Agenda

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

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 Environmental Supports for TK

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 Environmental Supports for TK

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

<table>
<thead>
<tr>
<th>Self</th>
<th>Social Interaction</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Interaction with Familiar Adults</td>
<td>Attachment to Parents</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>Interaction with Peers</td>
<td>Close Relationships with Teachers and Caregivers</td>
</tr>
<tr>
<td>Social and Emotional</td>
<td>Group Participation</td>
<td>Friendships</td>
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<tr>
<td>Understanding</td>
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<tr>
<td>Empathy and Caring</td>
<td>Cooperation and Responsibility</td>
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<tr>
<td>Initiative in Learning</td>
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</tbody>
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Preschool Environmental Supports for TK

Example of Active Engagement
Preschool Environmental Supports for TK

Example of Individual Support
Preschool Environmental Supports for TK

Example of Dramatic Play and Block Area
Preschool Environmental Supports for TK

Example of Art and Writing Area
Preschool Environmental Supports for TK

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
Transitional Kindergarten Environment

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
Transitional Kindergarten Environment

Setting the Stage – Morning Message

TK Classroom

Kindergarten Classroom
Transitional Kindergarten Environment

Setting the Stage - Literacy Center

TK Classroom

Kindergarten Classroom
Setting the Stage – Literacy Center

TK Classroom

Kindergarten Classroom
Setting the Stage - Math Center

TK Classroom

Kindergarten Classroom
Transitional Kindergarten Environment

Setting the Stage - Math Center

TK Classroom

Kindergarten Classroom

7/19/2012
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

What could you do instead?
¿Que otra cosa podrías hacer en lugar de…?
Thay vì vậy bạn có thể làm gì?
<table>
<thead>
<tr>
<th>Preschool</th>
<th>Transitional Kindergarten</th>
<th>Traditional Kindergarten</th>
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</thead>
<tbody>
<tr>
<td>➢ Developmentally appropriate</td>
<td>➢ Developmentally appropriate</td>
<td>➢ Standards based</td>
</tr>
<tr>
<td>➢ Scaffolds self regulation</td>
<td>➢ Scaffolds self regulation and encourages independence</td>
<td>➢ Provides discipline strategies</td>
</tr>
<tr>
<td>➢ Provides supports in home language</td>
<td>➢ Provides supports in home language and English</td>
<td>➢ Encourages parent involvement</td>
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<tr>
<td>➢ Play based learning</td>
<td>➢ Provides engaging interactive activities</td>
<td>➢ Provides experiences to help students master academic standards</td>
</tr>
<tr>
<td>➢ Centers based on children’s interests and individual learning needs</td>
<td>➢ Centers based on children’s interests and learning needs, while incorporating content standards</td>
<td>➢ Centers based on content standards, while following selected curriculum</td>
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</tbody>
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