

Transitional Kindergarten Monthly Webinar

JANUARY 21, 2014

Agenda

- **Welcome**
- **Policy Update – Early Edge California**
- **Transitional Kindergarten Presentation: “Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers”**
 - **Debra McMannis, California Department of Education**
 - **Nancy Herota, Sacramento County Office of Education**
 - **Natalie Woods Andrews, Sacramento County Office of Education**
- **Q&A –Please email all questions to Araceli Sandoval-Gonzalez**
asandoval@earlyedgecalifornia.org
- **Next Call : February 18, 3:30-4:30pm**
- **Close**

Policy Update

ARACELI SANDOVAL-GONZALEZ

Transitional Kindergarten IMPLEMENTATION GUIDE



**A Resource for California Public School District
Administrators and Teachers**

Governor's State Advisory Council on Early Learning and Care
Sacramento • 2013

Introduction

- **History of Kindergarten**
- **Rationale for Transitional Kindergarten (TK)**



Introduction



Overview of the Transitional Kindergarten Guide

Organization

Section 1: Planning for Implementation

Section 2: Building a Comprehensive TK Program

Chapter 1: Program Structure and Design



Program Structure and Design

Policy Development

School districts have flexibility to design transitional kindergarten programs to meet local needs

Funding

A variety of funding sources can support TK classrooms:

- **Title I**
- **Title II**
- **Title III**

Program Structure and Design

- **Staffing Qualifications**
- **Classroom Configuration/Schedules**



Universal Design For Learning (UDL)

- **Goal:**
 - **Create accessible environments and experiences for all students.**
- **The UDL model considers three principles for learning opportunities:**
 - Multiple means of engagement
 - Multiple means of representation
 - Multiple means of expression

Supporting TK Students

- **Special Education Services**
- **English Learners**



Chapter 2: The Transitional Kindergarten Student



Social-Emotional Development is Foundational for Learning

Social-Emotional Competence Includes:

- **Emotional regulation**
- **Social knowledge and understanding**
- **Social skills**
- **Social dispositions**

Making Essential Connections

- **Establish positive teacher-student relationships**
- **Promote a sense of classroom community through collaborative work and group decision making**
- **Consider implementation of curriculum to develop social-emotional competencies**

Building a Strong Foundation for School Success

- **TK students benefit from additional time, support, and experiences.**
- **A comprehensive and differentiated educational approach is critical and includes individualized support for all learners.**

Chapter 3: Curriculum in a Transitional Kindergarten Program



Resources to Inform Practice

- **California Preschool Learning Foundations**
- **California's Common Core State Standards**
- **Content Standards for California Public Schools**
- **The Alignment of the California Preschool Learning Foundations with Key Early Education Resources**

TK Curriculum Content

- **Social-Emotional Development**
- **English Language Arts**
- **Mathematics**
- **Science**
- **History-Social Science**
- **Physical Education**
- **Visual and Performing Arts**

Integrated Learning

- **Conceptual development does not occur in isolation**
- **Students learn best when teachers promote meaningful connections across subject matter**

Guidelines for Selecting and/or Modifying Curriculum Materials

- **Include experiential and hands-on activities in real contexts.**
- **Adapt curriculum to meet individual and group learning needs.**
- **Actively engage students by rotating instructional materials over time to meet emerging abilities and interests.**

Chapter 4: Effective Instruction in a Transitional Kindergarten Program



How to Teach in a TK Program

- **Knowledge of child development as a foundation for instruction**
- **Developmentally appropriate practice**
- **Balanced approach to teaching and learning**

Daily Routine

- **Structuring the daily routine**
- **Facilitating understanding of routines and transitions**
- **Designing group learning experiences**

Selected Cross-Curricular Instructional Strategies

- **Develop and reinforce oral language**
- **Scaffold learning**
- **Use think-alouds to model alternative responses and strategies**

Transitional Kindergarten/ Kindergarten Classrooms

- **Differentiated instruction is key**
- **Combination TK/K class environment and routines**
- **Flexible grouping**
- **Communicating expectations to promote home-school partnerships**

Supporting All Students in the TK Classroom

- **Students with disabilities**
- **Students who are English learners**
- **Teacher-family-community engagement**

Chapter 5: The Transitional Kindergarten Learning Environment



The TK Classroom

- **Designated spaces for large and small group learning and individual exploration.**
 - Principles of design
 - Materials for learning areas
 - Space for families
 - Displaying student work

Creating Learning Areas

- **Construction Area**
- **Reading Area**
- **Language and Literacy Area**
- **Art Area**
- **Computer Area**
- **Science and Discovery Area**
- **Math and Manipulatives Area**
- **Sensory Area**
- **Dramatic Play Area**

Extending the Learning from the TK Classroom to the Outdoor Environment

- **TK students benefit from regular time and exposure to the open-ended context of the outdoor play yard.**
- **Many activities that originate in the indoor classroom can be extended into the outdoor environment.**
- **The nature of outdoor play, both unstructured and structured, promotes the development of gross motor skills and enhances students' positive peer interactions.**

Chapter 6: Assessment and Differentiated Instruction in the Transitional Kindergarten Classroom



Use of Assessments in TK

- **Developmentally Appropriate Assessments**
- **Assessments with Specific Purposes**
- **Assessments are Administered Over Time and in a Variety of Contexts**
- **Systems to Collect, Organize, and Review Assessment Data**

Using Assessment Data to Differentiate Instruction

- **Response to Instruction and Intervention in the TK Program**
- **Using Evidence from Assessments to Differentiate Instruction**
- **Communicating with Families about Student Learning**

Chapter 7: Involving Families and Community Partners in a Transitional Kindergarten Program



Engaging Partners in a TK Program

- **Communicating about TK with family and community partners**
- **Engaging families with diverse backgrounds and experiences**

Chapter 8: Supporting Transitional Kindergarten Implementation



Supporting TK Implementation

- **Teacher Qualifications and Early Education Experiences**
- **Collaborative Partnerships**
- **Enlisting Staff Support**
- **Professional Learning**

Supporting TK Implementation

**For more information, contact:
California Department of Education**

<http://www.cde.ca.gov/ci/gs/em/>

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Thank you!
QUESTIONS?