

Understanding the Social Emotional Needs of Young Learners

Santa Clara County  Office of Education

Presentation for Transitional Kindergarten Teachers,
Kindergarten Teachers and Preschool Teachers
November 5, 2013

Developed by the Early Learning Service Department

Agenda



- Social Emotional Practices that Support Young Learners
- Preschool and Transitional Kindergarten (TK) Alignment
- Desired Results Developmental Profile: School Readiness (DRDP-SR)
- Social Emotional Resources
- Questions/Comments



Social Emotional Practices that Support Young Learners

- Building Positive Relationships
- Creating an Effective Classroom Environment
- Using Social Emotional Strategies to Support Young Learners

“Preventing Challenging Behavior in Young Children: Effective Practices” by P. Alter & M. Conroy, Center for Evidence-Based Practice: Young Children with Challenging Behavior

Building Positive Relationships

How do you develop relationships with young children?

- Be part of the child's daily experiences and activities
- Talk with children about their experiences at home and in the classroom, showing interest and asking questions
- Ensure that a special teacher greets the child at the beginning of the day, provides support as necessary, and says good-bye at the day's end
- Applaud the child's accomplishments and provide specific feedback about the child's efforts
- Develop relationships with the child's parents, and be friendly and respectful toward them in the child's presence
- Use a parent surveys to find out more about the child and his/her home life
- Show respect for and interest in the child's culture

Ross A. Thompson, 2008



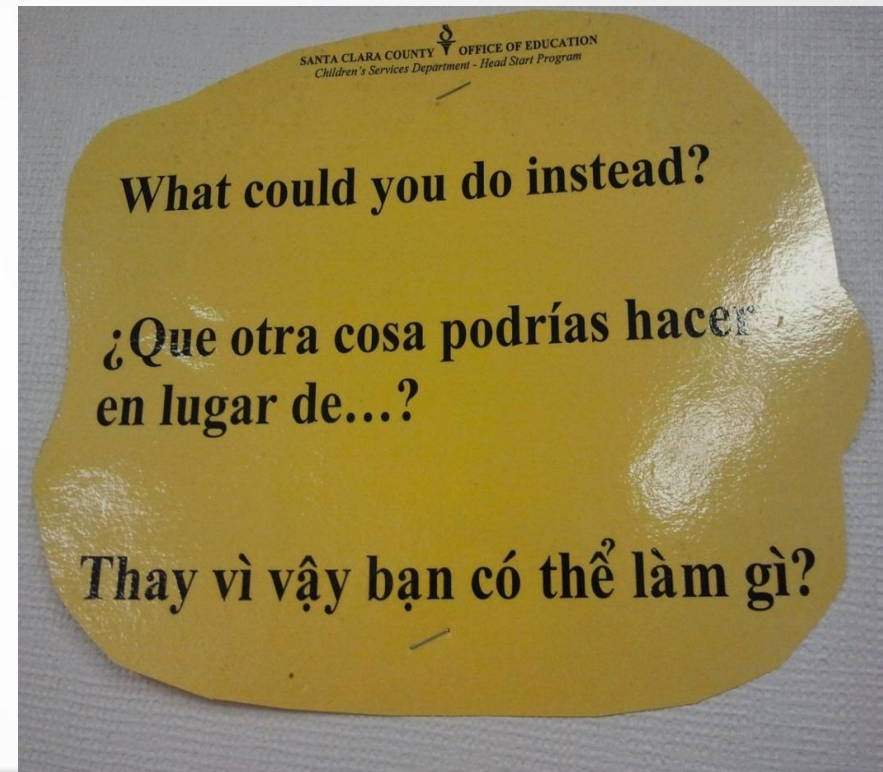
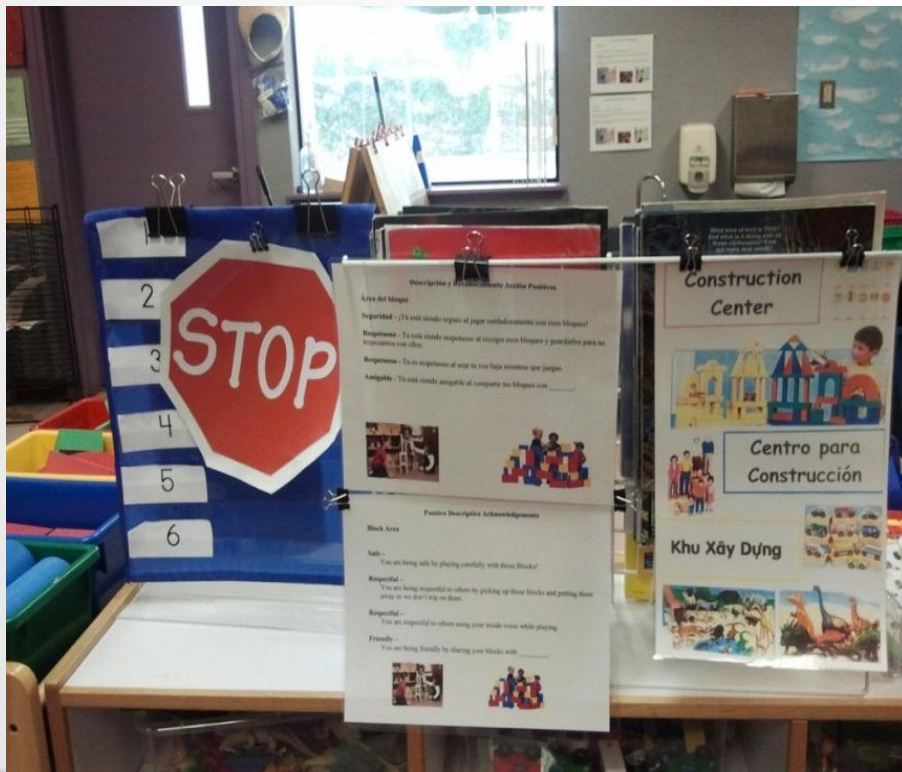
Building Positive Relationships

Providing Supports in the Home Language - Thematic Unit Sign



Building Positive Relationships

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



Building Positive Relationships

Coaching Parents on Writing, Math & Phonics – Parent Workshop



Creating an Effective Classroom Environment

- Physical Environment
- Schedules
- Routines & Rituals
- Transitions
- Large/Small Group Activities
- Student Choice

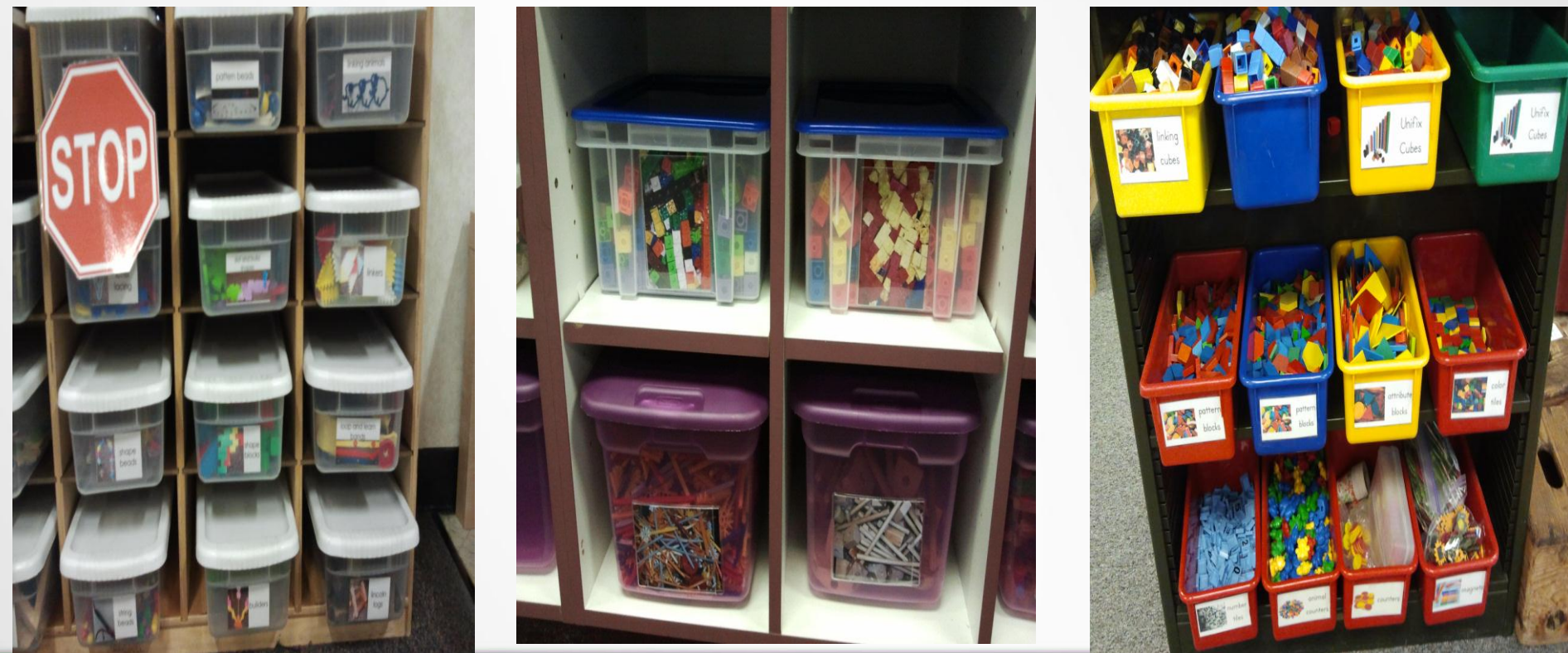
Creating an Effective Classroom Environment

- Limit the number of children in centers
- Organize materials wisely on shelves
- Make toys accessible
- Use materials that are appropriate for the age level & plentiful
- Monitor lighting, noise level and temperature

“Preventing Challenging Behavior in Young Children: Effective Practices” by P. Alter & M. Conroy, Center for Evidence-Based Practice: Young Children with Challenging Behavior

Creating an Effective Classroom Environment

Visual Containers – Promoting Independence



Creating an Effective Classroom Environment

Center Information – Limit the Number of Children



Creating an Effective Classroom Environment

Class Schedule - Gives Children a Sense of Time & Routines/Rituals



Creating an Effective Classroom Environment

Large Group Area & Small Group Instruction



Creating an Effective Classroom Environment

Math Center & Literacy Center - Independent Student Choice



Creating an Effective Classroom Environment

Block & Dramatic Play Area - Independent Student Choice



Creating an Effective Classroom Environment

Sensory Area – Independent Student Choice

Sand Table



Moon Sand Table



Creating an Effective Classroom Environment

Sensory Area – Independent Student Choice

Rice Table



Water Table



Using Social Emotional Strategies to Support Young Learners

- Have Clear Expectations for Behavior
- Teach About Feelings
- Teach Self Regulation
- Teach How to Problem Solve
- Support Each Students' Individual Social Emotional Needs

Using Social Emotional Strategies to Support Young Learners

- Reinforce the behavior expectations
- Use stories to teach about emotions/feelings
- Visually monitor the children social emotional needs
- Give positive attention

Using Social Emotional Strategies to Support Young Learners

Classroom Expectations – Teach Behavior Expectations

Classroom Expectations



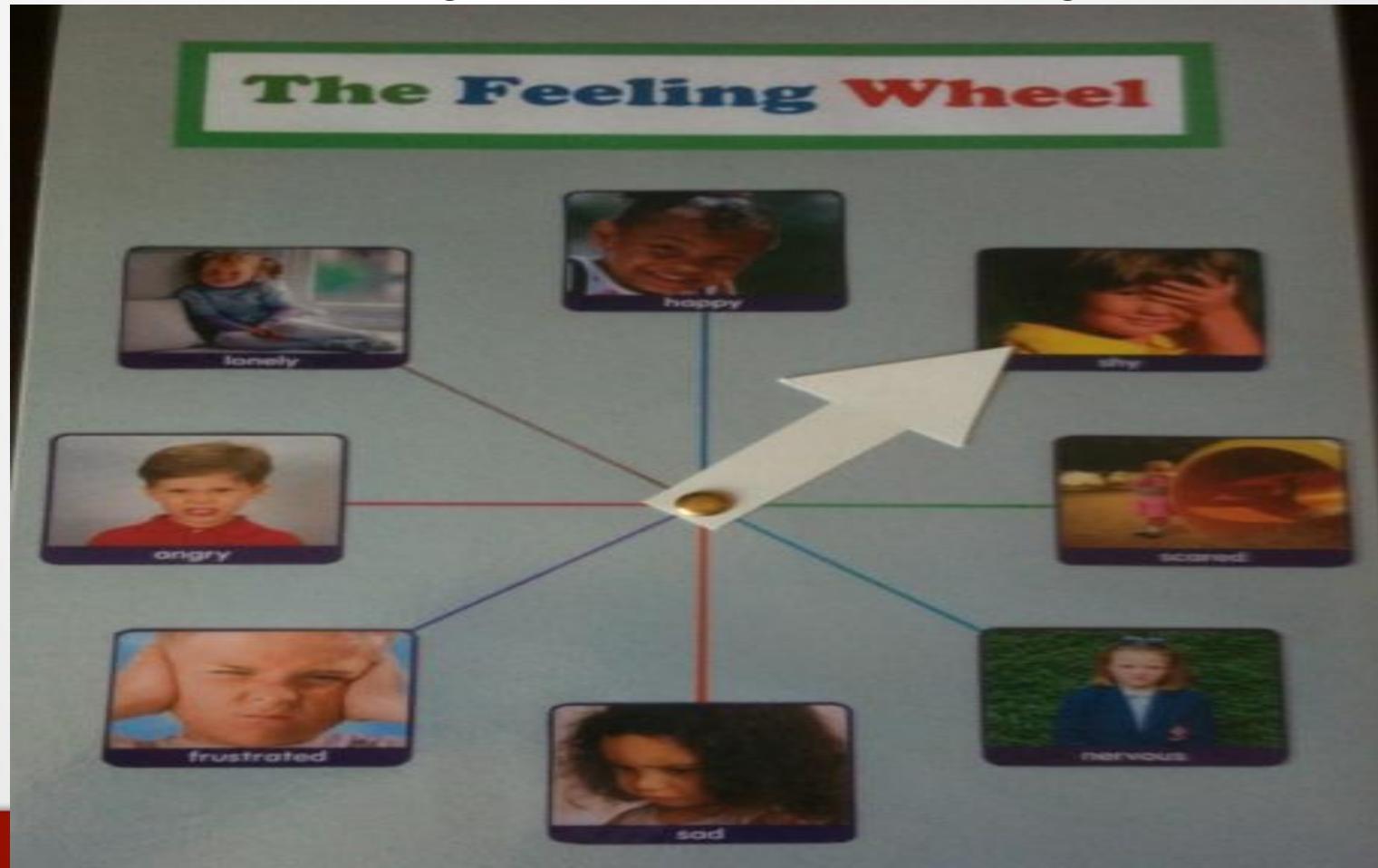
Using Social Emotional Strategies to Support Young Learners

Feeling Chart– Teach About Feelings



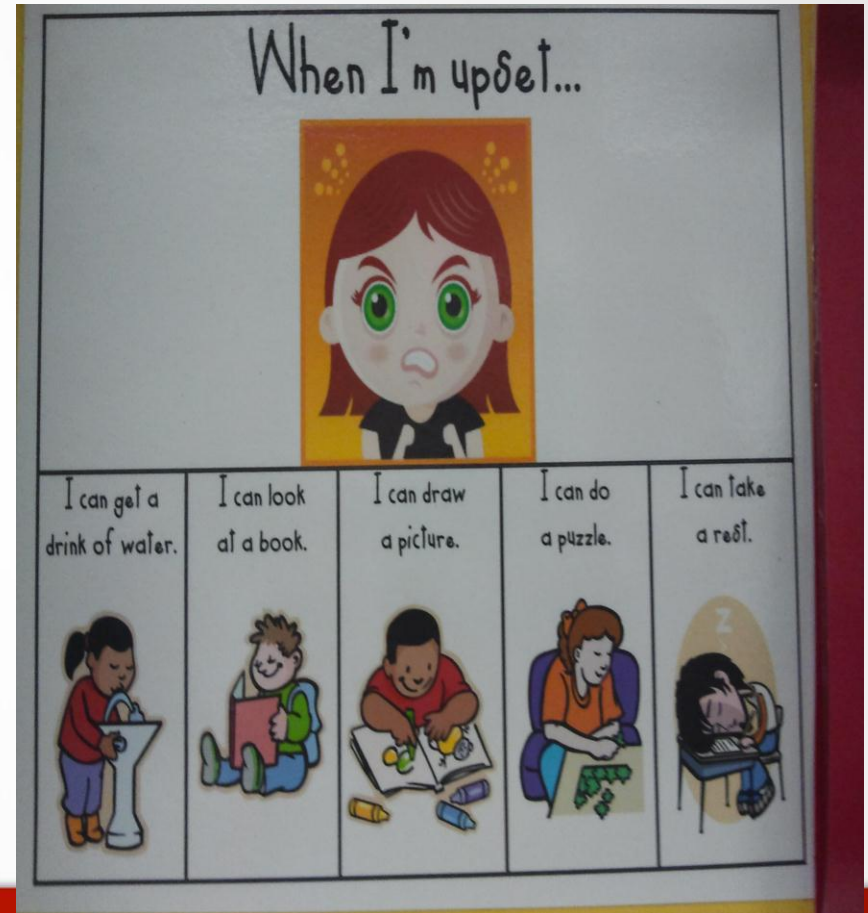
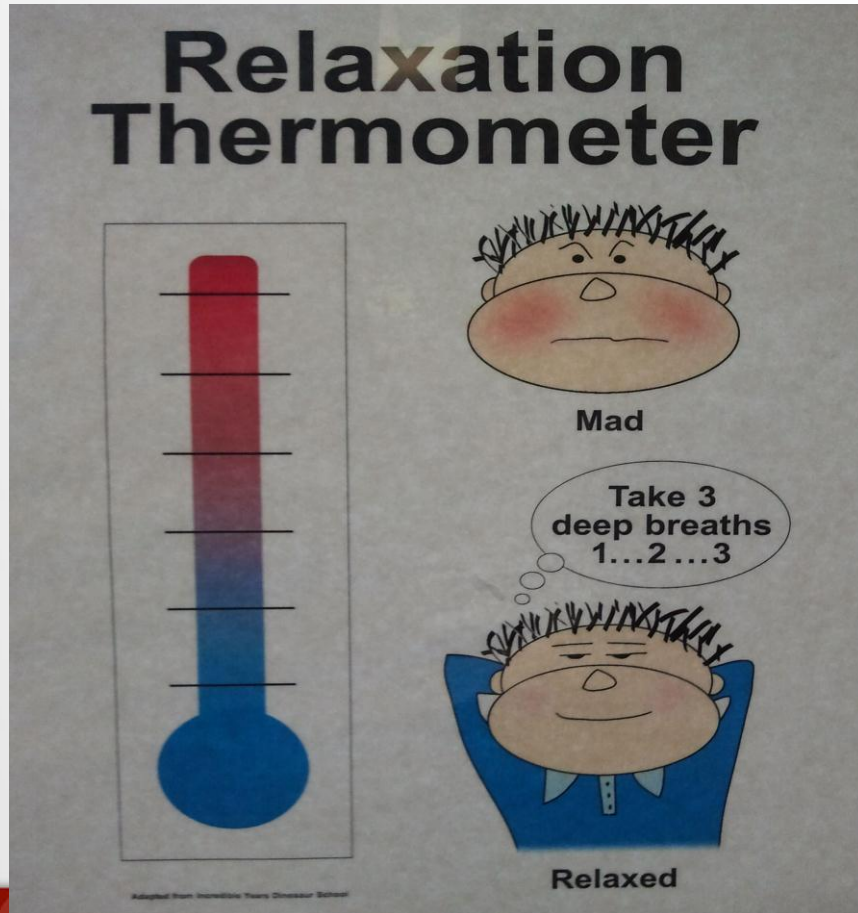
Using Social Emotional Strategies to Support Young Learners

Feeling Wheel– Teach About Feelings



Using Social Emotional Strategies to Support Young Learners

Cooling Off Chart – Teach Self Regulation



Using Social Emotional Strategies to Support Young Learners

Private Space – Teach Self-Regulation



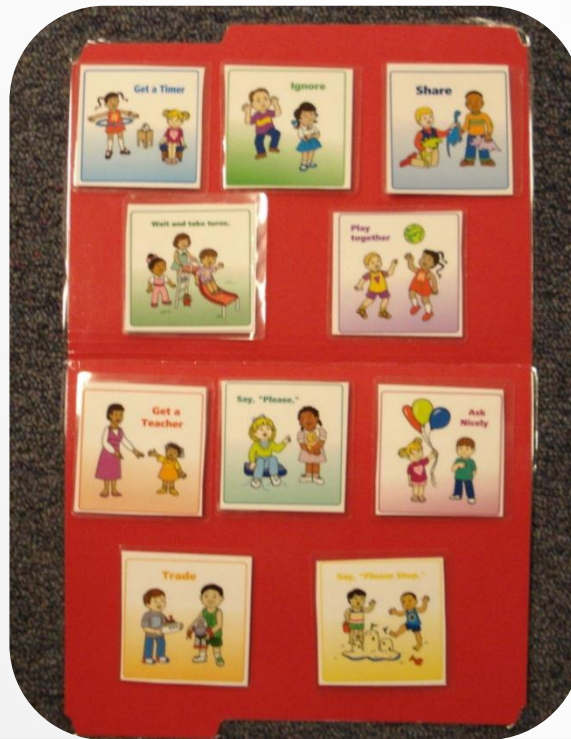
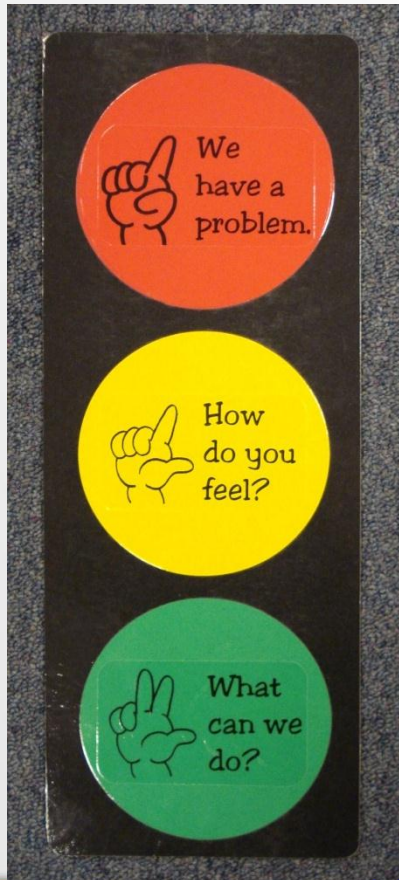
Using Social Emotional Strategies to Support Young Learners

Private Space – Teach Self-Regulation



Using Social Emotional Strategies to Support Young Learners

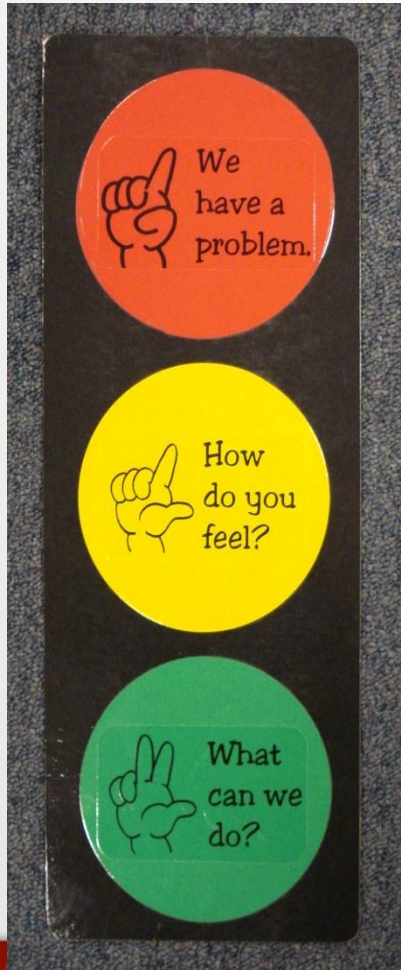
Solution Kit Choice Board – Teach How to Problem Solve



<http://www.vanderbilt.edu/csefel/resources/strategies.html>

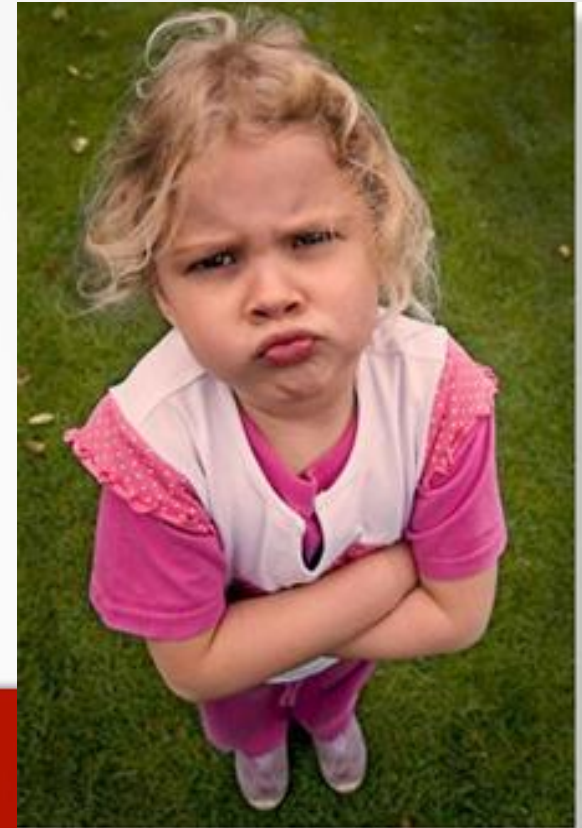
Using Social Emotional Strategies to Support Young Learners

Conflict Resolution Activities - Teach How to Problem Solve



What Do Children Do When They Don't Develop These Skills?

- When children do not have healthy social and emotional skills, they often exhibit challenging behaviors
- We must focus on ***TEACHING*** the skills!



We Need to Teach!

“If a child doesn’t know how to read, *we teach*.

If a child doesn’t know how to swim, *we teach*.

If a child doesn’t know how to spell, *we teach*.

If a child doesn’t know how to write, *we teach*.

If a child doesn’t know how to behave, *we*.....

.....teach?

.....punish?

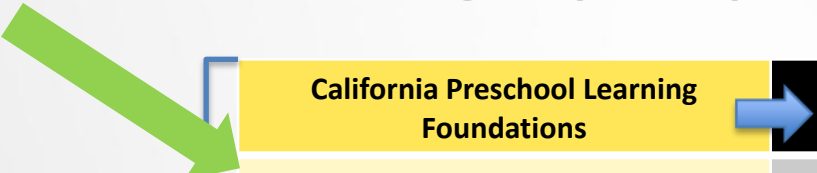
Why can’t we finish the last sentence as automatically as we do the others?”



The Alignment of the California Preschool Learning Foundations with Key Early Education Resources



Overview of TK Alignment



California Preschool Learning Foundations	California Kindergarten Content Standards	Common Core State Standards
Social-Emotional Development	Health, Education Mental, Emotional, and Social Health	
Language and Literacy	English-Language Arts	English-Language Arts
English-Language Development	English-Language Development	
Mathematics	Mathematics	Mathematics
Visual and Performing Arts	Visual and Performing Arts	
Physical Development	Physical Education	
Health	Health Education	
History-Social Science	History-Social Science	
Science	Science	

9 Content Areas

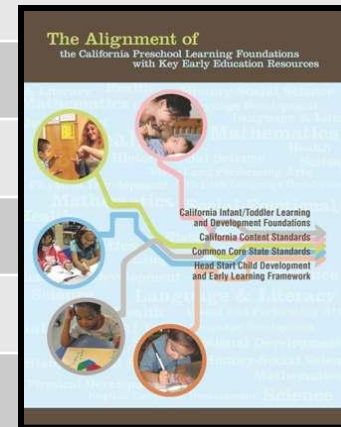


Table 1.1
Overview of the Alignment Between the Social–Emotional Development Domain
and the California Content Standards

Social–Emotional Development

California Infant/Toddler Learning
and Development Foundations
(3-4 years)

California Preschool Learning
Foundations
(4-5 years)

California Content Standards
Kindergarten
(5-6 years)

Social–Emotional Development

Social–Emotional Development

Health Education

Self

Mental, Emotional, and Social Health

Identity of Self in Relation to Other

Recognition of Ability

Emotion Regulation

Impulse Control

Attention Maintenance

Social Understanding

Empathy

Recognition of Ability

Self-Awareness

Self-Regulation

Social and Emotional
Understanding

Empathy and Caring

Initiative in Learning

Essential Concepts

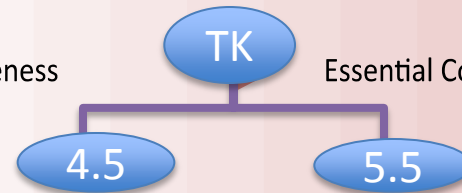
Interpersonal Communication

Practicing Health-Enhancing Behaviors

Essential Concepts

Goal Setting

Practicing Health-Enhancing Behaviors



Overview of Social-Emotional

California Infant/Toddler Learning and Development Foundations → California Preschool Learning Foundations → TK → California Content Standards Kindergarten		
2.0 Self-Regulation		Standard 4: Interpersonal Communication Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months (4 years)	At around 60 months (5 years)	By the end of kindergarten (6 years)
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Standard 4: Interpersonal Communication 4.1 Show how to express personal needs and wants appropriately. Standard 7: Practicing Health-Enhancing Behaviors 7.1 Express emotions appropriately.
3.0 Social and Emotional Understanding		4.5 - 5.5 → 1: Essential Concepts
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Seek to understand people's feelings and behavior; notice diversity in human characteristics; and are interested in how people are similar and different.	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	1.1 Identify a variety of emotions.
4.0 Empathy and Caring		Standard 6: Goal Setting Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.	Standard 6: Goal Setting 6.1 Make a plan to help family members at home. Standard 7: Practicing Health-Enhancing Behaviors 7.2 Describe positive ways to show care, consideration, and concern for others.

Table 1.1 (continued)

Social-Emotional Development

California Infant/Toddler Learning
and Development Foundations
(3-4 years)

California Preschool Learning
Foundations
(4-5 years)

California Content Standards
Kindergarten
(5-6 years)

Social-Emotional Development

Social-Emotional Development

Health Education

Social Interaction

TK

Mental, Emotional, and Social Health

Interactions with Adults



Interactions with Family and Peers

4.5

Interactions with Peers



Interactions with Peers



Interpersonal Communication

5.5

Group Participation

Cooperation and Responsibility

Relationships

Relationship with Adults



Attachment to Parents

Close Relationships with
Teachers and Caregivers



Essential Concepts

Analyzing Influences

Accessing Valid Information

Relationship with Peers



Friendships



Overview of Social-Emotional

California Infant/Toddler Learning and Development Foundations		California Preschool Learning Foundations	California Content Standards Kindergarten
At around 48 months	At around 60 months		
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.		
Strand: Social Interaction		Content Area: Mental, Emotional, and Social Health	
1.0 Interactions with Familiar Adults			
At around 48 months	At around 60 months		
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.		
2.0 Interactions with Peers		Standard 4: Interpersonal Communication	
At around 48 months (4 years)	At around 60 months (5 years)	By the end of kindergarten (6 years)	
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	4.2 Cooperate and share with others.	

TK

4.5 - 5.5



DRDP-SR[©] (2012)



California Department of Education
Child Development Division
Sacramento, 2012



Santa Clara County
Office of Education

California Department of Education, Child Development Division with
WestEd Center for Child & Family Studies, *Desired Results
Developmental Profile (DRDP)*

DRDP - SR

Continuum of Growth

DRDP-SR® (2012) Rating Record								
Child: _____		Teacher: _____		School: _____				
Record the child's level of mastery by marking (x) for each measure								
Domain	Measure Number	School Readiness Measure	Mark the Developmental Level the child has mastered					Unable to Rate
			Discovering	Exploring	Developing	Building	Integrating	
English Language Development (ELD)	1	ELD1: Comprehension of English (receptive English)						
	2	ELD2: Self-expression in English (expressive English)						
	3	ELD3: Understanding and response to English literacy activities						
	4	ELD4: Symbol, letter, and print knowledge in English						
Self and Social Development (SSD)	5	SSD1: Identity of self						
	6	SSD2: Recognition of ability						
	7	SSD3: Relationships and social interactions with adults						
	8	SSD4: Relationships and social interactions with peers						
	9	SSD5: Social and emotional understanding						
	10	SSD6: Conflict negotiation						
	11	SSD7: Curiosity and initiative in learning						
	12	REG1: Self-control of behavior and feelings						
	13	REG2: Engagement and persistence						
	14	REG3: Responsible conduct						
	15	REG4: Shared use of space and materials						
Language and Literacy Development (LLD)	16	LLD1: Understanding of language (receptive)						
	17	LLD2: Follows increasingly complex instructions						
	18	LLD3: Communication of needs, feelings, and interests (expressive)						
	19	LLD4: Reciprocal communication and conversation						
	20	LLD5: Comprehension and analysis of age-appropriate text, presented by adults						
	21	LLD6: Letter and word knowledge						
	22	LLD7: Phonological awareness						
	23	LLD8: Emergent writing						
Mathematical Development (MATH)	24	MATH 1: Number sense of quantity and counting						
	25	MATH 2: Number sense of mathematical operations						
	26	MATH 3: Measurement						
	27	MATH 4: Shapes						
	28	MATH 5: Patterning						
	29	MATH 6: Problem solving						
	30	MATH 7: Classification						

ELD - 4 Measures

Social Emotional - 11 Measures

Language & Literacy - 8 Measures

Mathematics - 7 Measures

4 Content Areas

30 Measures



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DRDP - SR

Developmental Domain: REG — Self-regulation

Measure 12: Self-control of feelings and behavior

Definition: Child increasingly develops strategies for regulating feelings and behavior based on adult guidance

School Readiness



1. Mark the developmental level the child has mastered.

Exploring Competencies ○	Developing Competencies ○	Building Competencies ○	Integrating Competencies ○	Applying Competencies ○
Demonstrates capacity to manage feelings and behavior in moderately stressful situations, especially with adult support	Uses words and other constructive forms of communication to express strong feelings on a regular basis; seeks adult assistance to manage feelings and behavior	Manages feelings and behavior using simple strategies on own (e.g. leaving a difficult situation, self-soothing, communicating needs)	Tries to gain self-control by using complex strategies (e.g. focusing on something else, verbal reminders to self, and negotiation and compromise)	Uses self-control strategies spontaneously and often; often restrains self from acting impulsively
Examples				
▶ Waits impatiently for a turn with a toy, but does not grab it from the other child. ▶ Calms down when an adult puts words to a peer conflict and suggests a solution. ▶ Becomes upset, but does not cry or act out, when an adult says she cannot go outside to play now. ▶ Wants to join in snack time without washing hands, but washes hands when the teacher reminds her.	▶ Goes to the art table when the teacher says, "It's art time," but when a peer moves the marker container away from him, goes back to the teacher and communicates, "Teacher, Reina won't share the markers!" ▶ Approaches a favorite teacher and communicates, "I'm sad," after mother departs in the morning. ▶ Goes to play with an adult after attempting unsuccessfully to join peers in the block area. ▶ Communicates to another child while waiting to wash her hands at the sink, "Hurry! I'm starving. You're taking too long." ▶ Goes to adult for help when feeling frustrated about a child who will not give up the computer.	▶ Offers a different toy in exchange when another child has the toy she wants. ▶ Communicates, "OK, It's my turn after you are done," while standing by a child who is painting at the easel. ▶ Approaches teacher who is reading a book with another child on the rug; hands the teacher a book, communicates, "My turn next, teacher," and sits down to wait, listening to the end of the story. ▶ Rushes to be the first to play with the balls during outdoor play and runs away with one of the balls when other children try to join in. ▶ Communicates, "I'm mad. I don't like it when you do that!" after a peer takes all her blocks.	▶ Says to self, "Gentle petting," while petting the class bunny. ▶ Finds another activity of interest until computer is available when unable to use the computer. ▶ Offers a strategy such as, "Hey, we can each use one of the markers. I want this one," when other children want to use the same set of markers she wants. ▶ Indicates, "I told Aurelio he can use the scooter in five minutes!" ▶ Looks angry and then goes to a favorite alternative activity when the playhouse is full. ▶ Communicates, "Don't push!" when another child pushes, and then, "You can have a turn next." ▶ Says to self, "Daddy said he would be late to pick me up today."	▶ Waits to be acknowledged by the teacher before answering a question at circle time rather than blurting it out. ▶ Raises hands (as if to push), pauses and then communicates, "I don't like it when you push! I was here first," when pushed by peer. ▶ Rushes to be first to play with the balls at recess and then backs off when other children want to join in. ▶ Communicates to self, "It's just pretend," when reading a scary story on own. ▶ Begins to rush ahead of the group on a nature walk then spontaneously slows down to return to the group. ▶ Communicates to an adult, "Can you tell me when I can play in the playhouse?" when the playhouse is full, and then goes to the water table.



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Social Emotional Resources

Teaching
Tools ►

Classroom & Instructional Planning

Social-Emotional Development ►

English Language Arts

Mathematics

English Language Development

Family Engagement

Social-Emotional Teaching
Strategies

Join Our
Monthly Calls

Sign Up For
Email

Social-Emotional Teaching Strategies

Sample Strategies

Social-Emotional

Role of the Teacher

You can promote social-emotional development in your classroom by embedding your teaching practices throughout the day. Remaining sensitive to children's needs help them feel secure and confident, and acts as a model for effective social behavior. For example, asking questions to help children find a solution to a social conflict helps them develop problem-solving skills. Reading a story and engaging children in a conversation about a socially challenging situation can also serve as a lesson in handling social problems as well as in literacy.



Be Attentive to Each Child's Needs - Be attentive to the social-emotional skills and needs of each unique child so you can respond with lessons and interventions tailored to help every child develop their skills. Your attention and presence as a teacher can be a pillar of confidence for children who are dealing with stressful life circumstances. Letting children know that you are there to help will build children's trust that you are a source of guidance. Keep in mind that children who are English language learners may need additional support to feel secure and self-assured in a learning environment that is responsive to their needs.

Early Emotional Experiences Matter - Recognize that the emotional domain is foundational to all other developmental domains. If children start school in an emotionally supportive environment, they will acquire the love of learning necessary for success in all areas of school. "As young children develop, their early emotional experiences literally become embedded in the architecture of their brains," therefore great care should be given to children's emotional needs, according to the **National Scientific Council on the Developing Child**. If you seek children's opinions, allow children to initiate activities and are flexible about responding to children's ideas, you'll build children's feelings that they are competent and respected, and at the same time motivate their desire to learn.

Promoting Consistent Structure with Play - Providing your transitional kindergarteners with consistent structures and expectations about appropriate behavior through play activities helps them remember and follow classroom norms, and behave in ways that are conducive to learning. According to the American Academy of Pediatrics, "Play is integral to the academic environment. It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development." Creating routines of fun and meaningful activities such as songs, chants and games can minimize problems or stress during challenging times, such as when children wait in line or during transitions.

Social Emotional Resources

Antonio Del Buono Schol Transitional Kindergarten Curriculum Map

DRDP Measure Description:

Preschool Framework Domain & Strand:

Kindergarten Standard:

Theme:

Timing:

Read Aloud

Music & Phonemic Awareness

Literacy

Family Interest

Technology

Social Emotional

POLL Strategies:

- Intentional Message
- Songs/Chants
- Vocabulary Imprinting
- Visual Cues/Gestures
- Anchor Book

Writing

P.E./Movement

Art

Math

Science/Social Studies

Dramatic Play

Social Emotional Resources

Antonio Del Buono School Transitional Kindergarten Curriculum Map

DRDP Measure Description: SSD 1,2,7,8,12,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50,51,52,53,54,55,56,57,58,59,60,61,62,63,64,65,66,67,68,69,70,71,72,73,74,75,76,77,78,79,80,81,82,83,84,85,86,87,88,89,90,91,92,93,94,95,96,97,98,99,100,101,102,103,104,105,106,107,108,109,110,111,112,113,114,115,116,117,118,119,120,121,122,123,124,125,126,127,128,129,130,131,132,133,134,135,136,137,138,139,140,141,142,143,144,145,146,147,148,149,150,151,152,153,154,155,156,157,158,159,160,161,162,163,164,165,166,167,168,169,170,171,172,173,174,175,176,177,178,179,180,181,182,183,184,185,186,187,188,189,190,191,192,193,194,195,196,197,198,199,200,201,202,203,204,205,206,207,208,209,210,211,212,213,214,215,216,217,218,219,220,221,222,223,224,225,226,227,228,229,230,231,232,233,234,235,236,237,238,239,240,241,242,243,244,245,246,247,248,249,250,251,252,253,254,255,256,257,258,259,260,261,262,263,264,265,266,267,268,269,270,271,272,273,274,275,276,277,278,279,280,281,282,283,284,285,286,287,288,289,290,291,292,293,294,295,296,297,298,299,300,301,302,303,304,305,306,307,308,309,310,311,312,313,314,315,316,317,318,319,320,321,322,323,324,325,326,327,328,329,330,331,332,333,334,335,336,337,338,339,340,341,342,343,344,345,346,347,348,349,350,351,352,353,354,355,356,357,358,359,360,361,362,363,364,365,366,367,368,369,370,371,372,373,374,375,376,377,378,379,380,381,382,383,384,385,386,387,388,389,390,391,392,393,394,395,396,397,398,399,400,401,402,403,404,405,406,407,408,409,410,411,412,413,414,415,416,417,418,419,420,421,422,423,424,425,426,427,428,429,430,431,432,433,434,435,436,437,438,439,440,441,442,443,444,445,446,447,448,449,450,451,452,453,454,455,456,457,458,459,460,461,462,463,464,465,466,467,468,469,470,471,472,473,474,475,476,477,478,479,480,481,482,483,484,485,486,487,488,489,490,491,492,493,494,495,496,497,498,499,500,501,502,503,504,505,506,507,508,509,510,511,512,513,514,515,516,517,518,519,520,521,522,523,524,525,526,527,528,529,530,531,532,533,534,535,536,537,538,539,540,541,542,543,544,545,546,547,548,549,550,551,552,553,554,555,556,557,558,559,560,561,562,563,564,565,566,567,568,569,570,571,572,573,574,575,576,577,578,579,580,581,582,583,584,585,586,587,588,589,590,591,592,593,594,595,596,597,598,599,600,601,602,603,604,605,606,607,608,609,610,611,612,613,614,615,616,617,618,619,620,621,622,623,624,625,626,627,628,629,630,631,632,633,634,635,636,637,638,639,640,641,642,643,644,645,646,647,648,649,650,651,652,653,654,655,656,657,658,659,660,661,662,663,664,665,666,667,668,669,670,671,672,673,674,675,676,677,678,679,680,681,682,683,684,685,686,687,688,689,690,691,692,693,694,695,696,697,698,699,700,701,702,703,704,705,706,707,708,709,710,711,712,713,714,715,716,717,718,719,720,721,722,723,724,725,726,727,728,729,730,731,732,733,734,735,736,737,738,739,740,741,742,743,744,745,746,747,748,749,750,751,752,753,754,755,756,757,758,759,760,761,762,763,764,765,766,767,768,769,770,771,772,773,774,775,776,777,778,779,780,781,782,783,784,785,786,787,788,789,790,791,792,793,794,795,796,797,798,799,800,801,802,803,804,805,806,807,808,809,810,811,812,813,814,815,816,817,818,819,820,821,822,823,824,825,826,827,828,829,830,831,832,833,834,835,836,837,838,839,840,841,842,843,844,845,846,847,848,849,850,851,852,853,854,855,856,857,858,859,860,861,862,863,864,865,866,867,868,869,870,871,872,873,874,875,876,877,878,879,880,881,882,883,884,885,886,887,888,889,890,891,892,893,894,895,896,897,898,899,900,901,902,903,904,905,906,907,908,909,910,911,912,913,914,915,916,917,918,919,920,921,922,923,924,925,926,927,928,929,930,931,932,933,934,935,936,937,938,939,940,941,942,943,944,945,946,947,948,949,950,951,952,953,954,955,956,957,958,959,960,961,962,963,964,965,966,967,968,969,970,971,972,973,974,975,976,977,978,979,980,981,982,983,984,985,986,987,988,989,990,991,992,993,994,995,996,997,998,999,1000

Theme: Family
Timing: October 2011

Read Aloud

I Love My Family (+ Song)
Little Brother
Big Book Magazine
Where Is Bear
Into English charts +
Picture Posters
We Have a Baby
Goldilocks + the 3 Bears

Family Interest

Family photos or
presentations of
special traditions
foods activities
etc., Parents narrate
play "Goldilocks + the 3
Bears."

Writing

stencils of families
houses, skin color
crayons, label family
portraits

Math

measuring sizes
in families (Goldilocks)
+ the 3 Bears etc.),
Sort by size
Count family members

Music & Phonemic Awareness

"My Family"
"I Love My Family"
"I Love"
"Where Is Baby"
Phonemic Awareness: "Silly
Names", Nursery Rhymes

Technology

Sesame Street Games:
Cooking with Rosita
Lemonade Stand

POLL Strategies:

- > Intentional Message
- > Songs/Chants
- > Vocabulary Imprinting
- > Visual Cues/Gestures
- > Anchor Book

P.E./Movement

Cultural Dances,
"How does your family
exercise?"

Science/Social Studies

smelling spices,
tasting multi cultural food,
make tortillas,
animal families,
make adobe "bricks",
make applesauce

Literacy

Alphabet friends sounds
letter names + gestures
Star of the Day name
activities + directed drawing
Handwriting without Tears,
Shared, Interactive + Guided Writing

Social Emotional

"Tucker the Turtle"
problem solving strategies
"I Can Be a Super
Friend" problem solving
strategies, Solution
Kit

Art

paint houses,
portraits, playdough
sculptures of family
members, make
Goldilocks + 3 Bears
puppets

Dramatic Play

family puppets
cultural outfits,
food, playhouse,
dollhouse with
furniture + dolls

Social Emotional Resources

Transitional Kindergarten Report Card

Student	School	Year	Teacher
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Identify the level (1-4) of the child in the different content areas	
Exceeding	4
Satisfactory	3
Progressing	2
Beginning	1
<i>/ Indicates not introduced/applicable</i> <i>✓ Indicates focus area for growth</i>	

ATTENDANCE	1	2	3
Days Present			
Days Absent			
Days Tardy			

Beginning (1) Early Intermediate (2)
 Language Proficiency Levels: Intermediate (3) Early Advanced (4) Advanced (5)

ENGLISH LANGUAGE LEARNER

This Year's CELDT Proficiency Level Test Date

LANGUAGE ARTS (Three Reporting Periods)			
Writes own name			
Recognizes friends names			
Alphabet Knowledge: Upper-Case Alphabet Recognition			
Alphabet Knowledge: Lower-Case Alphabet Recognition			
Alphabet Knowledge: Letter Sounds			
Beginning Sound Awareness			
Rhyme Awareness			
Is able to follow oral directions			
Uses descriptive language and vocabulary to describe events			
Is able to retell stories using sequencing (e.g., beginning, middle, end)			
Orally blends and segments words			
Engages with books			
Writes letters or letter-like shapes to represent words			

MOTOR SKILLS (Three Reporting Periods)			
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MATHEMATICS STANDARDS (Three Reporting Periods)			
Names colors (circle all that apply): Red Yellow Green Blue Orange Purple Brown Black Pink White Gray			
Identifies and describes characteristics from common geometric shapes			
Recognizes Numbers 0-5 0-10 0-12 0-30			
Counts orally 1-20			
Counts with one to one correspondence			
Names the days of the week			
Creates a simple pattern			
Identifies the larger of two groups without counting			
Compares by matching or counting two small groups			
Uses simple addition and subtraction concepts			
Compares objects by weight, length and capacity			
Compares, matches, and sorts objects into groups according to their attributes			

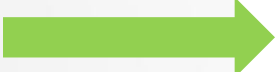
SCIENCE (Three Reporting Periods)			
Demonstrates knowledge of:			
a. Physical science (Composition and physical properties)			



Social Emotional Resources

Transitional Kindergarten Report Card

ART (Three Reporting Periods)			
MUSIC (Three Reporting Periods)			
PHYSICAL EDUCATION (Three Reporting Periods)			



SOCIAL / EMOTIONAL (Three Reporting Periods)			
Seeks adult help when appropriate			
Engages in cooperative play activities with peers			
Exhibits impulse control and self-regulation			
Is enthusiastic and curious in approaching new activities			
Follows classroom rules and procedures			
Describes own feelings			
Works cooperatively with the teacher for a sustained period			
Reminds others of classroom rules and suggests new or modified rules			
Proposes solutions to conflicts regularly without adult assistance			
Uses the solution kit to resolve conflicts			
Manages feelings and behaviors using simple strategies			
Is persistent in understanding and mastering challenging activities			
Invites others to share materials or space he/she is using			
Takes responsibility for own actions			
Separates from parents/caregivers without stress			

DISTRICT ASSESSMENTS (Three Reporting Periods)			
DRDP-SR			



Resources on Websites and Trainings

- Early Edge California (Teaching Strategies)
<http://www.tkcalifornia.org/teaching-tools/social-emotional/teaching-strategies/#socialemotionalstrategies>
- The Alignment of the California Learning Foundations
<http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf#search=tk%20alignment&view=FitH&pagemode=none>
- Desired Results Developmental Profile: School Readiness
<http://drdpsr.org/docs/DRDP-SR%207-2012v4.pdf>
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
<http://csefel.vanderbilt.edu/resources/strategies.html>



Questions and Comments



Contact Information

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