

# AUSD

## Transitional Kindergarten



Presentation by TK Committee

Tuesday, March 12, 2013



## What is a Transitional Kindergarten program?

First year of a two-year Kindergarten program that is available to AUSD children who turn 5 between October 2<sup>nd</sup> and December 2<sup>nd</sup>, 2013. The program is a modified Kindergarten curriculum that is developmentally age appropriate.

# The Kindergarten Readiness Act (SB) 1381

The **Kindergarten Readiness Act (SB 1381)** was signed into law in 2010. The law shifted the age of children entering Kindergarten and created Transitional Kindergarten for those students turning five between September 2<sup>nd</sup> & December 2<sup>nd</sup>.

## What does SB 1381 do?

- ❖ Changes Kindergarten entry age from December 2<sup>nd</sup> to September 2<sup>nd</sup> by 2014;
- ❖ Creates **Transitional Kindergarten (TK)**, the first year of a two-year Kindergarten program for students whose fifth birthdays fall between September 2<sup>nd</sup> and December 2<sup>nd</sup>;
- ❖ Mandates all **California school districts** to offer TK for age-eligible students;
- ❖ Uses **Average Daily Attendance** funding for children with fall birthdays who would have been entering Kindergarten to TK.

# Who Attends TK?

## Who Attends TK?

By law, a child is eligible for TK if he/she has his/her fifth birthday between

- **November 2<sup>nd</sup> and December 2<sup>nd</sup> for the 2012-13 school year**
- **October 2<sup>nd</sup> and December 2<sup>nd</sup> for the 2013-14 school year**
- **September 2<sup>nd</sup> and December 2<sup>nd</sup> for the 2014-15 school year and beyond**

*For the 2013-14 school year, children born in October 2008 and November 2008 receive priority for TK. If TK vacancies remain after all October and November children have been served, then children born in September and earlier may consider TK.*

# TK Enrollment, Class Size, Staffing & Sites

## **Target Enrollment, 2013-14**

- ❖ 75 TK students district-wide

## **Number of Applications as of February 13, 2013**

- ❖ 41

## **Number of Applications as of March 5, 2013**

- ❖ 49

## **Class Size**

- ❖ 25 students in a class

## **Staffing**

- ❖ Positions will be advertised
- ❖ TK Committee recommends a paraprofessional in each classroom

## **Sites (3 classrooms)**

- ❖ Henry Haight Elementary School
- ❖ Community and family needs will inform other sites as needed

# General Overview of Transitional Kindergarten Program

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## **Transitional Kindergarten According to SB 1381**

- ❖ is the first year of a two-year Kindergarten program;
- ❖ uses a “modified Kindergarten curriculum that is age and developmentally appropriate”;
- ❖ shares the same facility requirements, school year, and teacher certification requirements (CA Multiple Subject Teaching Credential) as traditional Kindergarten;
- ❖ TK/K combination classes are permitted;
- ❖ TK classes may be offered at only some of a district’s elementary schools;
- ❖ TK teachers may “loop” with their students into traditional Kindergarten.

# What is the Value of Transitional Kindergarten?

## **A strong start for Alameda's children**

- ❖ Research indicates that early education experiences, *coupled with* intentional instruction, positively influence young children's later academic and life outcomes.
- ❖ Beginning Kindergarten at an older age improves children's social and academic development while reducing the likelihood of grade retention and dropout rates.

## **A positive change for families**

- ❖ Transitional Kindergarten gives parents an additional option to ensure their children enter Kindergarten with the maturity and skills they need to excel.

## **An opportunity for Alameda to realize its preK-12 vision**

- ❖ TK presents an opportunity to coordinate efforts between our early childhood practitioners and our K-12 teachers and administrators, creating a seamless P-12 continuum.
- ❖ TK presents an opportunity to ensure promising practices for many students who may not have benefitted from high-quality preschool experiences.

## **A winning solution for California**

- ❖ Approximately 120,000 children each year will benefit from the Kindergarten Readiness Act, including 50,000 English language learners and 74,000 served by Title I schools.



# Goal of Transitional Kindergarten

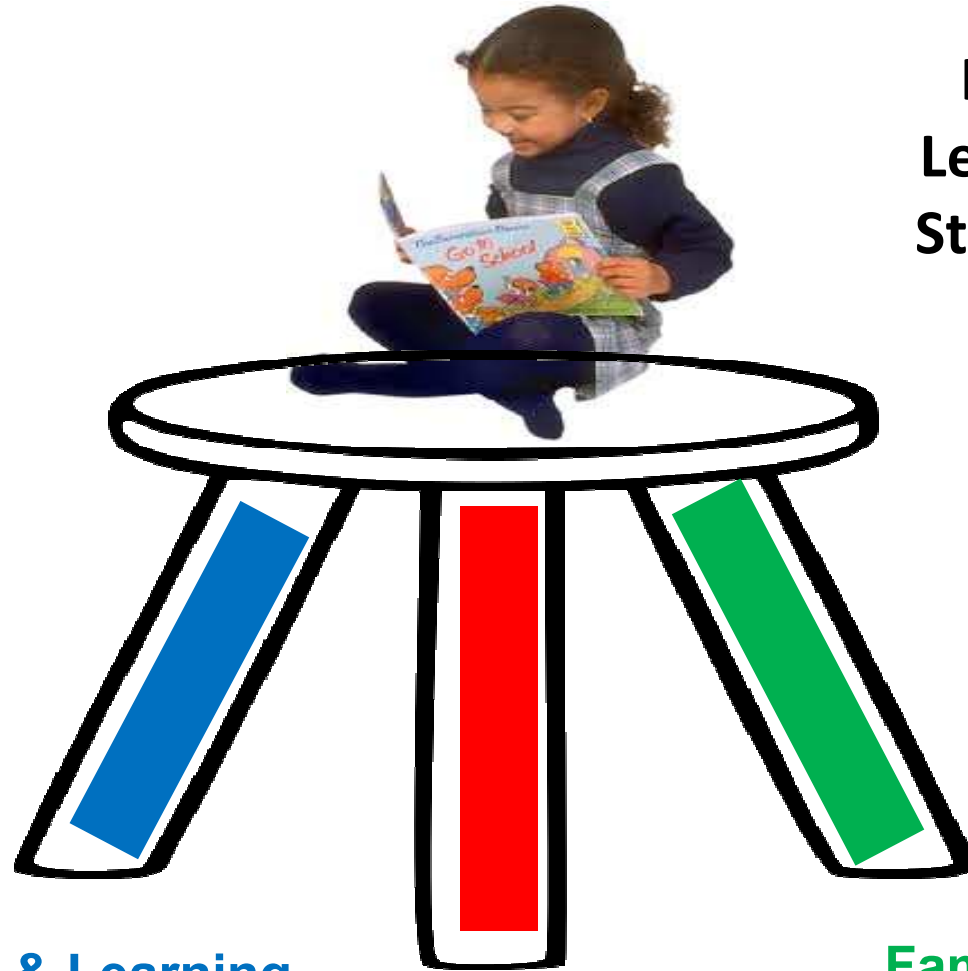
- Transitional Kindergarten (TK) will provide the youngest Kindergarteners with developmentally appropriate experiences that better prepare them for success once they enter traditional Kindergarten.
- Play and inquiry will harness energy and curiosity so students can successfully navigate school day routines and classroom community.





# Every Child Counts

**It Takes All Three  
Legs To Make Each  
Student Successful**



**Teaching & Learning**

**Family Involvement**

**Focus on Students**

# The Big Three: Teaching & Learning, Student Focus & Family

## Teaching & Learning

- Most TK students should be able to master the Preschool Learning Foundations.
- Students will begin to approach the CA Common Core Kindergarten Standards by the end of their TK year.
- Desired Results Developmental Profile – School Readiness (DRDP-SR) Assessment.

## Student Focus

- Heightened, primary focus on social emotional literacy, self-direction, and self-regulation.
- Integrated and hands-on curriculum – based on high quality learning centers that encourage complex social play and interaction (language development).

## Family Involvement

- Value family's role in social/emotional development.
- Provide parent education.

# Curriculum

## **Oral Language Strategies**

- ~Focus on vocabulary development and communication skills
- ~Sensitivity and attention to students' cultural backgrounds and languages
- ~Strengthen home-school partnerships to foster primary language and English language development

# Curriculum (continued)

## **Social-Emotional Development**

- ~ Developmentally appropriate expectations, self control and regulation
- ~ Developmentally appropriate materials for creativity and social interactions during play
- ~ Predictable daily routines and activities

# Materials

- **English Language Arts**

- ~ Houghton Mifflin Preschool Learning Foundation

- **Mathematics and Science**

- ~Every Day Counts – Calendar Math

- ~Great Explorations in Math and Science (GEMS)

- ~PONDS (MARE)

- ~Social/Emotional - CSEFEL Modules



# Professional Learning for TK Teachers

- Curriculum materials
- Structured play strategies
- Developmentally appropriate practices
- Desired Results Developmental Profile-School Readiness (DRDP-SR) assessment tool
- Preschool Learning Foundations
- Social/emotional foundations for early learning



# The End



- Questions?
- Comments?