



June 2016

California Kindergarten Association



E-news

Study of California's Transitional Kindergarten Program

The new report, [Transitional Kindergarten in California](#), by the nonpartisan, nonprofit [American Institutes for Research](#), follows an all-out effort by state legislators and early education advocates to preserve transitional kindergarten. Gov. Jerry Brown had proposed eliminating the program in the 2016-17 state budget, but a deal with lawmakers preserved it.

The new report is the latest in a [series](#) by American Institutes for Research that examines the state's Transitional Kindergarten (TK) program. Its findings show a dramatic increase in the number of stand-alone classes being offered. In the 2014-15 school year, 76 percent of TK classes were separate, compared with a year earlier when 22 percent of TK classes were separate, according to the California Department of Education. The report includes other important findings that are consistent with what CKA members are saying, including that one of the biggest challenges for TK teachers is finding curriculum specifically for their TK students and that previous experience in preschool/early educational settings proves to be an important component for TK teachers.

The TK program cost \$726 million in the 2015-16 school year, with 83,000 children enrolled.

Teaching Young Children the Way They Are Meant to Be Taught

To optimize young children's development and learning, educators & parents are encouraged to emphasize high-quality, play-based activities. Do you need help spreading the word about Developmentally Appropriate Practices? Do you need support for play-based instruction that is hands-on and minds-on? Here are three resources for



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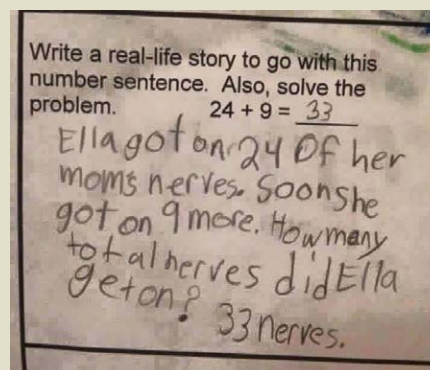
you:

- California Kindergarten Association Conference & website at www.californiakindergartenassociation.org
- Defending the Early Years at www.deyproject.org
- Teachers Resisting Unhealthy Children's Entertainment (TRUCE) at www.truceteachers.org

While Common Core encourages students to solve real-world problems, many early childhood classrooms are moving to scripted, whole class exercises that are disconnected from real meaning.

Defending the Early Years recently offered an excellent math example in "Learning to Count to '14' the Common Core Way and the Developmentally Appropriate Way: What's the Difference? Why Does It Matter?" by Diane E. Levin & GERALYN B. McLaughlin. It compares a numeracy lesson as commonly taught with the same lesson taught in a developmentally appropriate manner. They easily demonstrate how a developmentally appropriate lesson can result in increased motivation to think about mathematics, deeper knowledge, respect for the young learner, and increased brain functioning.

Take a look at the article and send us your thoughts on our Facebook page or our CKA webpage. We look forward to hearing from you. In the meantime, here is a real-world math problem that one teacher received!



July 16th PEL Guide Workshop

Next month the Sonoma County Office of Education will be presenting their Preschool English Learner Guide workshop on Saturday, July 16th.

[Click here](#) for more information on this fun filled workshop!

your research.

[Click here](#) for the
recruitment letter.
Please contact the CKA
office for more
information.

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