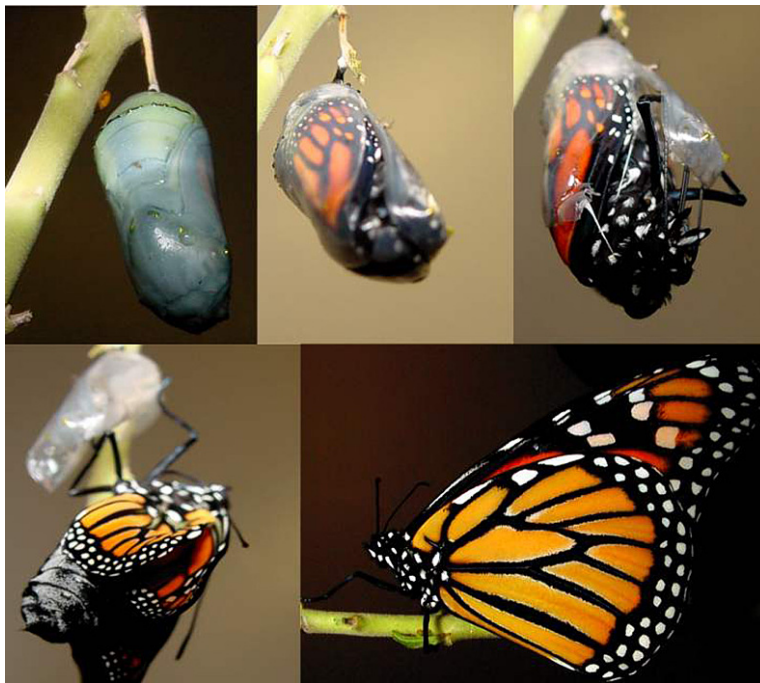


Transitional Kindergarten

Recommended Guidelines for Districts



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Early Learning For All



EARLY LEARNING FOR ALL

Thank you!

This booklet was created and developed by the San Luis Obispo County Transitional Kindergarten Workgroup. A special thank you to representatives of the following organizations for their service and contributions to this document:

ASI Children's Center
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Templeton Unified School District



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Introduction

The creation of this document was an outgrowth of the San Luis Obispo County Transitional Kindergarten Symposium, which was held in February 2011 at the San Luis Obispo County Office of Education. The symposium was attended by representatives from a cross section of our early childhood education (ECE) and support communities, and our local K – 12 school districts.

Following the symposium, several individuals representing each constituent group volunteered to form a Transitional Kindergarten Workgroup to research and develop guidelines for districts to use as they develop their transitional kindergarten programs. Since early childhood education was new territory for our K-12 districts, they welcomed the expertise of the ECE community and embraced the support that was offered.

The workgroup met twice in the spring of 2011 to work on this project. At the first meeting the group decided to form three subcommittees. Each subcommittee had at least one district representative; members from the ECE community selected a subcommittee based on interest and expertise. The subcommittees were:

- ✧ Assessment
- ✧ Curriculum and Environment
- ✧ Credentialing and Professional Development

Subcommittee leads were established and materials that had been gathered were reviewed and debated. At the conclusion of the meeting, each subcommittee member was charged with doing further research in their areas, sharing their findings through email, and developing a final product for review at the next meeting.

At the final meeting, subcommittee leads presented what their groups had produced for review and critique. Final edits were assigned to group leads and SLOCOE Educational Support Services staff gathered the materials for compilation and final approval by the committee. The TK Workgroup decided to continue meeting during the 2011/2012 school year to continue the support of the districts as they begin implementing their transitional kindergarten programs.

Desired Outcome

The desired outcome for the use of this document is to bring uniformity to the transitional kindergarten programs being developed throughout the county and provide our districts with the resources and expertise that our ECE community has to offer.

Senate Bill No. 1381

CHAPTER 705

An act to amend Sections 46300, 48000, and 48010 of the Education Code, relating to kindergarten.

[Approved by Governor September 30, 2010. Filed with Secretary of State September 30, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1381, Simitian. Kindergarten: age of admission.

(1) Existing law requires that a child be admitted to kindergarten at the beginning of a school year, or at any time later in the same year if the child will have his or her 5th birthday on or before December 2 of that school year. An elementary school is required to admit a child to the first grade during the first month of a school year if the child will have his or her 6th birthday on or before December 2 of that school year.

This bill would change the required birthday for admission to kindergarten and first grade to November 1 for the 2012-13 school year, October 1 for the 2013-14 school year, and September 1 for the 2014-15 school year and each school year thereafter, and would require a child whose admission to a traditional kindergarten is delayed to be admitted to a transitional kindergarten program, as defined. The bill would require pupils who are participating in transitional kindergarten to be included in computing the average daily attendance of a school district in accordance with specified requirements. To the extent those changes establish new administrative duties on the governing boards of school districts in implementing the changes, they would impose a state-mandated local program.

(2) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. This act shall be known and may be cited as the Kindergarten Readiness Act of 2010.

SEC. 2. Section 46300 of the Education Code is amended to read:

46300. (a) In computing average daily attendance of a school district or county office of education, there shall be included the attendance of pupils while engaged in educational activities required of those pupils and under the immediate supervision and control of an employee of the district or county office who possessed a valid certification document, registered as required by law.

(b) (1) For purposes of a work experience education program in a secondary school that meets the standards of the California State Plan for Career Technical Education, "immediate supervision," in the context of off-campus work training stations, means pupil participation in on-the-job training as outlined under a training agreement, coordinated by the school district under a state-approved plan, wherein the employer and certificated school personnel share the responsibility for on-the-job supervision.

(2) The pupil-teacher ratio in a work experience program shall not exceed 125 pupils per full-time equivalent certificated teacher coordinator. This ratio may be waived by the state board pursuant to Article 3 (commencing with Section 33050) of Chapter 1 of Part 20 of Division 2 under criteria developed

by the state board.

(3) A pupil enrolled in a work experience program shall not be credited with more than one day of attendance per calendar day, and shall be a full-time pupil enrolled in regular classes that meet the requirements of Section 46141 or 46144.

(c) (1) For purposes of the rehabilitative schools, classes, or programs described in Section 48917 that require immediate supervision, "immediate supervision" means that the person to whom the pupil is required to report for training, counseling, tutoring, or other prescribed activity shares the responsibility for the supervision of the pupils in the rehabilitative activities with certificated personnel of the district.

(2) A pupil enrolled in a rehabilitative school, class, or program shall not be credited with more than one day of attendance per calendar day.

(d) (1) For purposes of computing the average daily attendance of pupils engaged in the educational activities required of high school pupils who are also enrolled in a regional occupational center or regional occupational program, the school district shall receive proportional average daily attendance credit for those educational activities that are less than the minimum schoolday, pursuant to regulations adopted by the state board; however, none of that attendance shall be counted for purposes of computing attendance pursuant to Section 52324.

(2) A school district shall not receive proportional average daily attendance credit pursuant to this subdivision for a pupil in attendance for less than 145 minutes each day.

(3) The divisor for computing proportional average daily attendance pursuant to this subdivision is 240, except that, in the case of a pupil excused from physical education classes pursuant to Section 52316, the divisor is 180.

(4) Notwithstanding any other provision of law, travel time of pupils to attend a regional occupational center or regional occupational program shall not be used in any manner in the computation of average daily attendance.

(e) (1) In computing the average daily attendance of a school district, there shall also be included the attendance of pupils participating in independent study conducted pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 for five or more consecutive schooldays.

(2) A pupil participating in independent study shall not be credited with more than one day of attendance per calendar day.

(f) For purposes of cooperative career technical education programs and community classrooms described in Section 52372.1, "immediate supervision" means pupil participation in paid and unpaid on-the-job experiences, as outlined under a training agreement and individualized training plans wherein the supervisor of the training site and certificated school personnel share the responsibility for the supervision of on-the-job experiences.

(g) (1) In computing the average daily attendance of a school district, there shall be included the attendance of pupils in kindergarten after they have completed one school year in kindergarten or pupils in a transitional kindergarten program after they have completed one year in that program if one of the following conditions is met:

(A) The school district has on file for each of those pupils an agreement made pursuant to Section 48011, approved in form and content by the department and signed by the pupil's parent or guardian, that the pupil may continue in kindergarten for not more than one additional school year.

(B) The pupils participated in a transitional kindergarten program pursuant to subdivision (c) of Section 48000.

(2) A school district may not include for apportionment purposes the attendance of any pupil for more than two years in kindergarten or for more than two years in a combination of transitional kindergarten and kindergarten.

SEC. 3. Section 48000 of the Education Code is amended to read:

48000. (a) A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011-12 school year.
- (2) November 1 of the 2012-13 school year.
- (3) October 1 of the 2013-14 school year.
- (4) September 1 of the 2014-15 school year and each school year thereafter.

(b) The governing board of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit to a kindergarten a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to the following conditions:

- (1) The governing board determines that the admittance is in the best interests of the child.
- (2) The parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

(c) As a condition of receipt of apportionment for pupils in a transitional kindergarten program pursuant to subdivision (g) of Section 46300, a school district or charter school shall ensure the following:

- (1) In the 2012-13 school year, a child who will have his or her fifth birthday between November 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district.
- (2) In the 2013-14 school year, a child who will have his or her fifth birthday between October 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district.
- (3) In the 2014-15 school year and each school year thereafter, a child who will have his or her fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program maintained by the school district.

(d) For purposes of this section, "transitional kindergarten" means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

(e) A transitional kindergarten shall not be construed as a new program or higher level of service.

SEC. 4. Section 48010 of the Education Code is amended to read:

48010. (a) A child shall be admitted to the first grade of an elementary school during the first month of a school year if the child will have his or her sixth birthday on or before one of the following dates:

- (1) December 2 of the 2011-12 school year.
- (2) November 1 of the 2012-13 school year.
- (3) October 1 of the 2013-14 school year.
- (4) September 1 of the 2014-15 school year and each school year thereafter.

(b) For good cause, the governing board of a school district may permit a child of proper age to be admitted to a class after the first school month of the school term.

SEC. 5. The Legislature finds and declares that pupils participating in transitional kindergarten are to be included in computing the average daily attendance of a school district for purposes of calculating school district apportionments and the funding requirements of Section 8 of Article XVI of the California Constitution.

SEC. 6. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

Implementing SB 1381: Suggested Guidelines for Local School District Administrators

An informal work group convened by the Sacramento County Superintendent of Schools compiled the following guidelines. The guidelines and the attached list of links to various resources are intended to provide local school district administrators with basic information needed to begin planning for the implementation of SB 1381. The new law changes the age for entrance into kindergarten and first grade and creates a transitional kindergarten program for children whose entrance into kindergarten is changed by the law.

Transitional kindergarten presents California school districts with an opportunity to bring together the best knowledge and practices that characterize preschool and kindergarten education in order to assure that children will have a strong foundation of readiness when they enter kindergarten. As described in SB 1381, the program consists of a modified kindergarten curriculum that is age and developmentally appropriate.

Consideration should be given to each child's total development in all of the areas that will ultimately be contained in the *California Preschool Learning Foundations* including language and literacy, social-emotional development, mathematics, physical development, the arts, science, the social sciences, and English-language development as appropriate.

Educators should also make connections between the *California Preschool Learning Foundations*, *California's Content Standards for Kindergarten*, and the *California Common Core Standards* for Kindergarten. Together, these sources provide the basis for the type of curriculum that would be age and developmentally appropriate while preparing children for success in kindergarten and beyond.

What is the law?

Senate Bill 1381, Simitian, The Kindergarten Readiness Act, was signed into law in September 2010 by Governor Arnold Schwarzenegger. The law changes the age for entrance into kindergarten and first grade. Children must be five years of age for kindergarten and six years of age for first grade by:

- December 2 of the 2011-12 school year;
- November 1 for the 2012-13 school year;
- October 1 for the 2013-14 school year;
- September 1 for the 2014-15 school year and each year thereafter.

The new law also provides for a year of transitional kindergarten as part of a two-year kindergarten program for children whose kindergarten entrance is changed as a result of SB 1381, that is a child who has his or her fifth birthday between:

- November 2 and December 2 for the 2012-13 school year;
- October 2 and December 2 for the 2013-14 school year;
- September 2 and December 2 for the 2014-15 school year and each school year thereafter.

What is the transitional kindergarten program?

The intent of SB 1381 is to provide flexibility for local school districts to meet the

programmatic needs of their students, while meeting the law's definition of a "modified kindergarten curriculum that is age and developmentally appropriate".

While California does not currently have a set of standards for transitional kindergarten, the California Board of Education has charged the Early Learning Advisory Council to develop them. Until the standards for transitional kindergarten are available, districts should refer to the new *Common Core Standards*, *California's Content Standards*, and *California's Preschool Learning Foundations*. Just as the present kindergarten curriculum and standards are linked to grade one standards, so too should transitional kindergarten be linked to where children come from and where they are going. SB 1381 is called the "Kindergarten Readiness Act of 2010"; its' purpose is to prepare young children to be successful in kindergarten and beyond.

Transitional kindergarten classes may be offered at only some of a district's elementary schools and/or in combination with other districts or county offices of education. A transitional kindergarten teacher may "loop" with his/her students as they move onto kindergarten. Transportation to and from transitional kindergarten classes will be decided at the local level as is currently done for kindergarten. Also, a district may offer combination classes of transitional kindergarten and kindergarten, but should focus on differentiated instruction to make sure that the former program is in fact different from the latter. Regardless of the configuration, it will be important for districts to differentiate instruction to meet each student's needs and to implement appropriate progress monitoring to guide instruction.

Additionally, work is in progress to develop and compile resources to support districts. The attached page includes a list of such resources that are available electronically. Furthermore, the California Department of Education (CDE) will soon post a list of questions and answers that are specific to transitional kindergarten.

The transitional kindergarten curriculum will depend on what the district is already using for kindergarten. SB 1381 calls for "a modified kindergarten curriculum that is age and developmentally appropriate" and is the first year of a two-year kindergarten program. Children should experience a smooth transition between preschool and transitional kindergarten.

What does the law mean for a local school district?

Districts that provide kindergarten provide a year of transitional kindergarten for all children whose entrance into kindergarten was changed by SB 1381.

Participation of children in transitional kindergarten will be voluntary, as it is for kindergarten.

Approximately one fourth of a district's current kindergarten population will be affected by this change—all those whose birthdays fall in the September-October-November window. Such students would be treated as kindergartners for the purposes of calculating state and federal funding. In other words, districts should continue to receive the same amount of revenue provided that all students affected by the change in SB 1381 choose to enroll in transitional kindergarten.

Existing law and SB 1381 permits that "the governing board of a school district maintaining one or more kindergartens may, on a case-by-case basis, admit a child having attained the age of five years at any time during the school year with the approval of the parent or guardian, subject to conditions". (See links to CDE resources listed on the attached page.)

What are the requirements for the transitional kindergarten program?

SB 1381 states that "transitional kindergarten means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate".

Other requirements for a transitional program are the same as what is required for kindergarten programs. Facilities are the same, the school year is the same, and the program can be either half day or full day and "shall not be construed as a new program or higher level of service". Transitional kindergarten teachers are required to have a California Multiple Subjects Credential, just as is currently required for kindergarten teachers.

What time line should a district follow?

Each district must begin its transitional kindergarten program by the 2012-13 school year, but may begin earlier as determined by a variety of other factors such as facilities, staffing, and communication with parents and families. All districts that currently offer kindergarten will offer transitional kindergarten as described below and should develop and secure appropriate board policies. SB 1381 describes a gradual phase-in over three years with only one cohort of children moving into the transitional kindergarten program each year. This means that in fall of 2012, only the children with their fifth birthdays in November would be affected. In 2013, it would be those born between October 1 and December 2, and in 2014, it would be the entire group with birthdays that fall between September 1 and December 2.

While the law takes effect at the beginning of the 2012-13 school year, many districts are actively planning for implementation that may include beginning transitional kindergarten programs before the required start date. These faster implementation time lines are possible under existing statute (see California Department of Education (CDE) "Kindergarten Continuance Form") and include: (1) piloting a small program during the 2011-12 school year; (2) implementing a program for all children whose birthdays occur in the September through November period during the 2011-12 school year or in the 2012-13 school year. Each district must assess the advantages and disadvantages of implementing SB 1381 on an accelerated time line. The attached list of resources provides links to the CDE documents and to Web sites that include information about districts that have begun to implement programs similar to transitional kindergarten as described in SB 1381.

How will transitional kindergarten be funded?

Children participating in transitional kindergarten are included in district revenue limit (e.g., average daily attendance based general purpose funding) as well as all categorical programs for which a participating district is eligible to receive for kindergarten pupils (e.g., K-3 Class Size Reduction, Title I, Economic Impact Aid, etc.). In other words, for the purposes of revenue generation, a transitional kindergarten student is treated as any other kindergarten student.

While there may be additional start-up costs for new instructional and curricular materials, equipment, and professional development for staff, there are no designated start-up funds provided by SB 1381. As districts plan for transitional kindergarten, they should consider all district resources that may be available to support such costs. For instance, this could include resources like Title I, Title II, and Economic impact Aid, for professional development and supplemental instructional materials. It is important that districts work closely with school sites with transitional kindergarten classrooms to plan for site level needs and expenses since in some cases, it will be essential to include site councils in planning for the use of funding.

What are the staffing qualifications and professional development requirements?

Transitional kindergarten and kindergarten teachers must meet the same credential requirements and possess a California Multiple Subject Teaching Credential. It would be desirable, though, for transitional kindergarten teachers to have knowledge and experience in teaching a variety of ages of young children, since the intent of SB 1381 is to provide a "modified kindergarten curriculum that is age and developmentally appropriate".

While there is no provision for additional funds for professional development for transitional kindergarten teachers, it would seem prudent for school districts to ensure that these teachers do have appropriate educational experiences about early learning; access to resources, such as California's Preschool Learning Foundations, California's Content Standards, and California's Common Core Standards; opportunities to collaborate with their colleagues who teach preschool and kindergarten; and support for how best to meet the needs of children whose home language is not English. Furthermore, transitional kindergarten teachers need to have the same information, as do kindergarten teachers, about the requirements for meeting the needs of children who have specific disabilities.

What facilities can be used for the new program?

The requirements will be the same as they presently are for kindergarten, with the understanding that facilities need to be consistent with the law's requirement that the program be age and developmentally appropriate.

How should the program staff reach out to parents and families?

Multiple methods should be used starting with parents and families at each elementary school. Some will have younger children who qualify for the transitional kindergarten program. Use of the media can also help to inform parents and families. Collaboration between the district's preschool staff, other preschool providers, and elementary school staffs is critical to inform and involve parents and families. All approaches should include translation of outreach materials in languages other than English, as appropriate. Outreach to parents and families can be the basis of a strong support group, and an advisory group that will be very useful in the success of the program.

How can the program be connected to providers of preschool for younger children?

Transitional kindergarten presents many opportunities for communication and collaboration between preschool providers and elementary educators, both within a district and between a district and other community early educators. A district-wide network can assist greatly with these connections, which should place elementary school principals in major leadership roles.

Staffing Qualifications

And

Professional Development

Staffing Qualifications for High-Quality Transitional Kindergarten Programs

According to SB1381 transitional kindergarten and traditional kindergarten teachers must meet the same credential requirements and possess a Multiple Subject Teaching Credential. Highly qualified teachers, knowledgeable about the development of young children, are essential in the transitional kindergarten classroom.

It is critical that programs are staffed by well-prepared and competent education professionals. Staff must be ready to capably handle the important and complex job of preparing TK children, both social-emotionally and academically, for the challenges of their k-12 educational experience.

An appropriately trained, competent, child-oriented teacher has a powerful effect on young children's development and learning. Teacher quality plays one of the most critical roles in determining the effectiveness of pre k-3 education programs. The March 2010 Pre-K Now Publication states, "...evidence suggests that teachers with higher educational levels, and specific training in early childhood provide care that is warmer and more sensitive to children's needs and are able to create a more stimulating and language-rich learning environment." Additionally, teachers with multilingual and multicultural backgrounds can be advocates and crucial support for diverse young children and families.

In order to develop the highest quality programs policies should focus on lowering student-staff ratios whenever possible. The National Association of Young Children (NAEYC), the nation's premier organization that promotes excellence in educational settings for children 0-8 years suggests a 1:10 adult/student ratio with a ceiling of 20 children per classroom for 4-5 year olds. "In addition to ensuring that administrators and educators have specialized training in child development and early education, class size should be reduced and teacher-student ratios increased to guarantee individualized instruction."

Professional Development

Professional development to support quality teaching is essential and should promote articulation between the Pre-K, TK and kindergarten teachers. Resources must be allocated for teachers to participate in staff development opportunities. These resources include release time, instructional materials and other professional development resources.

Programs and materials that teachers use in pre k-3 grades are distinctly different from those in the upper elementary years. These differences lend themselves to separate professional development paths for the pre k-3 continuum (www.pewtrusts.org). Early learning environments provide support for both children and families, recognizing the developmental differences and competencies that involve a child's social and academic skills, as well as parent's involvement in the education of their children.

Teachers and paraprofessionals should participate in ongoing professional development offered through the district and community including the California Preschool Instructional Network (CPIN) and Early Learning For All (ELFA) of San Luis Obispo County.

Transition Team Approach

It is highly advisable that a close working relationship is developed between the Pre-K, TK and kindergarten (preferably K-3) teachers both at the district level and the school site level. Opportunities should be made to analyze data, develop articulation and alignment to support a seamless transition between Pre-K, TK and K-3 program. Enhanced teaching and learning approaches that best meet the needs of their children, including those whose home language is not English and for children with disabilities will ensue.

It is not just the child who makes the successful transition to kindergarten but how families and schools interact and cooperate. This transitional period is critical for building partnerships between schools and families that can support children's progress. Evidence-based best policies and practices designed specifically to ensure a smooth transition to address the needs of children and families will enhance the programs success.

Assessment Tools

Kindergarten Student Entrance Profile Scoring Guide And Rubric

The *Kindergarten Student Entrance Profile* is a screening tool to measure the developmental readiness of each student upon entering kindergarten for the first time. It serves as a baseline assessment and provides data on students' readiness as they enter kindergarten.

The following guidelines should be followed when administering the *Kindergarten Student Entrance Profile*.

1. The Pre K teacher's observations about the child during the course of typical daily activities are the primary source of information for completing the profile. The classroom teacher will complete portions of the profile for each child during times of the day when related activities are occurring in the classroom. For example, complete the items about interaction with peers when the children are involved in play with other children. It is not to be given in artificial testing situations or as a one-on-one test.
2. Taking into account the child's language and cultural background, the responses may be in English or the child's primary language. The Kindergarten Entrance Profile does not measure language acquisition, but rather provides indicators of the child's developmental level.
3. The Scoring Rubric (pg 2) must be used to complete the Profile for each child. The examples depict the types of behaviors that would have to be observed in order for a child to demonstrate mastery of each developmental level. Teachers select the developmental level that best describes the behavior or skill that the child typically exhibits.

NOT YET: Child has never demonstrated skill, knowledge, or behavior

EMERGING: Child demonstrates skill, knowledge, or behavior with some competence on occasion

ALMOST MASTERED: Child demonstrates skill, knowledge, or behavior with increasing regularity and average competence.

MASTERED: Child demonstrates skill, knowledge, or behavior completely and consistently.

Kindergarten Student Entrance Scoring Guide And Rubric

Action	Not Yet	Emerging	Almost Mastered	Mastered
A. Seeks adult help when appropriate (e.g. asks adult to open bottle of paint)	When unable to complete a task, does not seek adult assistance	When unable to complete a task, asks for assistance without being able to express a specific need	Attempts to solve a problem or complete a task; when unsuccessful, seeks adult guidance	Uses adult to support the accomplishment of a task, explain an unfamiliar concept, solve a problem, or assist with a physical limitation
B. Engages in cooperative play activities with peers (e.g. plays house, builds a spaceship, creates fantasy role play with peers)	Does not engage with other children, or uses aggression to enter a group	Plays alongside other children, but does not engage in interactions with them	Plays next to other children and participates in conversations or shares toys	Engages with other children in play involving planning with a purpose or an outcome
C. Exhibits impulse control and self-regulation (not disruptive of others)	Unable to delay having wants and needs met	Distracted by getting wants and needs met, yet able to be redirected by others	Distracted by getting wants and needs met but redirects self	Able to delay wants and needs until appropriate time
D. Stays with or repeats a task	Moves frequently from one task to another	Stays with a short task but becomes distracted before completion	Distracted from a task but returns to finish later	Stays with a task until completion and then repeats it
E. Separates appropriately from caregiver most days	Child cries and clings to caregiver	child begins to separate with prompting and support	Child usually separates with minimal prompting	Child separates easily and becomes involved in the classroom activities independently
F. Is enthusiastic and curious in approaching new activities (climbs jungle gym, finger paints, tries new game)	Resists trying new activities	Will try something new only with a lot of encouragement	Chooses new activities with minimal prompting	Tries to learn new skills and persists even when the skill is not immediately achieved.
G. Follows rules when participating in routine activities (e.g. handles toys with care, joins group for snack or circle time, tolerates transition)	Follows own interest rather than classroom routines and rules	follows routines and classroom rules only when prompted by others	Follows rules when participating in routine activities but sometimes requires prompting	Independently follows routine sequence and classroom rules and often reminds others for these rules
H. Uses tools with increasing precision (e.g. crayons, scissors)	Holds tool in palm and scribbles or makes marks	Seeks and explores use of tools with adult direction	Uses the task appropriate tool with minimal adult assistance	Shows strength, dexterity, and control in successful use of a variety of tools
I. Demonstrates general coordination (kicking, running, climbing)	Child resists participating in general coordination activities	Child begins to participate and practice general coordination activities	Uses purposeful movements toward jump, kicking, skipping	Can run, skip, climb, and kick with skill
J. Demonstrates sense of his/her own body in relation to others	Child is all over the classroom without respect for others	Child begins to develop an awareness of others	Child moves about without colliding with other children or objects	Child is aware and respects others' space, property, and activities
K. Recognizes own name	Child cannot find name	Child can find name after several attempts (recognizes first letter)	Child identifies own name in routine settings	Child can consistently find name even in new situations
L. Writes own name	Child cannot write name	Child can scribble write their first name with some letter-like form	Child can write first name	Child can write first and last name
M. Demonstrates expressive abilities (tell about story/experience)	Communicates needs, primarily nonverbal (uses eyes and body language)	Asks and answers simple questions	Child communicates simple thoughts or ideas (e.g. expresses needs, asks how something works)	Child clearly communicates complete thoughts or ideas (e.g. tells a story with a beginning, middle, and end)
N. Understands that numbers represent quantity (e.g. can get three apples out of the box; asks for two more cracker; can put out one napkin for each child)	Uses number names but does not associate numbers with quantity	Rote counting without connecting to objects	Demonstrates one-to-one correspondence when counting objects, assigning one number per object; can count objects correctly to 10	Selects an accurate amount of items upon request up to at least 10 items (e.g. give me ten blocks)
O. Recognizes colors	Circle none if child recognizes no colors	Circle colors child knows		
P. Recognizes primary shapes	Circle 0 if child recognizes no shapes	Circle shapes child knows		

Instructions for use of the Kindergarten Parent/Guardian Entrance Questionnaire

This questionnaire can be viewed as an opportunity to begin the Parent-Teacher-Child connection. The Parent should complete the *Kindergarten Parent/Guardian Entrance Questionnaire* while the child is able to explore activities provided at a small table. By establishing a connection with the parent and the child, the child will more readily engage in these activities.

Items needed at the table would include but not be limited to:

- ☺ Scissors
- ☺ Pencils, markers
- ☺ Color cubes or bears for counting / color awareness
- ☺ Picture/Story Books
- ☺ Letter flash cards
- ☺ Shapes (parquetry tiles/tan grams)
- ☺ Blank paper for coloring, cutting, name writing.

While the parent/guardian is completing the questionnaire, the Kindergarten Teacher can observe and engage the child in conversation using the *Teacher Observation Sheet*. Once the Parent has completed the questionnaire the Teacher can review and ask appropriate questions of the parent or the child to more accurately complete the observation sheet.



Kindergarten Parent/Guardian Entrance Questionnaire

(to be filled out by the parent/guardian while child is engaged with activities provided)



Student's Name _____	Nickname _____
Primary Home Language _____	Birth date _____ Male / Female
Health Issues _____ (glasses, medications, allergies, etc.)	Date _____
Parent/Guardian completing form: _____	Phone #: _____

My child attended a Preschool/Childcare Program (circle one): Yes No

If yes, name of program _____

IEP? (circle any that apply): No Yes
Active Inactive

Special needs? (circle any that apply): Speech Language Sight Hearing
Physical Serious Illness Other: _____

Please describe: _____

Physical

- ❖ My child prefers to do the following activities indoors:

- ❖ My child prefers to do the following activities outdoors:

- ❖ My child's physical activity level is generally (circle one):
Calm Moderately Active Highly Active
- ❖ My child usually sleeps about _____ hours each night
- ❖ My child takes a nap: Often Sometimes Rarely

Cognitive

- ❖ My child clearly expresses his/her needs, experiences, and ideas in words
Often Sometimes Rarely
- ❖ My child can name the following colors (circle all that apply):
Red, blue, green, yellow, orange, black, brown, white, purple, pink
- ❖ My child recognizes and can name the following shapes (circle all that apply):
Circle, triangle, square, rectangle

- ❖ My child can count in sequence from _____ to _____.
- ❖ My child recognizes (circle one): Most letters Some letters No letters
- ❖ My child can recognize his/her first name (circle one): Yes No
- ❖ My child can write his/her first name (circle one): Yes No
- ❖ I read to or with my child (circle one): Often (Daily) Infrequently Not often

Social/Emotional

My child:

- ❖ Cooperates with other children in play activities (circle one):
 Often Sometimes Rarely
- ❖ Separates appropriately from me or caregiver (i.e., without much fuss) (circle one):
 Often Sometimes Rarely
- ❖ Follows rules when participating in routine activities (circle one):
 Often Sometimes Rarely
- ❖ My child can attend to or focus on an activity/task that he/she enjoys for approximately _____ minutes.

Additional Notes/Comments:



Curriculum

And

Environment

Transitional Kindergarten Curriculum and the Environment

Creating a quality early learning experience for Transitional Kindergarten includes three critical components: developing and teaching the whole child; integrated and diverse activities; and social/emotional development. Curriculum and the environment are closely tied with the environment providing additional direction, support, and instruction in much the same way as an additional teacher.

Developing and Teaching the Whole Child

The Transitional Kindergarten Teacher prepares a wide range of developmentally appropriate activities and experiences within a richly prepared environment recognizing that young children learn best in an environment that encourages and supports various learning styles and opportunities. The Transitional Kindergarten program is child-centered and focused on developing the whole child. The child has large time blocks of child-directed explorations where experiential opportunities provide an understanding of concepts. The teacher supports development and optimizing learning by recognizing student developmental levels, readiness, and potential teachable moments. The teacher offers instruction and support when appropriate.

Integrated and Diverse Activities

The day is balanced with large group, small group, and individual opportunities, indoor and outdoor activities, active and calm time, including free choice and teacher-directed lessons. Learning opportunities surface throughout the day, interwoven with carefully planned curriculum based in the developmental tasks of the age and the interest of the children. There is a natural flow to the day that allows children time to explore and experience their world. Emergent curriculum flows from the children's discoveries.

Social and Emotional Development

Social emotional development is a corner stone in the Transitional Kindergarten. Children are encouraged and supported in learning to solve problems, negotiate, and work toward reciprocal relationships with their peers. The social emotional component is foundational and critical for optimizing development. Attachment, emotional awareness, self-regulation, and resilience provide the child with a strong sense of self that allows them to fully develop their potential across all learning domains.

The curriculum of a high quality Transitional Kindergarten program is based on predictable developmental stages that occur in a child's maturation process and the understanding that each child is unique and will have their own learning style and pattern of growth. This knowledge drives the curriculum, the environment, and the interactions within the environment.

The Transitional Kindergarten program supports children's learning in all developmental domains. Teachers gain an understanding of the individual child's progress through careful observation and documentation of their growth. Preparation of curriculum and instruction is based on the teacher's knowledge of child development coupled with these observations. In order to support quality curriculum development and a carefully planned environment, the following elements are present:

- Physical Development – large and small muscle skills, perception and sensory awareness, and good nutritional habits
- Social Development – awareness of others and building relationships, social competency
- Emotional Development – self awareness and self control
- Cognitive Development – thinking, problem solving, exploration, discovery, creative and imaginative activities
- Ethical/moral development – empathy, responsibility, respect, self-regulation, and decision making
- Communication Development – spoken language, listening, multiple language development, non-verbal, technology use, written language and comprehension

Quality curriculum is driven through assessment and observation of the children’s interests and developmental tasks. The program supports the development of each child’s cognitive and language skills by supporting emerging literacy and numeric development through materials and activities suited to the developmental level of each child. Learning for the young child is based on their experiences, the process of learning, and the discoveries that unfold.

The importance of supportive, challenging, and safe environments is clearing documents in research and is evidenced in quality rating scales such as the Early Childhood Environmental Rating Scale, Developmentally Appropriate Practices, and the National Association for the Education of Young Children Accreditation Standards. The California Preschool Learning Foundations and Curriculum Framework are important resources for the development of curriculum and the environment.

Physical Environment

The Physical Environment of the Transitional Kindergarten includes carefully planned spaces that encompass all aspects of development. Learning Centers include:

- Blocks and items to manipulate
- Dramatic play
- Creative Expression
- Science Experimentation and discovery
- Literacy (books, writing materials, etc.)
- Large Motor / Small motor activities

Writing Center/Literacy Development



Investigations/Projects



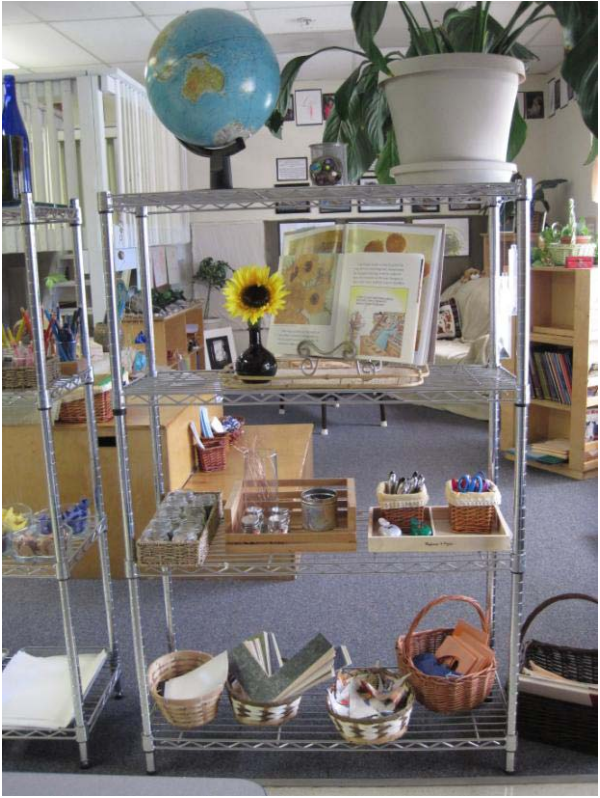
Dramatic Play / Social Emotional Development



Blocks and Manipulatives / Mathematics and Science Development



Creative Expression/Social Emotional Development





Science Discovery/Mathematical Concepts



Outdoor Learning Environment



Suggested Yearly Goals for the Transitional Kindergarten Classroom

The following list is a breakdown on the developmental goals which should be reached during the year of Transitional Kindergarten. They have been taken directly from the California Department of Education Desired Results Developmental Profile, which is designed for end-of year results for students this age. Specific goals, some of which can be reached at various times in the year, have been spread throughout the year to make lesson planning and goal setting more manageable for the teacher. These may also coincide with the assessments of the children at scheduled in the school year.

Currently, four-year-old programs have weekly lesson/activity plans with the goals stated in each classroom for the week, much like a K-12 classroom would state a learning objective, activity, and assessment for the day/week/month. These sheets look different for different programs, but the coinciding goals have been listed below in order of the trimester within which they can be mastered (remembering that before kindergarten, the word “goal” is used instead of “objective” because of the placement on the developmental continuum and frequency of practice from multiple approaches/experiences. Teachers should use the findings of periodic developmental assessments and daily observations to develop individual and classroom goals. These goals should drive the curriculum and the classroom experiences.

Year-long Goals:

- Identity of self: Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others.
- Socio-dramatic play: Child learns to play with others using organized role-playing and symbolic play.
- Taking turns: Child develops increased understanding of taking turns and begins to propose strategies for taking turns.
- Friendship with peers: Child forms increasingly closer relationships with certain peers, sharing experiences and activities.
- Cooperative play with peers: Child interacts with peers through play that becomes increasingly cooperative and oriented toward a shared purpose.
- Comprehension of meaning: Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas.
- Following increasingly complex instructions: Child understands and responds to increasingly complex directions and requests.
- Classification: Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute.
- Measurement: Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties.

Goals of Trimester 1

- Identity of self: Child engages in increasingly extended conversations following the appropriate social use of language.
- Interest in literacy: Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities.
- Concepts about print: Child shows an increasing understanding of the conventions and physical organization of print material and that carries meaning.
- Letter and word knowledge: Child shows increasing awareness of symbols and letters, that letters make up words, and eventually that letters have sounds.
- Emergent writing: Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning.
- Symbol, letter, and print knowledge in English: Child shows an increasing understanding of the conventions and physical organization of print material in English and that print in English carries meaning.
- Memory and knowledge: Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things.
- Shapes: Child shows increasing knowledge of shapes and their characteristics.

Goals of Trimester 2

- Comprehension of age-appropriate text presented by adults: Child understands and responds to details and ideas from age-appropriate text presented by adults.
- Cause and effect: Child shows increasing understanding of cause and effect relations.
- Curiosity and initiative: Child pursues knowledge or understanding of new materials or activities.
- Patterning: Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity.
- Recognition of own skills and accomplishments: Child evaluates and takes pleasure in own ability to perform skillfully.
- Expressions of empathy: Child shows awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other's needs.
- Self-expression in English (expressive English): Child is progressing toward fluency in speaking English.

Goals of Trimester 3

- Impulse control: Child develops strategies for regulating responses in increasingly socially appropriate ways.
- Awareness of diversity in self and others: Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community.
- Relationships with adults: Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving.
- Expression of self through language: Child uses language to communicate with increasingly complex words and sentences.
- Phonological awareness: Child shows awareness of the sounds that make up language, including the segmentation of sounds in words and recognition of words rhyming and alliteration.
- Comprehension of English (receptive English): Child is progressing toward fluency in understanding English.
- Understanding and response to English literacy activities: Child shows an increasing understanding and response to books, stories, poems, and songs presented in English.
- Engagement and persistence: Child persists in understanding and mastering a self-selected activity, even if challenging or difficult.
- Number of sense of quantity and counting: Child uses number of names to represent quantities and counts increasingly larger sets of objects.
- Number sense of mathematical operations: Child shows increasing ability to add and subtract small quantities of objects.
- Balance: Child refines the ability to balance self in space.
- Shared use of space and materials: Child develops the ability to share with others and initiates sharing of space and objects.

Curriculum Differences Between Traditional and Transitional Kindergarten: Examples

	Transitional Kindergarten	Traditional Kindergarten
English Language Arts	Open Court Reading Pre-K Leveled readers Dramatic play	Open Court Reading K Leveled readers
Mathematics	Every Day Math Supplemental Materials (manipulatives)	McMillan/McGraw-Hill Math Every Day Math
English Language Development	SIOP and SDAIE strategies English Language Immersion	
Social Studies, Science, Music, Art, P.E.	Integrated themes, AIMS, choral music, rhythmic instruments, thematic art	Integrated themes, AIMS, choral music, rhythmic instruments, thematic art
Parent Engagement	Parent workshops, volunteers, transition meetings, parent conferences	Parent workshops, volunteers, parent conferences
Assessments:		
ELA	Desired Results Developmental Profile (DRDP), Kindergarten Student Entrance Profile (KSEP), DIBELS	DIBELS, District Benchmarks, Common Formative Assessments
Math		Benchmarks, Common Formative Assessments
English Language Development	CELDT, ELD portfolio	CELDT, ELD portfolio

Sample Transitional Kindergarten Daily Schedule

8:30-9:00	Free Choice: Exploratory Learning
9:00-9:20	Group Gathering/ Circle
9:20-10:00	Table Activities: -rotations -choice activities
10-10:30	child-directed time with both planned activities and free play available
10:30-11:15	Exploratory Activities in classroom
11:15-12:00	<ul style="list-style-type: none"> • Review/ wrap-up • Circle • Social-Emotional Activities • Cleanup

Exploratory Activities: examples include--blocks, counting, sorting, painting, reading/literacy, felt boards, puzzles, art activities (collage, cutting activities), flubber/goop/playdough, stringing beads

Table Activities: examples include—phonemic awareness activities, guided learning activities, lesson-planned activities, curricular activities, math and literacy direct instruction (letters, numbers, sounds), book-making, shoe-tying, measurement, any of the exploratory-type activities listed above.

Curriculum Resources

- ❖ California Department of Education. California Preschool Learning Foundations (vol. 1). Sacramento: CDE Press, 2008. ISBN 0-8011-1681-3
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- ❖ Dodge, Diane Trister, Laura J. Colker, and Cate Heroman. The Creative Curriculum for Preschool (4th ed). Washington DC: Teaching Strategies, 2002. ISBN: 1-879537-43-5
<http://www.teachingstrategies.com/page/creative-curriculum-for-preschool.cfm>
- ❖ California Department of Education. California Preschool Curriculum Framework (vol. 1). Sacramento: CDE Press, 2010. ISBN: 978-08111682-7
<http://www.cde.ca.gov/sp/cd/re/psframework.asp>
- ❖ Preschool editions of district adopted curriculum
 - ❖ Houghton Mifflin Pre-K
 - ❖ Open Court Reading Pre-K

Appendix

- ✧ Transitional or Traditional Kindergarten: How Do You Decide?
- ✧ Preschool to Kindergarten Transition Best Policies and Practices
- ✧ Atascadero USD Example Letter to Parents
- ✧ Atascadero USD Example Transitional Kindergarten Brochure
- ✧ Atascadero USD Example Transitional Kindergarten Information Presentation
- ✧ Lillian Larsen Transitional Kindergarten Assessment (English & Spanish)
- ✧ California Early Childhood Educator Competencies
- ✧ Online Resources for Transitional Kindergarten
- ✧ Transitional Kindergarten FAQs
- ✧ Bridging the Curriculum Between Kindergarten & Preschool

Transitional or Traditional Kindergarten: How Do You Decide?

A Guide for Parents/Guardians

- Meet with your child's preschool teacher or caregiver to discuss your child's readiness for Kindergarten.
- If you have concerns about your child's readiness to enter Kindergarten, consider these questions:
 1. Does my child have a fall birthday?
 2. Does my child appear to be ready for structured academic work?
 3. Would my child benefit from having additional time to develop his/her social and/or academic skills?
 4. What else would my child be doing if s/he did not attend Kindergarten?
- Whether you request your child to be in Transition Kindergarten or Traditional Kindergarten, approach the beginning of school with enthusiasm, confidence, and reassurance!
- Participate in your child's educational experience at home and at school. Get involved!

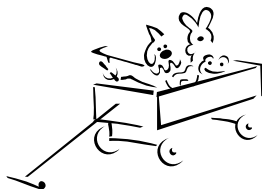
Typical Kindergarten Readiness Skills

Many children who enter Kindergarten...

- ❖ show interest in books and reading
- ❖ can tell and retell familiar stories
- ❖ know some songs and rhymes
- ❖ can identify some letters (especially those in his/her name)
- ❖ use 5-10 word complete sentences
- ❖ identify colors, shapes, and numbers 1-10
- ❖ can say and sing the alphabet
- ❖ can recognize and write their name
- ❖ can put together simple puzzles
- ❖ are willing to try to complete a task
- ❖ understand and follow rules and two step directions
- ❖ can sit for short periods of time
- ❖ communicate their personal needs
- ❖ are independent in their personal care
- ❖ will share, play and cooperate with others
- ❖ express ideas with drawings
- ❖ ask questions about the world around them
- ❖ can use crayons, pencil, scissors, glue appropriately



Preschool to Kindergarten Transition Best Policies and Practices



Fall

1. PTA Welcome for Kindergarten Parents on First Day of School with coffee and treats in Cafeteria
2. Preschool teachers visit their students in Kindergarten classroom
3. Parent Workshop on “How to volunteer in the classroom”

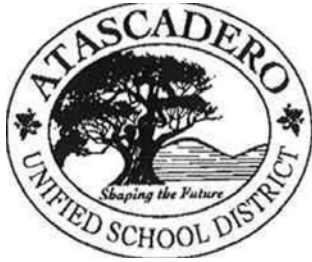
Spring

1. Kindergarten teachers visit Preschool periodically during year to read, play, and build relationships
2. Preschool students visit Kindergarten classroom
 - ✧ Kindergarten students can be a panel for preschoolers to ask questions
 - ✧ Kindergarten children share about their experiences in Kindergarten
 - ✧ Preschoolers have a Kindergarten Buddy
3. Invite parents of incoming Kindergarteners to Spring Open House
4. Kindergarten parents and Kindergarten teacher come as a panel to Preschool Parent Meeting to talk about what to expect in Kindergarten
5. Preschool teachers can make a photo album with important people at their new school (Principal, teachers, assistants, lunch checker, office manager, nurse, health assistant, custodian, etc.) to keep in Preschool classroom

Prior to School in the Fall

1. Articulation of curriculum
2. Preschool teachers provide information about children’s developmental level through a formal tool
3. Transition meetings between Preschool and Kindergarten Teachers about specific students
4. Preschool teachers’ recommendations about classroom placement
5. Early class lists to facilitate informal social events prior to school entry
 - ✧ Family Reading Nights
 - ✧ Playground Parties
 - ✧ Ice Cream Parties
6. Facility tour/Orientation school rituals/Bus practice/Lunch in the cafeteria

Atascadero USD Example Letter to Parents



Atascadero Unified School District

5601 West Mall, Atascadero, CA 93422
(805) 462-4213 • FAX (805) 460-2519
Barbara Boud Director of Curriculum

May 5, 2011

Dear Parents/Guardians:

You are receiving this letter because your child's birthday falls between September 3, 2006 and December 2, 2006. As you know, your child is eligible to begin Kindergarten in the fall.

I am sure that some of you have wondered whether or not your child is ready for Kindergarten due to their late birthdate. Atascadero Unified School District is developing a Transitional Kindergarten Program, a two-year program for our youngest Kindergarteners. Transitional Kindergarten benefits children who need time to develop socially, emotionally, physically, and/or academically. This developmental program acts as a bridge between a flexible environment and the more structured academic setting of Kindergarten.

Transitional Kindergarten will be available on a voluntary basis. No additional cost will be incurred by the District since funding will be based on student attendance and paid for in the same manner that K-12 instruction is financed, through Average Daily Attendance (ADA).

By redefining Kindergarten this way, the District will ensure that four-year-old children who are eligible for Kindergarten will receive a year of high quality, developmentally appropriate kindergarten readiness.

Please join us for an informational meeting that will answer your questions about whether or not this program is a good choice for you and your child.

Monday, May 16, 2011

6:30 - 7:30 p.m.

**San Benito Elementary School Cafeteria
4300 San Benito Road, Atascadero**

If you have any questions, please contact me at the District office at 462-4213.

Sincerely,

A handwritten signature in cursive script that reads "Barbara Boud".

Barbara Boud
Director of Curriculum

Atascadero USD Example Transitional Kindergarten Brochure

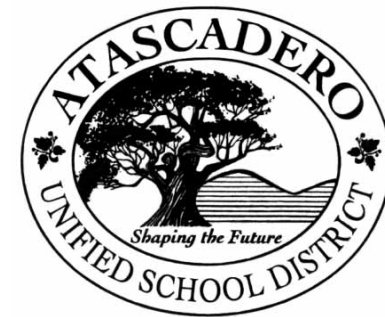
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- use 5-10 word complete sentences
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- can say and sing the alphabet
- can recognize and write their name
- can put together simple puzzles
- are willing to try to complete a task
- understand and follow rules and two step directions
- can sit for short periods of time
- communicate their personal needs
- are independent in their personal care
- will share, play and cooperate with others
- express ideas with drawings
- ask questions about the world around them
- can use crayons, pencil, scissors, and glue appropriately



Atascadero Unified School District



Transitional Kindergarten



What is Transitional Kindergarten?

Transitional Kindergarten is a two year kindergarten program that builds a bridge between the preschool years and kindergarten. This developmental program acts as a link between a flexible environment and the more structured academic setting of Kindergarten. Instruction will focus on literacy and numeracy along with a strong emphasis on self regulation and social engagement.

Transitional Kindergarten is designed for (but not restricted to) students who turn 5 between September 2 and December 2 and may not be socially, developmentally, and / or academically ready for traditional Kindergarten.

Who Benefits from Transitional Kindergarten?

Many parents feel that their child may not be quite ready for the academic rigor of Kindergarten. These students often have a Fall birthday and may still be developing skills for academic work.

Transitional Kindergarten gives children the opportunity to access the Kindergarten state curriculum standards in a classroom that implements small groups and "hands on" learning to provide a language rich experience.

Transitional Kindergarten prepares students for the social and academic expectations of Traditional Kindergarten the following year.

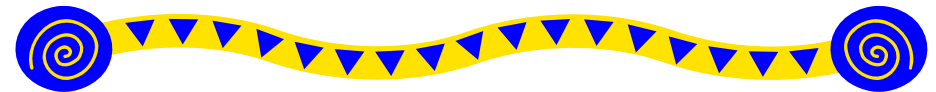


Will Transitional Kindergarten be the Best Option?

Since birth, you've watched your child grow and develop. You've noted your child's height and weight and kept track of when he/she crawled, stood, walked and spoke those first words. We know that every child develops at his/her own pace.

Think about your child in the areas of language, social, cognitive, and motor skills development and consider what program will best meet his/her needs.

You know your child best and will ultimately decide if Transitional Kindergarten makes sense for your child.



How do you decide?

Meet with your child's preschool teacher or caregiver to discuss your child's readiness for Kindergarten.


If you have concerns about your child's readiness to enter Kindergarten, consider these questions:

- Does my child have a fall birthday?
- Does my child appear to be ready for structured academic work?
- Would my child benefit from having additional time to develop his/her social and/or academic skills?
- What else would my child be doing if s/he did not attend Kindergarten?

Whether you request your child to be in Transition Kindergarten or Traditional Kindergarten, approach the beginning of school with enthusiasm, confidence, and reassurance!

Participate in your child's educational experience at home and at school. *Get involved!*

Atascadero USD Example Transitional Kindergarten Information Presentation



Transitional Kindergarten

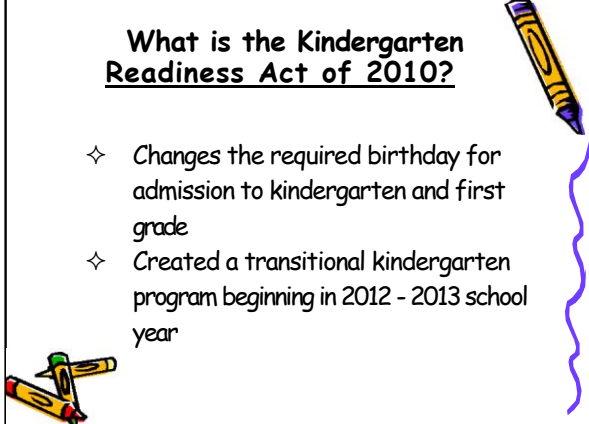
Atascadero Unified School
Barbara Boud, Director of Curriculum
462-4213

Joanne Rogoff, Principal, San Benito Elementary
Chris Allen, Principal, Santa Rosa Academic Academy,



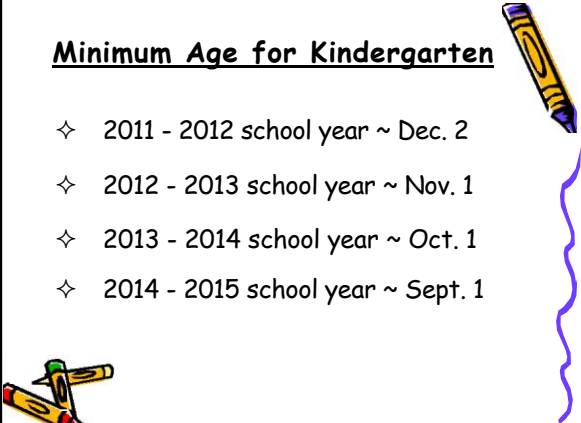
What is the Kindergarten Readiness Act of 2010?

- ◇ Changes the required birthday for admission to kindergarten and first grade
- ◇ Created a transitional kindergarten program beginning in 2012 - 2013 school year



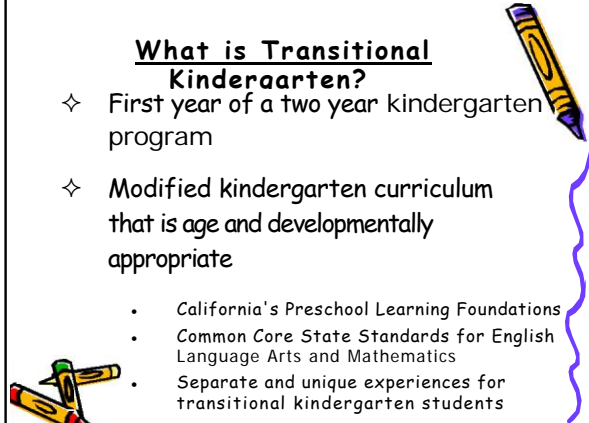
Minimum Age for Kindergarten

- ◇ 2011 - 2012 school year ~ Dec. 2
- ◇ 2012 - 2013 school year ~ Nov. 1
- ◇ 2013 - 2014 school year ~ Oct. 1
- ◇ 2014 - 2015 school year ~ Sept. 1



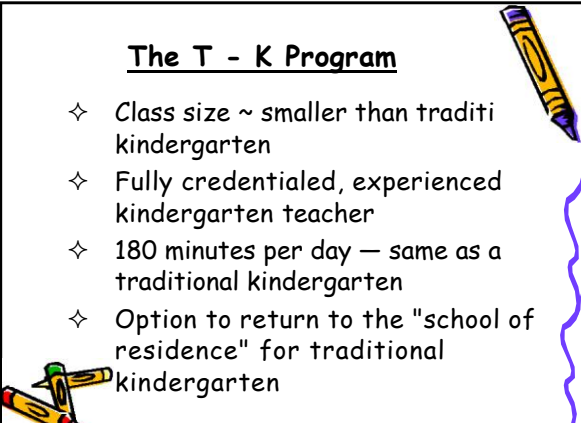
What is Transitional Kindergarten?

- ◇ First year of a two year kindergarten program
- ◇ Modified kindergarten curriculum that is age and developmentally appropriate
 - California's Preschool Learning Foundations
 - Common Core State Standards for English Language Arts and Mathematics
 - Separate and unique experiences for transitional kindergarten students



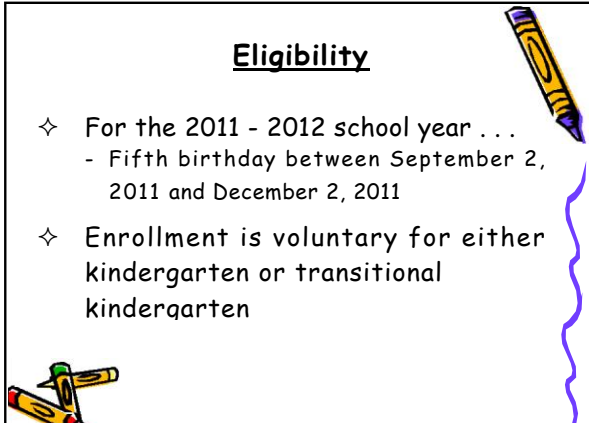
The T - K Program

- ◇ Class size ~ smaller than traditional kindergarten
- ◇ Fully credentialed, experienced kindergarten teacher
- ◇ 180 minutes per day — same as a traditional kindergarten
- ◇ Option to return to the "school of residence" for traditional kindergarten



Eligibility

- ◇ For the 2011 - 2012 school year . . .
 - Fifth birthday between September 2, 2011 and December 2, 2011
- ◇ Enrollment is voluntary for either kindergarten or transitional kindergarten



What Will My Child Learn?

- ◇ Readiness skills in English Language Arts (reading and writing)
- ◇ Readiness skills in math (numbers sense and problem solving)
- ◇ Physical and motor development
- ◇ Building relationships with peers and adults



How Might My Child Learn?

- ◇ Science - making and recording observations
- ◇ ABC center
- ◇ Listening center
- ◇ Math center
- ◇ Puppet/Dramatic Play
- ◇ Word work
- ◇ Computer

These provide more exploration and bring a balance between teacher directed and child directed learning.



Readiness Does Matter!

Research indicates that children who enter kindergarten near proficient in all readiness skills perform significantly better in English Language Arts and math in 3rd, 4th and 5th grades than do children of different readiness profiles.



"Transitional kindergarten gives California a tremendous opportunity to increase kindergarten readiness. It will lay the foundation for reading proficiency in the early elementary years and help our state build a more seamless education system for children birth to age 8."

-Sacramento County Superintendent Dove Gordon



Lillian Larsen Example Transitional Kindergarten Assessment (English)

Mrs. Macias-Mansberg

LAST NAME		FIRST NAME	
READING	SCORE	READING	SCORE
DATE:		DATE:	
Name the 10 basic colors: ___ Red ___ Orange ___ Yellow ___ Green ___ Blue ___ Pink ___ Purple ___ Brown ___ Black ___ White (10)		Name the 10 basic colors: ___ Red ___ Orange ___ Yellow ___ Green ___ Blue ___ Pink ___ Purple ___ Brown ___ Black ___ White (10)	
Name all upper case letters. Assess in random order (check all recognized letters): ___ A ___ B ___ C ___ D ___ E ___ F ___ G ___ H ___ I ___ J ___ K ___ L ___ M ___ N ___ O ___ P ___ Q ___ R ___ S ___ T ___ U ___ V ___ W ___ X ___ Y ___ Z (26)		Name all upper case letters. Assess in random order (check all recognized letters): ___ A ___ B ___ C ___ D ___ E ___ F ___ G ___ H ___ I ___ J ___ K ___ L ___ M ___ N ___ O ___ P ___ Q ___ R ___ S ___ T ___ U ___ V ___ W ___ X ___ Y ___ Z (26)	
Name all lowercase letters. Assess in random order (check all recognized letters) ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)		Name all lowercase letters. Assess in random order (check all recognized letters) ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)	
Give the sound each letter represents. Assess in random order (check all recognized letters): ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)		Give the sound each letter represents. Assess in random order (check all recognized letters): ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)	
Print a recognizable first name (attach sample) (1)		Print a recognizable first name (attach sample) (1)	
Attach sample of self portrait (1)		Attach sample of self portrait (1)	
MATH	SCORE	MATH	SCORE
Count orally from 1-10 or until sequence is broken (10)		Count orally from 1-10 or until sequence is broken (10)	
Make sets with objects which represent the numbers the numbers: ___3 ___5 ___7 ___10		Make sets with objects which represent the numbers the numbers: ___3 ___5 ___7 ___10	
Number Recognition (check all numbers recognized when written in random order) ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 (10) <i>Optional:</i> ___11 ___12 ___13 ___14 ___15 ___16 ___17 ___18 ___19 ___20 (20)		Number Recognition (check all numbers recognized when written in random order) ___1 ___2 ___3 ___4 ___5 ___6 ___7 ___8 ___9 ___10 (10) <i>Optional:</i> ___11 ___12 ___13 ___14 ___15 ___16 ___17 ___18 ___19 ___20 (20)	
Recognize 4 common geometric shapes: ___circle ___square ___triangle ___rectangle (4)		Recognize 4 common geometric shapes: ___circle ___square ___triangle ___rectangle (4)	

LAST NAME _____

FIRST NAME _____

DATE:				DATE:		
Not Yet	In Progress	Proficient	SOCIAL DEVELOPMENT	Not Yet	In Progress	Proficient
			Adjusted to separation			
			Enjoys activities			
			Participates in all areas			
			Accepts classroom rules & limits			
			Relates well to adults			
			Positive self concept			
			Expresses feelings appropriately			
			Can sit & listen to story			
			Shares and takes turns			
Not Yet	In Progress	Proficient	PHYSICAL DEVELOPMENT	Not Yet	In Progress	Proficient
			Handedness established: R or L			
			Active in normal range			
			Hold scissors / cuts paper			
			Holds pencil / writes			
			Healthy			
Not Yet	In Progress	Proficient	INTELLECTUAL DEVELOPMENT	Not Yet	In Progress	Proficient
			Interested in learning			
			Adequate attention span			
			Learns well in all areas			
			Can work independently			
			Can choose/initiate activities			
			Completes tasks			
			Performance consistent			
			Seeks activities			
			Attempts to solve problems			
Not Yet	In Progress	Proficient	LANGUAGE DEVELOPMENT	Not Yet	In Progress	Proficient
			Primary Language			
			Secondary Language			
			Speaks spontaneously appropriately			
			Voice regulated appropriately			
			Can be understood			
			Adequate vocabulary (5 word sentence)			

CITIZENSHIP	1st	2nd	3rd	4th
Attends regularly				
Arrives on time				
Detentions				
Suspensions				
Expulsions				

SERVICES RECEIVED				
Speech				
Reading Support				
ELD				
Special Education				

COMMENTS

Quarter 1

Teacher's Signature

Date

Parent's Signature

Date

COMMENTS

Quarter 2

Teacher's Signature

Date

Parent's Signature

Date

COMMENTS

Quarter 3

Teacher's Signature

Date

Parent's Signature

Date

COMMENTS

Quarter 4

Teacher's Signature

Date

Parent's Signature

Date

Promoted to Grade: _____ Retained in Grade: _____

Lillian Larsen Example Transitional Kindergarten Assessment (Spanish)

Mrs. Macias-Mansberg

APELLIDO		NOMBRE	
LECTURA	Califica- ción	LECTURA	Califica- ción
DATE:		DATE:	
Nonbra los diez colores básicos:: ___ Rojo ___ Anaranjado ___ Amarillo ___ Verde ___ Azul ___ Rosado ___ Morado ___ Marrón ___ Negro ___ Blanco (10)		Nonbra los diez colores básicos:: ___ Rojo ___ Anaranjado ___ Amarillo ___ Verde ___ Azul ___ Rosado ___ Morado ___ Marrón ___ Negro ___ Blanco (10)	
Nombra todas las letras mayúsculas. Evaluar sin orden. (Marque todas las letras que reconozcan): ___ A ___ B ___ C ___ D ___ E ___ F ___ G ___ H ___ I ___ J ___ K ___ L ___ M ___ N ___ O ___ P ___ Q ___ R ___ S ___ T ___ U ___ V ___ W ___ X ___ Y ___ Z (26)		Nombra todas las letras mayúsculas. Evaluar sin orden. (Marque todas las letras que reconozcan): ___ A ___ B ___ C ___ D ___ E ___ F ___ G ___ H ___ I ___ J ___ K ___ L ___ M ___ N ___ O ___ P ___ Q ___ R ___ S ___ T ___ U ___ V ___ W ___ X ___ Y ___ Z (26)	
Nombra todas las letras minúsculas. Evaluar sin orden. (Marque todas las letras que reconozcan): ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)		Nombra todas las letras minúsculas. Evaluar sin orden. (Marque todas las letras que reconozcan): ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)	
Da los sonidos que cada letra representa. Evaluar sin orden. (Marque todas las letras que reconozcan): ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)		Da los sonidos que cada letra representa. Evaluar sin orden. (Marque todas las letras que reconozcan): ___ a ___ b ___ c ___ d ___ e ___ f ___ g ___ h ___ i ___ j ___ k ___ l ___ m ___ n ___ o ___ p ___ q ___ r ___ s ___ t ___ u ___ v ___ w ___ x ___ y ___ z (26)	
Escribe su nombre legible. (Ver muestra) (1)		Escribe su nombre legible. (Ver muestra) (1)	
Ver muestra del dibujo de autorretrato. (1)		Ver muestra del dibujo de autorretrato. (1)	
MATEMÁTICA	Califica- ción	MATEMÁTICA	Califica- ción
Cuenta en alto del 1-10 o hasta que la sequencia se termina (10)		Cuenta en alto del 1-10 o hasta que la sequencia se termina (10)	
Hace grupos con objetos que representan los números: _____ 3 _____ 5 _____ 7 _____ 10 (4)		Hace grupos con objetos que representan los números: _____ 3 _____ 5 _____ 7 _____ 10 (4)	
Reconozimiento de numeros. (Marque todos los números que reconozca cuando los números estan escrito sin orden.) ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 (10) <i>Opcional:</i> ___ 11 ___ 12 ___ 13 ___ 14 ___ 15 ___ 16 ___ 17 ___ 18 ___ 19 ___ 20 (20)		Reconozimiento de numeros. (Marque todos los números que reconozca cuando los números estan escrito sin orden.) ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 (10) <i>Opcional:</i> ___ 11 ___ 12 ___ 13 ___ 14 ___ 15 ___ 16 ___ 17 ___ 18 ___ 19 ___ 20 (20)	
Reconoce formas básicas de gerometría: ___ círculo ___ cuadrado ___ triángulo ___ rectángulo (4)		Reconoce formas básicas de gerometría: ___ círculo ___ cuadrado ___ triángulo ___ rectángulo (4)	

APELLIDO _____

NOMBRE _____

Fecha:				Fecha:		
No todavía	En Progreso	Proficiente	DESARROLLO SOCIAL	No todavía	En Progreso	Proficiente
			Adaptado a separación			
			Disfruta actividades			
			Participa en todas las areas			
			Acepta las reglas de la clase y sus límites			
			Se refiere bien con adultos			
			Tiene confianza positive			
			Se expresa sus sentimientos apropiadamente			
			Se sienta y escucha cuentos			
			Comparte y coge turnos			
No todavía	En Progreso	Proficiente	FÍSICO DESARROLLO	No todavía	En Progreso	Proficiente
			Establecimiento de usos de mano: D o I			
			Activo en grupo normal			
			Sostiene Tijeras / corta papel			
			Sostiene lápiz / escribe			
			Saludable			
No todavía	En Progreso	Proficiente	DESARROLLO INTELECTUAL	No todavía	En Progreso	Proficiente
			Interesado en aprender			
			Tiene atención adecuada			
			Aprende bien en todas las areas			
			Trabaja independiente			
			Puede escoger / comienza actividades			
			Completa las tareas			
			Consistente con su actuación			
			Busca actividades			
			Intenta de resolver problemas			
No todavía	En Progreso	Proficiente	DESARROLLO DEL LENGUAJE	No todavía	En Progreso	Proficiente
			Primer idioma			
			Segundo idioma			
			Habla espontaneamente apropiado			
			Controla la voz apropiadamente			
			Se puede entender			
			Vocabulario adecuado (5 palabras en una oración)			

CIUDADANÍA	1st	2^{do}	3^{ro}	4^o
Atiende regularmente				
Llega a tiempo				
Detenciones				
Suspensiones				
Expulsiones				

SERVUCUIS RECUBUDIS				
Discurso / Lenguaje				
Leyendo Apoyo				
ELD (Desarrollo de Idioma Inglés)				
Educación Especial				

COMENTARIOS

Cuarto 1

Firma de Maestro

Date

Firma de Padre

Date

COMENTARIOS

Cuarto 2

Firma de Maestro

Date

Firma de Padre

Date

COMENTARIOS

Cuarto 3

Firma de Maestro

Date

Firma de Padre

Date

COMENTARIOS

Cuarto 4

Firma de Maestro

Date

Firma de Padre

Date

Promover a grado: _____ Retener en grado: _____

California Early Childhood Educator Competencies

The California Department of Education Child Development Division is pleased to announce the online publication of the California Early Childhood Educator Competencies.

The Early Childhood Educator (ECE) Competencies describe the knowledge, skills, and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.

1. The ECE Competencies are organized into twelve overlapping areas:
2. Child Development and Learning
3. Culture, Diversity and Equity
4. Relationships, Interactions, and Guidance
5. Family and Community Engagement
6. Dual-Language Development
7. Observation, Screening, Assessment, and Documentation
8. Special Needs and Inclusion
9. Learning Environments and Curriculum
10. Health, Safety, and Nutrition
11. Leadership in Early Childhood Education
12. Professionalism
13. Administration and Supervision.

For each of these competencies there are four competency contexts which refer to interrelated spheres of responsibility describing knowledge, skills, actions, and scope of responsibility for each topic within a performance area.

The four competency contexts are:

1. Supporting Early Learning and Development
2. Planning and Guiding Early Learning and Development
3. Creating and Maintaining Program Policies and Practices
4. Advancing the Early Childhood Profession

The ECE Competencies are available for download at <http://www.cde.ca.gov/spcd/re/ececomps.asp>.

If you have any questions regarding this subject, please contact Laura Bridges, Child Development Consultant, Child Development Division, by phone at 916-323-1340, or by e-mail at lbridges@cde.ca.gov.

Online Resources For Transitional Kindergarten

California Department of Education Web Sites	
California Department of Education (CDE) The California Department of Education home page	www.cde.ca.gov
Kindergarten in CA (Kindergarten January 26, 2011) California state law and information regarding admission to kindergarten	http://www.cde.ca.gov/ci/gc/em/kinderinfo.asp
California Education Code Section 48000 - 48002	http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=47001-48000&file=48000-48002
ECE Competencies The Early Childhood Educator (ECE) Competencies describe the knowledge, skills and dispositions that early childhood educators need in order to provide high quality care and education to young children and their families.	http://www.cde.ca.gov/sp/cd/re/ececomps.asp
Kindergarten Frequently Asked Questions Frequently asked questions regarding California state law relating to kindergarten	http://www.cde.ca.gov/ci/gc/em/kinderfaq.asp
Kindergarten Continuance Form Parental Agreement for Pupil to Continue in Kindergarten	http://www.cde.ca.gov/ci/gc/em/documents/parentagreementform.pdf
Infant/Toddler Learning & Dev Foundations, Volume 1 The foundations for infants and toddlers describe competencies — knowledge and skills — that young children typically learn with appropriate support	http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf
Preschool Learning Foundations, Volume 1 The foundations for preschool-age children identify key domains of learning and guide instructional practice	http://www.cde.ca.gov/sp/cd/re/documents/preschoolff.pdf
Preschool Curriculum Framework, Volume 1 Aligned with the foundations, the curriculum framework provides guidance on planning learning environments and experiences for young children	http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf
Transitional Kindergarten Web Sites	
SB 1381 Legislative Counsel's Digest	http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb1351-1400/sb_1381_bill_20100930_chaptered.pdf
California State Senator Joe Simitian — SB 1381: Kindergarten Age (2010) Summary of SB 1381 and resources	http://www.senatorsimitian.com/entry/sb_1381_kindergarten_age
Transitional Kindergarten (TK) California Online resources to support the successful implementation of transitional kindergarten	www.tkcalifornia.org
Additional Online Resources	
Sacramento County Office of Education (SCOE) Early Learning The Early Learning Web site provides resources to support high-quality early care and education programs, school readiness and seamless transitions to kindergarten	www.sacramentocountyearlylearning.org
California Preschool Instructional Network (CPIN) CPIN, funded by CDE, conducts professional development on CDE publications such as the Preschool Learning Foundations and Framework	www.cpin.us
California County Superintendent's Educational Services Association (CCSESA) Information and resources for early education are posted on the CCSESA Web site under Pre Kindergarten	www.ccsesa.org PreKindergarten http://www.ccsesa.org/index/sp_prek.cfm
Preschool California A non-profit advocacy organization to increase access to high quality early care and education	www.preschoolcalifornia.org
Early Learning Advisory Council (ELAC) Builds on the work of the California Early Learning Quality Improvement System (ELQIS) Advisory Committee to help define future policy direction for early learning in California	www.calelac.org
CA Common Core Standards	http://www.scoe.net/castandards/agenda/2010/elaccs_recommendations.pdf

Transitional Kindergarten FAQs

Frequently asked questions regarding California state law relating to kindergarten.

- 1. What is the Kindergarten Readiness Act of 2010?**
Senate Bill (SB) 1381 (Chapter 705, Statutes of 2010) amended California Education Code (Section 46300, 48000, and 48010) to change the required birthday for admission to kindergarten and first grade and established a transitional kindergarten program beginning in the 2012-2013 school year.
- 2. What is the minimum age for admittance to kindergarten in California?**
A child shall be admitted to a kindergarten maintained by the school district at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates (EC 48000[a]):
For the 2010-11 school year the date is December 2 For the 2011-12 school year the date is December 2 For the 2012-13 school year the date is November 1 For the 2013-14 school year the date is October 1 For the 2014-15 school year and each school year thereafter the date is September 1.
- 3. What is transitional kindergarten?**
A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between:
For the 2012-13 school year November 2 and December 2
For the 2013-14 school year October 2 and December 2
For the 2014-15 school year and each school year thereafter September 2 and December 2.
- 4. Will transitional kindergarten continue after 2014?**
Yes.
- 5. Must children attend transitional kindergarten or kindergarten?**
Parents and guardians are currently not required to enroll children in transitional kindergarten or kindergarten (EC Section 48200).
- 6. Is a district required to offer transitional kindergarten and kindergarten programs?**
Each elementary or unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend.
- 7. Can transitional kindergarten and kindergarten students be enrolled in the same classrooms?**
Although the intent of the law is to provide separate and unique experiences for transitional kindergarten and kindergarten students, districts have flexibility to determine how best to meet the curricular needs of each child.
- 8. How many years can a district claim apportionment for transitional kindergarten and kindergarten?**
Pursuant to law (EC 46300[g]), districts may claim apportionment for a child for not more than two years in kindergarten or two years in a combination of transitional kindergarten and kindergarten.
- 9. Can a district claim apportionment for transitional kindergarten if it does not use a modified curriculum that is age and developmentally appropriate?**
In order to claim apportionment for transitional kindergarten, districts must use a modified curriculum that is age and developmentally appropriate. California law (EC 48000) defines transitional kindergarten as "the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate."
- 10. How does transitional kindergarten affect basic aid districts?**
The laws apply equally to all districts, whether they receive State revenue limit funding or are basic aid.
- 11. How many minutes does a transitional kindergarten program have to offer?**
The number of required instructional minutes for transitional kindergarten is 36,000 minutes per year. The minimum length of instructional time that must be offered to constitute a school day is 180 minutes. (Education Code sections 46117 and 46201)
- 12. How long is the transitional kindergarten day?**
Pursuant to law (EC 48000), a transitional kindergarten shall not be construed as a new program or higher level of service. By statute, the maximum school day in kindergarten is four hours (EC 46110). An exception to this statute allows schools that have adopted an early primary program (extended-day kindergarten) to exceed four hours (EC 8973).
- 13. Is there a parental permission form to continue a child from transitional kindergarten into kindergarten?**
Children enrolled in transitional kindergarten do not need a signed parental permission form to continue in kindergarten.
- 14. Are standards available for transitional kindergarten?**
While recommended standards at all grade levels are not mandatory but voluntary, Local Education Agencies will make the decision of what standards or learning foundations are to be part of the local course of study. For guidance in creating a transitional kindergarten course, local education agencies may look at:
California's Preschool Learning Foundations (<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>)
California Academic Content Standards (<http://www.cde.ca.gov/be/st/ss/>). And
Common Core State Standards for English Language Art and Mathematics (<http://www.cde.ca.gov/ci/cc/>).
- 15. What is the curriculum for transitional kindergarten?**
California law (EC 48000) defines transitional kindergarten as "the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate." While no state curriculum is mandated, local education agencies must modify the local course of study in order to provide age and developmentally appropriate curriculum for transitional kindergarten.

- 16. How will the needs of English learners be addressed in transitional kindergarten?**
Local educational agencies will provide a Home Language Survey to be completed by the parent or guardian which will aid the school in determining whether or not the student should be administered the California English Language Development Test (CELDT). Students who are English learners in a transitional kindergarten will have the same level of services as those in kindergarten.
- 17. How will the needs of parents of English learners be addressed in transitional kindergarten?**
California law (EC 48985) requires that "all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in [English, be](#) written in the primary language, and maybe responded to either in English or the primary language." This applies to parents of English learners in transitional kindergarten.
- 18. What are the William's requirements for students in transitional kindergarten?**
While instructional materials must be provided to all pupils, the governing board of a school district determines standards-aligned instructional materials and how those materials are to be modified and age-appropriate for transitional kindergarten. Education Code 60119 states "sufficient textbooks or instructional materials" means that each pupil, including English learners, has a standards-aligned textbook, instructional materials, or both, to use in class and to take home. This paragraph does not require two sets of textbooks or instructional materials for each pupil. The materials may be in a digital format as long as each pupil, at a minimum, has and can access the same materials in the class and to take home, as all other pupils in the same class or course in the district and has the ability to use and access them at home."
- 19. Can students who are age eligible for kindergarten attend transitional kindergarten?**
The Kindergarten Readiness Act of 2010 does not change the established procedures of early admittance for students who do not meet the age eligibility requirement (EC 48000[b]).
- 20. What type of facility should be used for transitional kindergarten?**
Facility requirements will be the same as they presently are for kindergarten.
- 21. Will transitional kindergarten enrollment generate eligibility under the State School Facility Program (changes in kindergarten enrollment have a dramatic impact on the 5 year enrollment projections for calculating new construction eligibility)?**
Eligibility for this program should remain unchanged because transitional kindergarten ADA would be included in the kindergarten ADA that is currently used to calculate eligibility.
- 22. Will transitional kindergarten have the same statutory class size limits as regular kindergarten (33 maximum/31 average)? What about Class Size Reduction for transitional kindergarten?**
The same requirements that apply to kindergarten also apply to transitional kindergarten.
- 23. What is the teacher-student ratio for transitional kindergarten?**
This is a local district decision and will most likely be impacted by budget and contract agreements.
- 24. Does the transitional kindergarten teacher need a teaching credential?**
The teacher must be properly credentialed as is currently required of kindergarten teachers.
- 25. Does the Kindergarten Readiness Act of 2010 provide funding for any other staffing?**
No, although other available funding may be used.
- 26. Are districts required to use DataQuest to report information about transitional kindergarten?**
Yes, districts are required to use DataQuest to report data and statistics in order to identify trends and educational needs of transitional kindergarten students.
- 27. Does the Kindergarten Readiness Act of 2010 provide funding for professional development?**
No, although other available funding may be used.
- 28. Can a transitional kindergarten teacher "loop" with his/her students to kindergarten?**
The decision to "loop" a teacher with their students from the transitional kindergarten to the kindergarten year would be a local decision.
- 29. Can the same federal funds used to fund kindergarten be used to fund transitional kindergarten (for example Title 1, Title III, EIA, etc.)?**
Yes. The same funds and compliance requirements associated with the use of the funds apply.

Bridging the Curriculum between Kindergarten & Preschool



Favorite Read Alouds and Fingerplays We Love!

Who ~ Preschool and Kindergarten Teachers

What ~ Teachers read & read & read those old favorites
Sing and use the same fingerplays

When ~ Preschool – last 2 weeks of school & Summer K Transition programs
Kindergarten – First two weeks of school

Why ~ To provide continuity for the child
To build relationships and trust
To foster a love of language and books

Tools ~ Great literature selected by Pre-K teachers for Kindergarten teachers

Who Sank the Boat?	Pamela Allen
Chica Chica Boom Boom	Bill Martin Jr. & John Archambault
The Very Hungry Caterpillar	Eric Carle

Great Literature selected by Kindergarten teachers for Pre-K teachers to read

If You Give a Mouse a Cookie	Laura Joffe Numberoff
El Pez Arco Iris	Marcus Pfister
Dias con Sapo y Sapo	Arnold Lobel

All Time Favorite Fingerplays (English & Spanish Versions)

Itsy Bitsy Spider
A Balancing Elephant
Twinkle Twinkle Little Star
Five Little Apples
Thumbkin
Head Shoulders Knees and Toes
Bate Bate Chocolate
La Mariposa
La Luna

