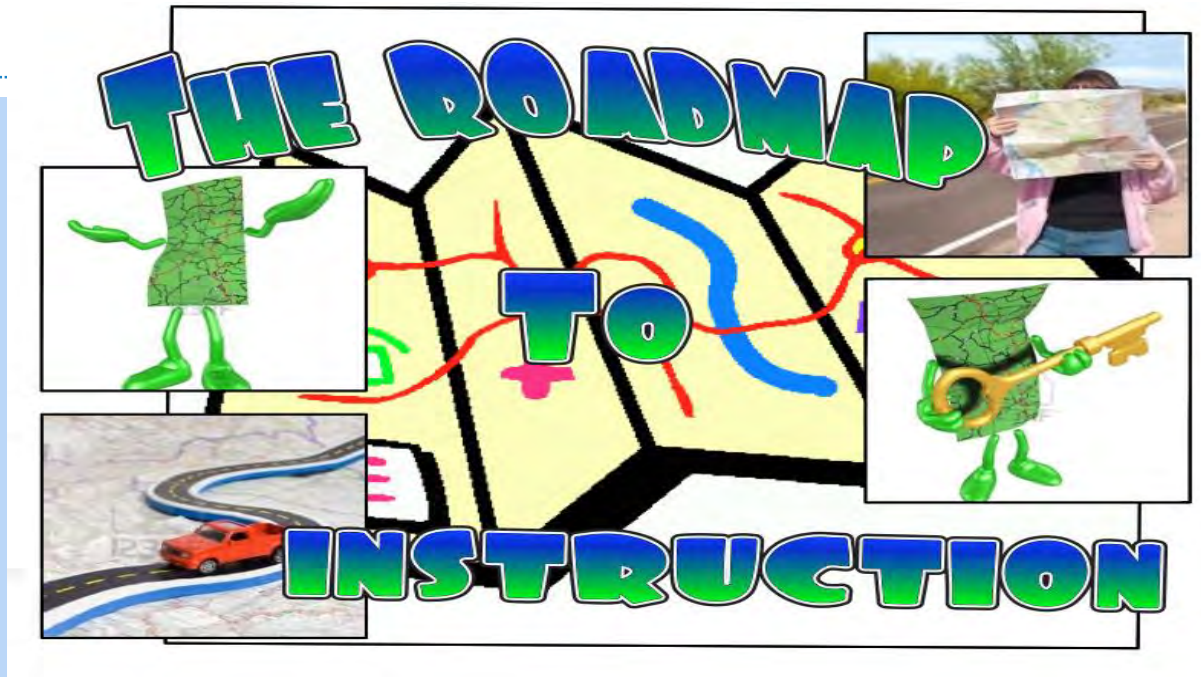


Transitional Kindergarten Roadmap to Instruction



CA KINDERGARTEN ASSOCIATION
JANUARY 17, 2015
PRESENTER: DR. DEBBI KEELER

Objectives and Outcomes



By the end of our time together today, we will:

- Have a deeper understanding of how the TK program and curriculum is distinct
- How the TK program aligns with K-12
- Have a deeper understanding of the shifts in HOW students will be taught including the application of skills/knowledge from the core documents



Our agreements



- Manage distractions and personal technology
- Interact with others from a different school site

Early Childhood Programs



- **Preschool** – Children that have more than one year before they are eligible for kindergarten entrance
- **Pre-K** – Four year old children at the time of school entrance (Four by September 1)
- **Transitional K** - Four year old children at the time of school entrance who turn five between September 2 and December 2
- **Kindergarten** – Five year old children at the time of school entrance (Five by September 1)

Preschool Environmental Supports for TK



Preschool Practices that Support a High Quality TK Environment

- Setting the stage for learning (Invites inquiry, exploration, problem-solving, visual memory)
- Promoting independence
- Scaffolding self-regulation
- Executive Functions



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 Supportive Outdoor Activities



Preschool Environmental Supports for TK



Example of Sand and Water Center



Preschool Environmental Supports for TK



Example of Art and Writing Area



Destination – Where Do We Want to Go?



- **Preparing children for the future**
 - *TK Priorities – Bonus Year*
 - *Developmentally Appropriate Experiences*
 - *Readiness for Learning*
 - *Social/Emotional skills*



Approaches to Instruction



- **Options for instruction**

- Scripted curriculum/publishers
- Complete teacher autonomy
- School plan based on documents
- State and national standards



- **What are the pro's and con's?**
- **What are the blending strategies**

Approaches to Instruction



- **Curriculum Development is:**

- ✦ A **meaningful plan** for ensuring successful implementation and assessment of selected

- ✦ **Curriculum is not:**

- Something that has been **bought or borrowed**
- **A set of textbooks**

Approaches to Instruction



- ***Curriculum Components***
 - Philosophy, mission, vision, core values
 - Philosophy of teaching and learning
 - Domains of learning
 - Strands and sub-strands
 - Context for learning
 - Assessment

TK Curriculum Tools

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Preschool
Learning
Foundations



Transitional
Kindergarten
Guidelines



K Standards
and Common
Core



Examining the continuum & the commonalities

New Territory



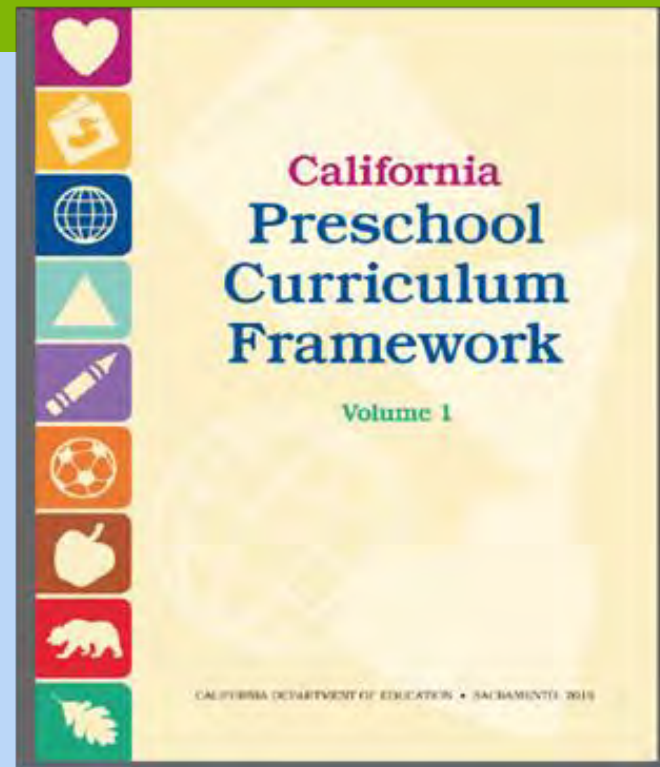
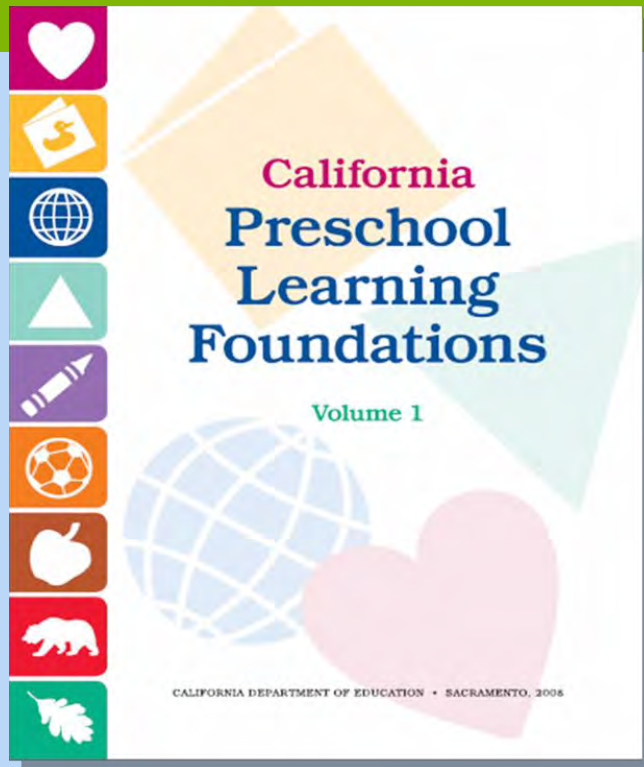
○ Alignment

- ✦ CA Learning Foundations
- ✦ CA Curriculum Frameworks
- ✦ CA Kindergarten Content Standards/Common Core Standards
- ✦ TK Guidelines



Preschool Learning Foundations

Preschool Curriculum Frameworks



The Preschool Learning Foundations CA Frameworks



- **Goal:** To strengthen preschool education and children's school readiness
- Developed by researchers, early childhood educators, and other stakeholders.
- **Age Range:** Describe key knowledge and skills that children acquire with appropriate support
 - At around **48** months of age
 - At around **60** months of age
- Cover **eight** developmental domains

Kindergarten Content Standards/ Common Core



- **English Language –**
 - ✦ **Foundational reading and English language arts skills to become lifelong readers, writers, and effective communicators**
- **Mathematics –**
 - ✦ **Relationship counting and cardinality, operations and algebraic thinking, numbers and operations in base ten, measurement and data, and geometry**
- **History – Social Science–**
 - ✦ **Foundational concepts in learning how to work together, national and state symbols, working now and long ago, geography of the neighborhood, time and chronology, and reaching out to times past**

Kindergarten Content Standards/ Common Core



- **Science–**
 - ✦ **Concepts in physical sciences, life sciences, earth sciences, and investigation and experimentation**
- **Visual and Performing Arts–**
 - ✦ **Learning concepts and skills in dance, music, theatre, and visual arts**
- **Health–**
 - ✦ **Understanding of nutrition and physical activity, growth and development, injury prevention and safety, alcohol/tobacco/drugs, mental health and personal/community health**
- **Physical Education–**
 - ✦ **Skills in movement factors, movement strategies, physical fitness, and physical practice**

Alignment



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

TK Alignment



- TK Guidelines – overview chart
- S/E sample
- Common Core strategies
 - ✦ Planning across the year
 - ✦ Thematic units of study – Big Ideas
 - ✦ Subthemes – Learning strategies
 - ✦ Knowledge focus - Outcome
 - ✦ Guiding question
 - ✦ Vocabulary – academic language
 - ✦ Big idea weekly projects
 - ✦ Habits of mind

Common Core – the next steps...

CA Standards “keepers”

Strong emphasis on literacy with a **balance of direct, explicit instruction and student-centered learning**

Variety of writing types

Strong emphasis on mathematical concepts and skills with a **balance of direct, explicit instruction and student-centered learning**

CCSS “enhancers”

Explicit focus on **Interdisciplinary literacy**
Increased analytical reading
Intentional use of **Informational Text**
Argumentative Writing

Fewer but more focused, allowing **deeper study**
Addresses standards for mathematical practice/**Habits of Mind**
Fine tunes progression of concepts and skills
Critical focus on procedural fluency
Application/Real world problems

**Quality First Instruction,
remains the key to successful teaching and learning!**

Overarching Goals of CCSS



Ensure that our students are:

- Prepared to succeed in our global economy and society
- Meeting college and career expectations
- Provided with rigorous content and applications of higher knowledge through higher order thinking skills

**Collaboration, Communication,
Critical Thinking, Creativity**

Key Shifts in Literacy Instruction



Cross-Curricular

Building knowledge through content-rich **nonfiction** including primary source documents

Reading, writing, and speaking grounded in **evidence** from text (both literary and informational)

Regular practice with complex text and its **academic language**

Key Shifts in Math Instruction



Cross-Curricular

Conceptual Understanding:

student participation in making meaning and reasoning while building fluency

Analysis & Problem Solving:

make sense of problems and persevere in solving them-
Reason abstractly and quantitatively

Using Investigation & Problem-Based Approaches:

students apply learning in a rigorous and relevant context

TK Planning Process



- ***TK Planning Sheets***

- Monthly Curriculum Units
- TK Guideline Strands
- 21st Century Learning– **Four C's**
 - ✦ Creativity, Critical Thinking, Communication, Collaboration

- ***TK Assessment***

- Strands in the Eight Domains
- Progression of Skill Level
- Measurement Throughout the Year

Transitional Kindergarten Environment

Setting the Stage – Literacy Center

TK Classroom



Kindergarten Classroom



Transitional Kindergarten Environment



Setting the Stage - Math Center

TK Classroom



Kindergarten Classroom

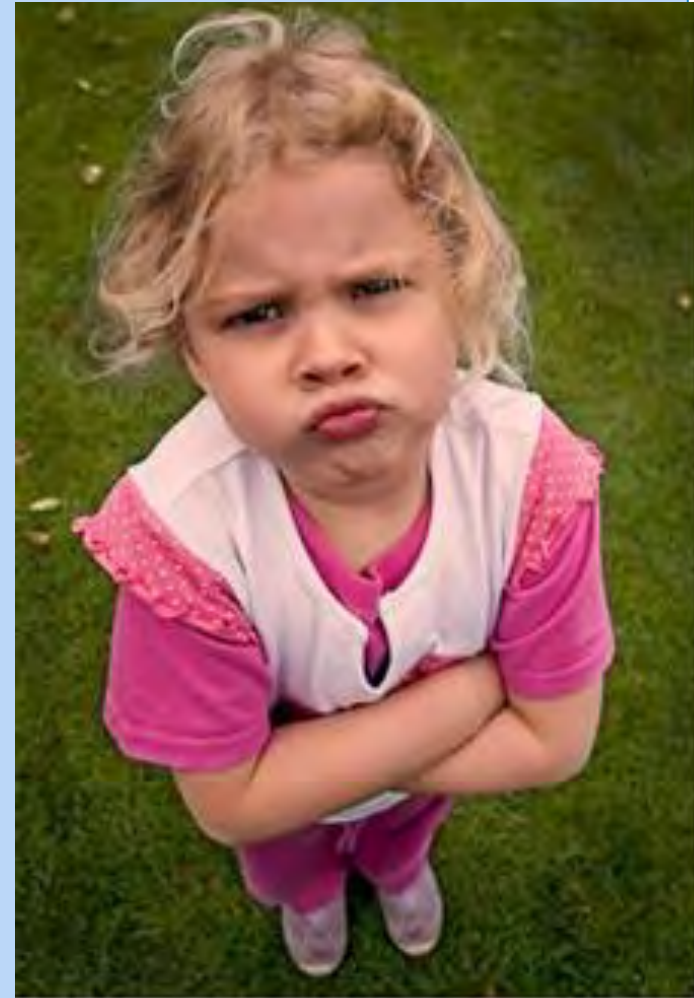


Transitional Kindergarten Environment



Scaffolding Self Regulation

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



P-TK-K Environment Comparison

Preschool	Transitional Kindergarten	Traditional Kindergarten
<ul style="list-style-type: none"> ➤ Developmentally appropriate 	<ul style="list-style-type: none"> ➤ Developmentally appropriate 	<ul style="list-style-type: none"> ➤ Standards based
<ul style="list-style-type: none"> ➤ Scaffolds self regulation 	<ul style="list-style-type: none"> ➤ Scaffolds self regulation and encourages independence 	<ul style="list-style-type: none"> ➤ Provides discipline strategies
<ul style="list-style-type: none"> ➤ Provides supports in home language 	<ul style="list-style-type: none"> ➤ Provides supports in home language and English 	<ul style="list-style-type: none"> ➤ Encourages parent involvement
<ul style="list-style-type: none"> ➤ Play based learning 	<ul style="list-style-type: none"> ➤ Provides engaging interactive activities 	<ul style="list-style-type: none"> ➤ Provides experiences to help students master academic standards
<ul style="list-style-type: none"> ➤ Centers based on children's interests and individual learning needs 	<ul style="list-style-type: none"> ➤ Centers based on children's interests and learning needs, while incorporating content standards 	<ul style="list-style-type: none"> ➤ Centers based on content standards, while following selected curriculum

Summary – Roadmap



- Where do you want to go?
- What is the blended approach to your plan?
- What are your core documents for learning?
- How is your program aligned with K-12?
- How will you break down the strands and sub-strands?
- How will you be intentional about teaching and learning for TK children?

The gift of time SB 1381



“Today’s kindergarten classroom is a much different place than most of us experienced. We’re placing real academic demands on our kids, and the youngest are struggling to keep up. The evidence shows that giving these younger kindergarteners an extra year can make a big difference in their long-term success.”

- Senator Joe Simitian (D-Palo Alto)