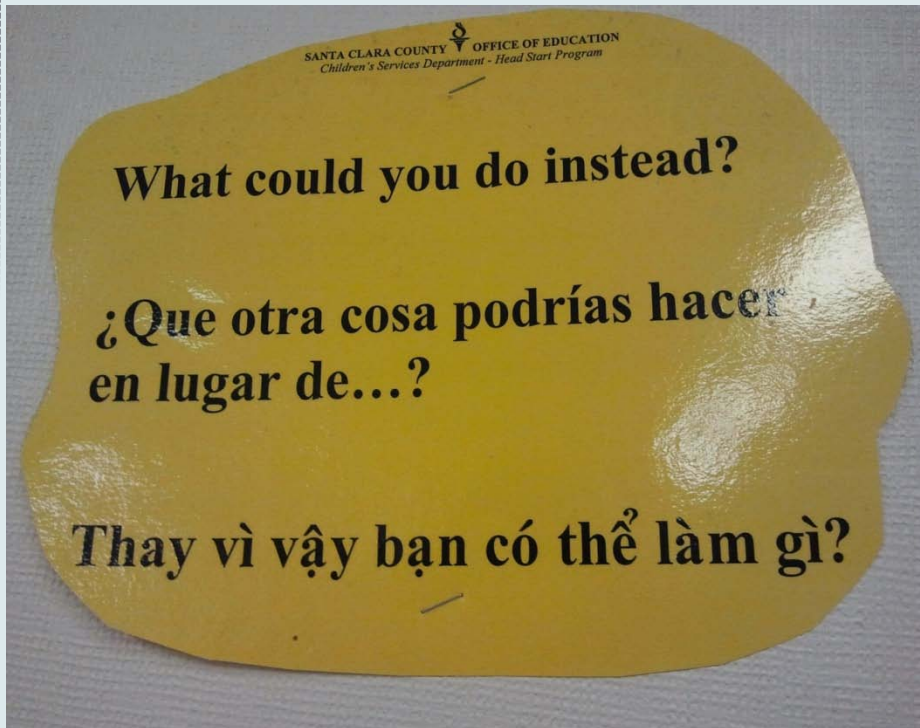
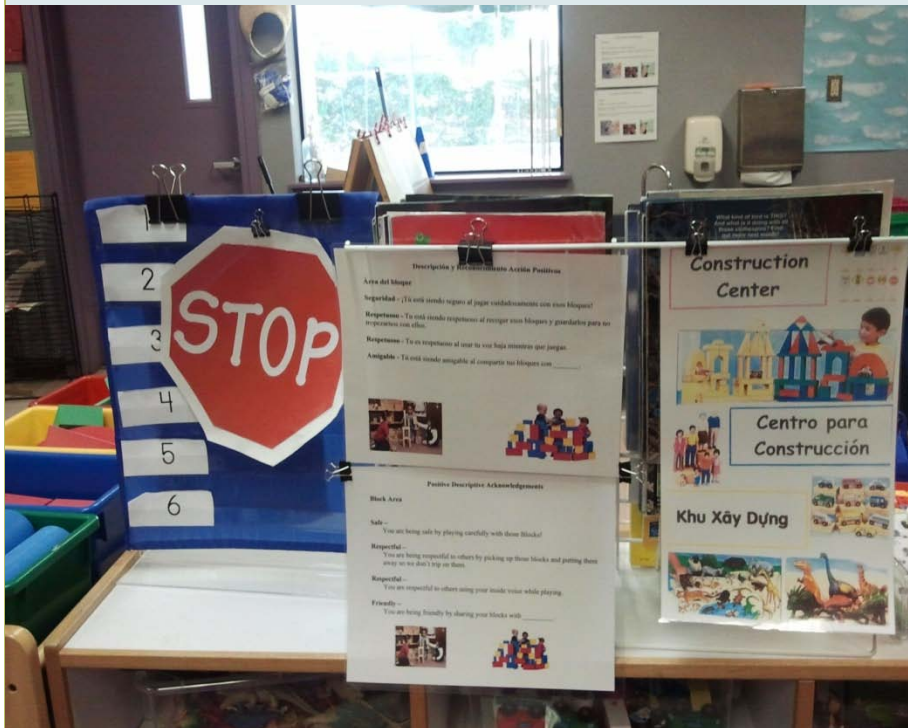
Transitional Kindergarten Environment

Providing Supports in the Home - Language Thematic Unit Sign



Transitional Kindergarten Environment

Providing Supports in Home Language - Center Information and Higher Order Thinking Questions



P-TK-K Environment

Preschool	Transitional Kindergarten	Traditional Kindergarten
➤ Developmentally appropriate	➤ Developmentally appropriate	➤ Standards based
➤ Scaffolds self regulation	➤ Scaffolds self regulation and encourages independence	➤ Provides discipline strategies
➤ Provides supports in home language	➤ Provides supports in home language and English	➤ Encourages parent involvement
➤ Play based learning	➤ Provides engaging interactive activities	➤ Provides experiences to help students master academic standards
➤ Centers based on children's interests and individual learning needs	➤ Centers based on children's interests and learning needs, while incorporating content standards	➤ Centers based on content standards, while following selected curriculum

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