



# *Transitional* **Kindergarten**

A Handbook for Sonoma County School Districts



Sonoma County Office of Education

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### Message from the Superintendent of Schools:

The importance of early learning foundations cannot be underestimated; it is essential to long-term student success. The new legislation to establish Transitional Kindergarten programs in California is an exciting opportunity for schools to offer additional education options for their students. Giving our youngest students—students who now enter school as four-year-olds—the option to participate in a two-year kindergarten program will make them stronger, better students throughout their entire school career.

Recognizing the value of cross-county collaboration when implementing new programs, SCOE convened the Sonoma County Transitional Kindergarten (TK) Network in April 2011. The TK Network is comprised of K-12 school administrators, teachers, and early childhood educators. Our goal in establishing the Network was to promote the development of high-quality Transitional Kindergarten programs in our county.

The Network brought considerable expertise and insight to this project. It developed a series of recommendations for local school districts to consider when developing board policies and implementation plans. It also contributed ideas and information for the development of this publication, *The Sonoma County Transitional Kindergarten Handbook*.

This handbook has been compiled and published by SCOE as a resource for our county and a tool for improving learning opportunities for students. It represents our ongoing commitment to provide resources and guidance that support effective school district operations and foster student success.

A handwritten signature in blue ink that reads "S. Herrington".

Steven D. Herrington, Ph.D.  
*Sonoma County Superintendent of Schools*

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Ann Savvidis, Riebli Elementary School  
Adam Schaible, Dunham Elementary  
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## 1. INTRODUCTION

The Kindergarten Readiness Act of 2010 (Education Code 48000) enacted historic policy reform to help ensure that California children are better prepared to succeed in school and beyond. This newly enacted legislation provides districts with the guidance and resources to implement a two-year Transitional Kindergarten (TK) and Kindergarten program to better meet the needs of young learners. Educational leaders in Sonoma County recognized the value of forming a Sonoma County Transitional Kindergarten Network to collaborate on developing recommendations and describing important considerations for this new program.



The Transitional Kindergarten (TK) Network is a collaborative of Sonoma County K-12 school administrators and teachers, and early childhood educators working together to build capacity for local implementation of the Kindergarten Readiness Act (Senate Bill 1381). The goal of the Network is to encourage collaboration and to promote the development of high-quality TK programs. The Network has met throughout the past year to develop recommendations for local School Districts to consider in developing their Board policies and implementation plans.

This handbook was developed by the Sonoma County Office of Education and the Child Care Planning Council of Sonoma County with the support of the Sonoma County TK Network.

The Sonoma County TK Network developed seven working groups to review and analyze existing resources, and to compile local best practice considerations:

- **Board Policies/Bargaining Units/Fiscal Issues**
- **Marketing/Communication**
- **Teacher Qualifications**
- **Assessment and Screening**
- **Curricula**
- **Scheduling/Combo and Blended Classes**
- **Parent Education**

In this Handbook you will find the recommendations from each of these workgroups, as well as links to examples and resources.

## 2. GOALS, PURPOSE OF THE PROGRAM

The Kindergarten Readiness Act of 2010 (Senate Bill 1381, now Education Code 48000) endorsed historic reform to help ensure that California children are better prepared to succeed in school and beyond. The successful enactment of the Kindergarten Readiness Act was influenced by multiple factors and interests in the policy and educational community, especially the RAND Corporation *California Preschool Study*. Initiated in 2007, this study focused on three interrelated topics with an integrated synthesis of the findings: deepening our knowledge and understanding of how resources are currently allocated; clarifying what learning goals preschool education can help accomplish; and, outlining where preschool resources could be most effectively applied.

The legislation changes the requirements for kindergarten entry from five years old by December 2 to five years old by September 1, so that all children enter kindergarten at age five. The new law amends the state Education Code relating to kindergarten to create "Transitional Kindergarten," the first year of a two-year kindergarten experience for students born between September and December. This gives four-year-olds with fall birthdays an additional year of preparation before entering kindergarten.

The Transitional Kindergarten (TK) program must be fully implemented by 2014 and may be phased in over three years; districts can also choose to implement the program more quickly. A phased in program follows the following dates:

- **In 2012-13**, children who have their fifth birthday between November 2 and December 2 will be admitted to a TK program maintained by the local school district.
- **In 2013-14**, children who have their fifth birthday between October 2 and December 2 will be admitted to the TK program.
- **In 2014-15 and each school year thereafter**, children who have their fifth birthday between September 2 and December 2 will be admitted to the TK program.

The intent of this policy change in California is to provide an extra year of schooling in a two year kindergarten program to help address the challenges that many students entering school as four-year-olds and young fives face in struggling to keep up in kindergarten. These challenges can create difficulties that persist as children advance through the grades. Up until now, California was one of only four states in the US that still had children entering kindergarten as 4-year olds.

TK acts as a bridge between a more flexible play-and-learn environment and the more structured academic setting of today's kindergarten

classrooms. TK classes offer learning opportunities that use more small group settings, hands-on learning, and a language-rich environment to prepare students for school success. The "gift of time" the program provides helps students meet the social and academic expectations necessary for the traditional kindergarten class the following school year.

Transitional Kindergarten provides a bridge between a more flexible play-and-learn environment and the more structured academic settings of today's kindergarten classrooms.

The California County Superintendents Educational Services Association (CCSESE) has published the *Transitional Kindergarten (TK) Planning Guide*, which provides a comprehensive overview of planning and implementation.

#### EXAMPLES/RESOURCES

- CSBA Policy Brief – *Transitional Kindergarten Issue Brief* (pdf):  
[http://www.csba.org/en/EducationIssues/EducationIssues/~/\\_media/329F556301074B41AF5235C4A5A182D4.ashx](http://www.csba.org/en/EducationIssues/EducationIssues/~/_media/329F556301074B41AF5235C4A5A182D4.ashx)
- California County Superintendents Educational Services Association - *Transitional Kindergarten (TK) Planning Guide*  
[http://www.ccsesa.org/index/attachments/TKGuide\\_11311\\_Web.pdf](http://www.ccsesa.org/index/attachments/TKGuide_11311_Web.pdf)
- Preschool California’s *Transitional Kindergarten: Preparing California’s Children to Succeed in Kindergarten* (pdf):  
<http://www.preschoolcalifornia.org/resources/resource-files/outreach-packet/preschool-california.pdf>
- Senator Simitian *Senate Bill 1381 Fact Sheet* (pdf):  
[http://www.senatorsimitian.com/images/uploads/SB\\_1381\\_Fact\\_Sheet--Kindergarten\\_Entry\\_Age.doc](http://www.senatorsimitian.com/images/uploads/SB_1381_Fact_Sheet--Kindergarten_Entry_Age.doc)
- Sonoma County Office of Education *Bulletin – September/October 2011* (pdf):  
<http://www.scoe.org/files/bulletin-0911.pdf>
- Sonoma County Office of Education’s *Transitional Kindergarten Fact Sheet* (pdf):  
<http://www.scoe.org/files/transitional-kinder-faq.pdf>

### 3. IMPLEMENTATION TIMELINES, BOARD POLICIES AND ADMINISTRATIVE REGULATIONS



The flexibility of the legislation provides districts with varied options for implementing Transitional Kindergarten (TK) programs and with time to thoughtfully consider the needs of students and the local community context. As with any new district program, crafting new and/or revising existing board policies to reflect board goals in alignment with the district values, vision and mission is an important first step. Then the superintendent and other district administrators, teacher leaders, and family and community partners are able to design the plans

necessary to implement board policy to create this developmentally appropriate classroom program. The best student, school, district, staff, and board performance is achieved when these levels work in harmony and support of each other on behalf of the students they serve.

As districts consider policy revisions, the interdependence of individual policies in the policy manual requires that several policies be reviewed for needed changes and coherence. The Sonoma County Transitional Kindergarten (TK) Network identified the following key policies for consideration to ensure that board goals and administrative regulations are in place before program implementation begins. (CSBA will also be providing board policy and administrative regulation guidance, but timing may be a factor for your district.)

- **Admission BP/AR 5111** – Clarify age and enrollment expectations
- **Promotion/Acceleration/Retention BP/AR 5123** – Clarify what the two-year program of TK and kindergarten provides, how students will be assessed and promoted, consider potential for future and/or acceleration. Possible configurations could be TK to kindergarten, retention in kindergarten or no retentions in kindergarten.
- **Grades/Evaluation of Student Achievement BP/AR 5121 (Student)** - Explain how students will be assessed and placed, and develop appropriate report cards. Include an option for case-by-case adjustments as needed.
- **Immunizations BP/AR 5141.31** – Identify expectations for TK students as needed
- **School Day BP/AR 6112 (Instruction)** – Align TK to kindergarten minutes
- **Class Size BP/AR 6151 (Instruction)** – Ensure district agreements include TK class sizes
- **Academic Standards BP/AR 6011 (Instruction)** – Describe the standards for students, a developmentally appropriate combination of kindergarten standards and Preschool Learning Foundations.
- **Curriculum Development and Evaluation BP/AR 6141 (Instruction)** – Include curricular program guidelines for the two-year TK-Kindergarten program
- **Teacher Transfers BP/AR 4314 (Personnel)** – Clarify transfer policy for those wishing to teach TK (Consider teacher qualifications as well, as these policies are closely related)

Other Policies That May Need Review:

- Transportation
- Facilities
- After school programs
- Teacher qualifications
- Accountability
- English Learners
- Parent involvement
- Field trips
- Health screening
- Food service

### CA EDUCATION CODE REFERENCE FOR TRANSITION KINDEARTEN

**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.

**48002.** The parent or guardian of a child shall, prior to the admission of the child to the **kindergarten** or first grade of a school district, present proof to the authorities of the district evidencing that the child is of the minimum age fixed by law for admission thereto. The method of proof of age shall be prescribed by the governing board, and the evidence may be in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, or any other appropriate means of proving the age of the child as prescribed by the governing board of the school district.



## EXAMPLES/RESOURCES

- *Sacramento County Office of Education's Implementation Guidelines* (pdf): <http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/scoe-tk-guidelinespdf.pdf>
- Sonoma County Office of Education's *Considerations for Implementing a Transitional Kindergarten* (pdf): <http://www.scoe.org/files/tk-considerations.pdf>
- Sonoma County Office of Education's *Sample Timeline for Implementation of Transitional Kindergarten*:  
<https://docs.google.com/document/d/1e9IsjaLxvGR3oOdqbfUTeOkfvp3CYvk9hSJiqAMbvsk/edit>
- Sonoma County Office of Education's *Sample Work Sheet for Implementation of Transitional Kindergarten*:  
<https://docs.google.com/spreadsheet/ccc?key=0AsAQr9VQLBx1dGJnRXgzT3JUS2QtY1JQa0NpTkgyekE>

## 4. COMMUNICATIONS - INTERNAL AND MARKETING TO PARENTS

As this is the first time California has added a new grade since the late 1800s/early 1900s (when kindergarten was added), it is critical that all key stakeholders be well-informed about implementation. Each school district may want to consider conducting broad, inclusive communications to your school community, including school boards, superintendents, principals, K-12 teachers, local early childhood education programs, community-based organizations, parents and the local community at large.



Successful communication and messaging strategies need to be developed and shared both within the district and schools, the internal audiences, and the parents, families, and larger community constituents, the external audiences for the new program. The resources listed below in the “Internal” section provide clear overview materials for use with boards and staff.

### RECOMMENDATIONS FROM THE SONOMA COUNTY TRANSITIONAL KINDERGARTEN NETWORK

#### ***Key Points for Communications with Internal Audiences:***

1. Identify the purpose and goals of the program and explain why the district is moving forward to implement as a result of the changes in education code.
2. Outline the process and timelines so that all staff know what to expect and when.
3. Consider a small ad-hoc committee (include current kindergarten staff) to outline the program goals, identify numbers of students in the first year(s), and develop the curricula and standards.
4. Share the SCOE Bulletin *Transitional Kindergarten Success for Our Youngest Learners* as an informational description as well as additional resources on the Transitional Kindergarten (TK) section of the website.
5. Provide information on school and district website with links to SCOE if needed.

#### ***Key Points for Communications with External Audiences (Parent Orientation at Schools):***

1. Communicate the benefits – Gift of time, developing a love of learning, suggested terms and phrases: Young Fives, “Childhood is a journey not a race”, Positive Names - e.g. “Kinder Prep”, “Kinder Start”, or “Junior K” (possible use of a consistent name for the program across county).
2. Develop Parent materials based on demographics, parent literacy and economics, and using consistent messaging language across districts in Sonoma County.
3. Develop a Parent “Guide to Decide” with information about child development
  - Self-care – uses bathroom, dresses self
  - Motor skills – links Legos, hops, climbs, catches ball
  - Self-regulation – plays well with others, handles transitions, focuses on task for 10 minutes
  - Social expression – eager to learn, follows direction

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4. Use statistics & success stories from current TK-like programs in our region (idea: develop a video to share with the community).

**Additional Community Marketing Venue Ideas:**

- Have district-specific information at the local Child Care Resource and Referral agencies to communicate to parents and child development programs/preschool.
- Build on relationships (teacher/caregiver to parent)
- Provide information in those places where parents already get their info
- Submit newspaper articles
- Convene local town halls and community members
- Communicate with Mother's clubs
- Share information with Community Based Organizations serving parents
- Make connections with Park and Recreation programs
- Share information with local churches
- Provide information to Kaiser/Pediatricians/Health Clinics
- Provide fliers at local Farmers Markets/Fairs/Wednesday Night Market
- Include information on the Parent Helpline/211
- Schedule time on the local radio stations as public service announcements

**EXAMPLES/RESOURCES**

**District Brochures**

- Dry Creek Joint Elementary Schools' *Transitional Kindergarten Brochure* (pdf):  
[http://www.drycreek.k12.ca.us/docs/do/supt/tk/TK\\_brochure.pdf](http://www.drycreek.k12.ca.us/docs/do/supt/tk/TK_brochure.pdf)
- Eureka Union School District's *Transitional Kindergarten Brochure*:  
<https://docs.google.com/open?id=0B8AQR9VQLBx1NGQ1MTBkYmUtMjcwZC00ZWEzLTliODQtNjU0ZGE4ODRkY2U5>
- Oceanside Union School District's *Transitional Kindergarten Brochure*:  
<https://docs.google.com/open?id=0B8AQR9VQLBx1Y2IyNzFhZjgtZTgzNy00OGlxLWlxYmUtZDg4MjNiYTBmMjE1>
- Rescue Union School District's *Transitional Kindergarten Press Release and Information for Newsletter*:  
<https://docs.google.com/open?id=0B8AQR9VQLBx1NDUwOTQ4OGQtNzQxMi00YzhjLWE0MzQtYmZjMjdmYzNiYjAy>
- Roseville City School District's *Transitional Kindergarten Brochure* (pdf):  
[http://www.rcsdk8.org/ourpages/auto/2011/4/18/52225315/Transitional%20Kindergarten\\_Rev9-2011.pdf](http://www.rcsdk8.org/ourpages/auto/2011/4/18/52225315/Transitional%20Kindergarten_Rev9-2011.pdf)

**Internal**

- *SB 1381 Legislative Counsel's Digest* (pdf):  
[http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb\\_1351-1400/sb\\_1381\\_bill\\_20100930\\_chaptered.pdf](http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1351-1400/sb_1381_bill_20100930_chaptered.pdf)

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- Senator Simitian *Senate Bill 1381 Fact Sheet* (pdf):  
<http://www.scoe.org/files/sb1381-summary.pdf>
- *Preschool California's Fact Sheet* (pdf):  
<http://www.preschoolcalifornia.org/resources/resource-files/outreach-packet/preschool-california.pdf>

### Parent Education

- Palo Alto's *Young Fives* - a sample of positive marketing (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/palo-alto-young-fives-2.pdf>
- Preschool California's *New Transitional Kindergarten Parent Engagement Toolkit*:  
<http://www.preschoolcalifornia.org/resources/resource-files/tk-parent-toolkit.docx>
- Sonoma County Office of Education's *Customizable Parent Brochure*:  
<http://www.scoe.org/files/tk-brochure.doc> (English)  
<http://www.scoe.org/files/tk-brochure-spanish.doc> (Spanish)
- Sonoma County Office of Education's *FAQs Sheet* (pdf):  
<http://www.scoe.org/files/transitional-kinder-faq.pdf> (English)  
<http://www.scoe.org/files/transitional-kinder-faq-span.pdf> (Spanish)

## 5. ENROLLMENT, REGISTRATION, ADMISSION CRITERIA

Transitional Kindergarten (TK) registration timelines should correspond to the kindergarten enrollment and registration calendar. Given the intent of the legislation, district admission and enrollment information should describe the goals of the TK and Kindergarten program as a two-year learning sequence. The name of the program should be selected soon and should reflect what the program is in an understandable way for parents.

The district enrollment agreement needs to include some of the following language that also reflects board policies.<sup>1</sup> Parents need to know the following information as well as any other information the district provides related to enrolling students in school programs:

1. A child must be turning 5 years old between *November 2 and December 2* to participate in TK. (or if you are phasing in all with Fall/Winter birthdays, October to December). Children who will turn five after December 2 may enroll as they turn five (if space is available ... What is your policy on kindergarten late enrollment?) .
2. The TK program is the first year of a two-year kindergarten program and parents need to acknowledge that the second year in kindergarten will benefit the child.
3. Include with enrollment information the advantages and disadvantages and any other explanatory information about the effect of this early admittance option (Educational Code 48000).
4. Include information for how children will be assessed initially and at the conclusion of the TK program for placement the second year. Students will complete one year of TK followed by another year of kindergarten.
5. On a case-by-case basis, the local governing board may determine the criteria for student placement from a TK to a first grade program if deemed academically prepared and socially ready to handle first grade curriculum and expectations.
6. On a case-by-case basis, if deemed appropriate, a student may be moved from a TK Program to a traditional kindergarten class during the current school year.

Admission criteria is based on the legality that TK and kindergarten are voluntary options for parents and families. While a child's birth date is the key determiner for eligibility into the district's program, thought should be given to the descriptions, expectations, and goals of the two-year program sequence either during enrollment and/or in the written and shared materials that describe the program.

The Kindergarten Continuance Form (see next page) must continue to be used for children whose birthdates do not meet the criteria for TK and who attend two years of kindergarten.

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<sup>1</sup> Board Policy and Administrative Regulations should outline the timelines and information that you identify for your TK and kindergarten programs. The above timelines are recommended and each district will need to determine the best option for your local context.

Kindergarten Continuance Form  
T08-244 English

## California Department of Education

### Kindergarten Continuance Form Parental Agreement for Pupil to Continue in Kindergarten

Reflects amendments to California *Education Code* sections 46300 and 48011, effective Jan. 1, 1992

**Name of Pupil** \_\_\_\_\_

**Kindergarten Attendance Anniversary Date** \_\_\_\_\_

**Name of School Official Approving for District** \_\_\_\_\_

#### Information for parent or guardian

California law provides that after a child has been lawfully admitted to a kindergarten and has attended for a year, the child shall be promoted to the first grade unless the school district and the child's parent/guardian agree to having the child continue to attend kindergarten for not longer than one additional year. This rule applies whether a child begins kindergarten at the beginning of a school year or at some later date, so that a child who begins kindergarten in January, for example, shall be promoted the following January unless there is formal agreement to have him or her continue in kindergarten. Because kindergarten-age children often do not develop at steady or predictable rates, the California Department of Education recommends that approval for a child to continue not be given until near the anniversary of a child's admittance to kindergarten.

I agree to having my child (named above) continue in kindergarten until \_\_\_\_\_  
(date)

(may not be more than one year beyond anniversary)

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Printed/typed name of Parent/Guardian \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone Number \_\_\_\_\_

Revised: 5/20/2009

## EXAMPLES/RESOURCES

### Sample Forms

- Beverly Hills Unified School District's *Transitional Kindergarten Parent Request Form*:  
<http://www.beverlyhills.k12.ca.us/ourpages/auto/2011/5/24/43210241/TK%20ParentRequest.docx>
- Fresno County Office of Education's *Transitional Kindergarten Parent Request Form*:  
<http://ww2.fcoe.org/uploads/mgalvan/ParentRequestEng.pdf>
- Fresno County Office of Education's *Transitional Kindergarten Notification Letter*:  
<http://ww2.fcoe.org/uploads/mgalvan/NotificationLtrEng.pdf>
- Fresno County Office of Education's *Transitional Kindergarten Program Change Request Form*:  
<http://ww2.fcoe.org/uploads/mgalvan/TKProgChangeEng.pdf>
- Rescue Union School District's *Transitional Kindergarten Enrollment Agreement Form*:  
<https://docs.google.com/open?id=0B8AQr9VQLBx1NjU0MWMzZDktNGQ1ZC00MmI2LTk3OWEtMTEwNjNkYmNmMmJj>
- Soquel Union Elementary School District's *Jr. Kindergarten Commitment Form*:  
<https://docs.google.com/open?id=0B8AQr9VQLBx1NGJhMTMyMGUtMWExMy00NmRjLWlyNzYtMjliNzAyM2E0YTEX>

### Research Studies

- *Rand Study: Strategies for Advancing Adequacy and Efficiency in California*:  
[http://rand.org/pubs/research\\_briefs/RB9452/index1.html](http://rand.org/pubs/research_briefs/RB9452/index1.html)
- Santa Clara County Partnership for School Readiness (under Additional Research) *Does Readiness Matter?*:  
<http://sccpsr.org>
- California PreKindergarten and Kindergarten Content Standards (CDE) (type PreKindergarten or Kindergarten Standards in the search box):  
<http://www.cde.ca.gov>

## 6. ASSESSMENTS

As with children in any grade, assessment of children in Transitional Kindergarten (TK) plays a key role in supporting children’s learning by informing the development of appropriate curriculum and activities and individualized support. Given the opportunity to provide a two-year program for young learners, the district may need to identify consistent observational screening tools, formative and summative assessments for the two-year program, and additional benchmark assessments from appropriate existing models. There are simple yet significant differences between screening and assessment. Screening quickly captures a glimpse of a child’s developmental status via the use of more general screening instruments. Assessment is a continual process that occurs throughout a child’s enrollment in schools. Use of age and developmentally appropriate screening and assessment tools can also provide early identification of cognitive, social-emotional issues and facilitate early intervention.



Most assessment tools for young children rely primarily on observation, as young children are not always reliable test-takers. Identifying what assessments to use should be guided by several factors. Assessment measures need to be developmentally appropriate and educationally significant. The evidence gathered needs to be used to understand and improve student learning, using multiple sources of evidence over time. With young children, assessment evidence is gathered from realistic settings and situations that reflect children’s actual performances. It is also important to integrate parent feedback into the assessment of a young child’s skills and abilities.

There are a variety of existing assessment tools available, including some used nationally/internationally, and some developed by local schools, that may provide districts with needed guidance. (See Examples/Resources following this section.) Many local early childhood education programs (preschools, child care, etc.) currently use standardized screening and assessment tools. Developing ongoing partnerships with existing preschools in the school community, sharing current practices for assessing children’s learning and growth, and considering a more focused continuum of development from early childhood educators to TK/kindergarten teachers can be an invaluable step in the construction of a local preschool to third grade learning program, better serving children and their families through collaboration and continuity.

Current assessment criteria developed for measuring and communicating a child’s progress in kindergarten should be reviewed and revised for TK to reflect the expectations that TK uses a **modified kindergarten** curricula that is age and developmentally appropriate.

## EXAMPLES/RESOURCE

- *Ages and Stages Questionnaires (ASQ) Social-Emotional Screening:*  
<http://agesandstages.com/why-screen/social-emotional-screening/>
- *Arkansas Early Childhood Education Framework Handbook 2004 – Benchmark Summary Table* (see section III, page 68) (pdf):  
<http://www.state.ar.us/childcare/programsupport/pdf/aeceframwork.pdf>
- *Creative Curriculum by Teaching Strategies:*  
[http://www.teachingstrategies.com/page/ccs\\_overview.cfm](http://www.teachingstrategies.com/page/ccs_overview.cfm)
- Curriculum Associates *BRIGANCE Early Childhood Developmental Inventory:*  
<http://www.curriculumassociates.com/products/detail.asp?title=BrigECDI>
- Devereux *Early Childhood Assessment (Social-Emotional):*  
[http://www.devereux.org/site/PageServer?pagename=deci\\_preschool\\_theory#assessment](http://www.devereux.org/site/PageServer?pagename=deci_preschool_theory#assessment)
- *DRDP - Preschool:*  
[http://www.wested.org/desiredresults/training/resource\\_drdp.htm](http://www.wested.org/desiredresults/training/resource_drdp.htm)
- *DRDP – School Readiness:*  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/07/TK-and-Readiness-Data-Children-Now-July-2011-2.pdf>
- Magnolia School District's *Preppie Kindergarten Assessment Matrix:*  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/1012-magnolia-assessment-matrix.xls>
- Magnolia School District's *Preppie Kindergarten Student Report Card:*  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/1012-magnolia-preppie-k-report-card-final.doc>
- Mark West School District's *Kinderstart Checklist:*  
<https://docs.google.com/document/d/1H76oWnTEkq5lqkQzGLVdooirKaWdUau62hLVXjX2w6g/edit>
- Scholastic:  
<http://www.scholastic.com/>
- Washington School's *Typical Kindergarten Readiness Skills* (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/kingsburg-typical-k-readiness-skills.pdf>

## 7. STANDARDS/FOUNDATIONS AND CURRICULA

### **Curriculum and the Environment<sup>2</sup>**

Creating a quality early learning experience for Transitional Kindergarten (TK) 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 TK 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 TK program is child-centered and focuses 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 TK program. 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 TK 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 TK 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:

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<sup>2</sup> From *"Transitional Kindergarten Recommended Guidelines for Districts"*, Sponsored by San Luis Obispo County Office of Education, Early Learning For All

- **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.

Quality curriculum is driven through assessment and observation of the children’s interests and developmental tasks.

The importance of supportive, challenging, and safe environments 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 learning and classroom environment.

### **Physical Environment**

The Physical Environment of the TK program 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

There are no new California Standards for TK. Curriculum planning will be based on a developmentally appropriate blend of the California Common Core Kindergarten Standards and the California Preschool Learning Foundations.

## RECOMMENDATIONS FROM THE SONOMA COUNTY TRANSITIONAL KINDERGARTEN NETWORK

### Questions/Issues to consider

- What is the curriculum sequence for Transitional Kindergarten (TK) to kindergarten?
  - Could all Sonoma County school districts collaborate for uniformity of curriculum?
  - How might the teaching methodology of preschool & kindergarten programs be coordinated?
  - A key feature of developmentally appropriate practice is to give individual children the flexibility to develop at their own pace. How can the TK curriculum preserve this flexibility? How does pacing work in this context?
  - How does the kindergarten environment flow from a Pre-K model?
- 

### Components of the Curricula and Classroom

- Social Emotional
  - Fine motor
  - Pre-Academic
  - Content
  - Manipulatives – fun, engaging, easy to use
- 

### Resources and Materials

- Handwriting Without Tears for Preschool – resource for fine motor activities
  - Get Ready for School
  - <http://www.hwtears.com> (301) 263-2700
- Getting Ready to Write – Pat Boblitt, Sarah Field
- Center on Social-Emotional Foundations for Early Learning (CSFEL) - tools on website
- Kingsburg Elementary Charter School – Washington School (Mrs. Esau/Mrs. Lee)
  - Nuts & Bolts of Building Transitional Kindergarten – full of how to and resources, time frames, assessment
- California Department of Education - Early Learning and Development System
  - CA Preschool Curriculum Framework Volumes 1 & 2 - A “Bible” for TK (even a mandatory read)
  - CPIN Regional EL Lead, Pam Turner
  - New CDE Readiness Standards (drdpsrlqisfall10.pdf)
  - Environment Rating Scales (ECERS)
- Mark West School District TK Curriculum
- National Association for the Education of Young Children (NAEYC)
- Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- Art Really Teaches
- Criteria for what high quality TK instructional materials should include (create this)
- Include Mark West questions when deciding placement for child
- Windsor checklist

## EXAMPLES/RESOURCES

- *Basic Building Blocks of Readiness* (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/palo-alto-building-blocks-of-readiness.pdf>
- *California Preschool Curriculum Framework Volume 1* (see Introductions, Chapters 1 & 2 and Appendix) (pdf):  
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
- *California Preschool Learning Foundations Volume 1* (see Introduction) (pdf):  
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>
- *Comparison of Transitional Kindergarten Curriculum and Assessment* (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/tk-k-curriculum-assessments-grid-97.pdf>
- First 5 Sonoma County (Mini-grant Program for purchasing materials):  
<http://www.first5sonomacounty.org/>
- Magnolia School District's *Standards*:  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/1012-magnolia-standards.xls>
- Magnolia School District *Curriculum Grid*:  
[https://docs.google.com/document/d/1FX5pDMB\\_5IIQTXv05hIXFOgsHof9ZtAWjH-db3BrZEg/edit](https://docs.google.com/document/d/1FX5pDMB_5IIQTXv05hIXFOgsHof9ZtAWjH-db3BrZEg/edit)
- Palo Alto Unified School District's *Young Fives Building Blocks of Kindergarten Readiness* (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/palo-alto-young-fives.pdf>
- San Luis Obispo's *Transitional Kindergarten Recommended Guidelines for Districts* (see pages 29 – 35 for pictures of centers and page 39 for suggested yearly goals) (pdf):  
<http://www.earlylearningforall.org/docs/TK%20District%20Guidelines.pdf>

## 8. STAFFING AND PROFESSIONAL DEVELOPMENT



### A. STAFFING

#### **Staffing Qualifications for High-Quality Transitional Kindergarten (TK) Programs**

According to SB1381 TK 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 TK classroom.

It is critical that programs are staffed by well-prepared and competent educational 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. All staff should have prior experience in early childhood education. Early implementing districts have shared that selecting a credentialed teacher who has a background in child development was a key to the success of the program.

Early implementing districts have shared that selecting a credentialed teacher who has a background in child development was a key to the success of the program.

“An appropriately credentialed, 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.”<sup>3</sup>

The California Commission on Teacher Credentialing (2011) released the following Credential Information Alert that specifies the credentials that authorize instruction in a TK classroom. (See next page.)

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<sup>3</sup> From “*Transitional Kindergarten Recommended Guidelines for Districts*”, Sponsored by San Luis Obispo County Office of Education, Early Learning For All.



## **CREDENTIAL INFORMATION ALERT**

**DATE:** August 25, 2011      **NUMBER:** 11-08

**SUBJECT: Transitional Kindergarten Assignments**

### **Summary:**

The Legislature adopted the *Kindergarten Readiness Act* in 2010 in an effort to provide more age-appropriate services as the entry age for kindergarten is moved to September 1 over the next several years. Senate Bill (SB) 1381 (Chap. 705, Stats. 2010) amended Education Code (EC) sections 46300, 48000, and 48010 to change the required birth date for admission to kindergarten and established a transitional kindergarten program beginning in the 2012–2013 school year. The bill also changed the required birth date for admission to first grade. This Credential Information Alert (CIA) is limited to addressing the appropriate credentials and teaching permits for serving in transitional kindergarten assignments.

### **Key Provisions and Important Dates:**

According to the amended EC sections, transitional kindergarten is the first year of a two-year kindergarten program that uses a developmentally and age appropriate modified kindergarten curriculum. SB 1381 requires that students entering kindergarten be at least five years old by November 1 for the 2012-2013 school year; by October 1 for the 2013-2014 school year; and by September 1 for the 2014-15 school year and each year thereafter.

EC section 48000(c) provides information on students that are eligible for transitional kindergarten. According to statute, a child is eligible for transitional kindergarten if the student will have his or her fifth birthday between November 2 and December 2 beginning in the 2012-2013 school year; between October 2 and December 2 beginning the 2013-2014 school year; and between September 2 and December 2 beginning the 2014-2015 school year and each year thereafter.

The California Department of Education (CDE) is the agency with authority over these sections of statute and additional information is available through their website as noted in the References section. According to the referenced *Transitional Kindergarten Frequently Asked Questions*, each elementary or unified school district must offer transitional kindergarten and kindergarten classes for all children eligible to attend.



Transitional kindergarten classrooms, as defined in EC section 48000(d), are appropriately staffed by the holder of a teaching credential or permit that authorizes general education instruction in a self-contained classroom for the grade level of Kindergarten. Transitional kindergarten classrooms as defined in statute are not preschool classrooms or child development programs; therefore, holders of Children’s Center Instructional or Child Development Permits including those with the school-age emphasis will not be authorized to teach transitional kindergarten. Employing agencies should distinguish between those transitional preschool programs intended to support kindergarten readiness from the transitional kindergarten classrooms mandated and delineated in statute.

Credentials that authorize instruction in transitional kindergarten classrooms are provided below.

**General:**

Kindergarten-Primary (grades K-3)  
 Elementary (grades K-8)

**Standard:**

Early Childhood (grades preschool-3)  
 Elementary (grades K-9)

**Ryan/SB 2042:**

Multiple Subject (grades preschool, K-12 and adults)  
 Multiple Subject University Intern (grades preschool, K-12 and adults)  
 Multiple Subject District Intern (grades K-8)  
 Specialist Instruction Credential in Early Childhood Education

*A Multiple Subject General Education Limited Assignment Permit (GELAP), Multiple Subject Short-Term Staff Permit (STSP) or Multiple Subject Provisional Internship Permit (PIP) authorizes the same service as a Multiple Subject Teaching Credential.*

Students identified as English learners in a transitional kindergarten classroom must have the same level of services as those in kindergarten. Therefore, students identified as English learners that require instruction in English Language Development (ELD) or Specially Designed Academic Instruction in English (SDAIE) services must have a teacher authorized to provide the appropriate English learner instructional services indicated.

It is important to note that transitional kindergarten assignments as defined in statute are subject to assignment monitoring and reporting by the county offices of education under the provisions of EC §44258.9. The Commission’s Administrator’s Assignment Manual will be updated to include information on transitional kindergarten assignments.



**Source:**

EC sections 46300, 48000, and 48010

**References:**

Transitional Kindergarten Frequently Asked Questions (California Department of Education)

<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp#E1>

Kindergarten in California (California Department of Education)

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

**Contact Information:**

*For questions regarding transitional kindergarten programs or implementation:*

California Department of Education at 1-916-323-4629, or by email at [MAutry@cde.ca.gov](mailto:MAutry@cde.ca.gov).

*For questions regarding appropriate assignment and authorization:*

Commission's Assignment Unit at 1-916-322-5038 (voicemail line), or by email at [cawassignments@ctc.ca.gov](mailto:cawassignments@ctc.ca.gov).

**RECOMMENDATIONS FROM THE  
SONOMA COUNTY TRANSITIONAL KINDERGARTEN NETWORK**

- Ensure teachers have experience with kindergarten and/or Pre-K, an early childhood focus in the credentialed field, and/or ECE units.
- Ensure teachers understand developmentally appropriate practices for early childhood and young learners.
- Use the California Early Childhood Educator Competencies as guidelines for required early childhood teaching skills.
- Consider as necessary qualifications:
  - ECE units – minimum core coursework (Child Development, Intro to ECE, Parent/Family/Community, Curriculum Intro)
  - Experience in ECE and/or kindergarten
  - Developmentally Appropriate Practice knowledge/experience
  - Knowledge about mixed-age classes (if TKs will be blended with kindergartners)
  - Knowledge of California Preschool Learning Foundations
  - Knowledge of importance of play as a primary vehicle for learning

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**POTENTIAL QUESTIONS TO CONSIDER WHEN SCREENING CANDIDATES  
(IF CIRCUMSTANCES ALLOW)**

1. How would a math lesson in a TK class look different from a kindergarten lesson?
  - Hands-on manipulative/no worksheets/integrated throughout curriculum/graphs/cooking
2. How would you incorporate social/emotional development into your curriculum?
  - Conflict resolution, self-regulation skills, logical consequences for behavior issues, sharing and turn taking, story-telling, reading, develop curriculum that builds on child's current knowledge & experience, sharing/turn taking, etc...
3. How would you structure your schedule to meet the needs of the child's shorter attention span?
  - Intentional selection of materials/choices/planned lessons/activities that engage the child/start year with short group time and build to extend this time
4. What are the characteristics of a young 5/older 4 child?
  - See California Preschool Learning Foundations
5. What Language Development activities and pre-reading & pre-writing activities might be most appropriate?
  - See California Preschool Curriculum Framework
6. What strategies are needed to develop English language skills for young English Learners?
  - Pictures and dual written word to start with to help build the English vocabulary
7. What classroom management strategies are best suited for young children?

## EXAMPLES/RESOURCES

- *California Early Childhood Educator Competencies* (pdf):  
<http://www.cde.ca.gov/sp/cd/re/ececomps.asp>
- *California Preschool Learning Foundations* (pdf):  
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- *California Preschool Curriculum Frameworks* (pdf):  
<http://www.cde.ca.gov/sp/cd/re/psframework.asp>
- *Los Angeles Unified School District's Daily Schedule* (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/lausd-tk-classrm-daily-schedule.doc>

## B. PROFESSIONAL DEVELOPMENT



Professional development to support quality teaching is essential and should promote articulation among the Pre-K, TK and kindergarten teachers. Resources such as collaboration and release time, instructional materials and professional development opportunities should be provided.

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 a 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).

### RECOMMENDATIONS FROM THE SONOMA COUNTY TRANSITIONAL KINDERGARTEN NETWORK

#### Strategies

- Increase teachers' opportunities to strengthen teaching and learning and ECE knowledge and skills
- Take advantage of collaboration opportunities with ECE programs in district/area
- Create a template for districts to analyze materials
- Hold meetings for Pre-K, K, 1, and 2 staff to study Foundations, Preschool Curriculum Framework and Preschool EL Guide

## EXAMPLES/RESOURCES

- California Preschool Instructional Network (CPIN):  
<http://www.cpin.us>
- Teachers Acquiring Language Learner Knowledge (TALLK):  
<http://www.scoe.org/pub/htdocs/tallk.html>
- Sonoma CARES:  
<http://www.scoe.org/pub/htdocs/child-care-sonoma-cares.html>
- California Preschool Learning Foundations:  
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- California Early Childhood Mentor Program (CECMP):  
<http://www.ecementor.org/>
- California Kindergarten Association:  
<http://www.ckanet.org/>
- Sonoma County Office of Education:  
<http://www.scoe.org>

## 9. SCHEDULING AND CLASS CONFIGURATION OPTIONS

### Effective Classrooms

Effective classroom environments include developmentally appropriate practices, activities, and materials. Designing effective classroom environments consists of arranging the classroom to ensure visual monitoring of children, arranging activity centers to support children’s learning, and facilitating smooth transitions among varied activities. Selecting and arranging appropriate materials in the classroom to promote engagement, exploration, learning, and independence enables young children to effectively participate in the class and accomplish meaningful tasks.

### Scheduling

Designing effective classroom environments takes into account scheduling and levels of consistency, as children like predictability and patterns. The Transitional Kindergarten (TK) daily schedules may be based on the kindergarten schedule and number of instructional minutes. Teachers will need to consider ways to organize the TK schedule so that it includes time for individual, small and large group activities, active and quiet activities, and movement and play opportunities. Choice and center activities also provide learning opportunities for young children to make decisions and gain confidence. Thoughtful schedules that provide for engaging and developmentally appropriate activities are the basis for rules and routines that create positive learning environments and increase social and emotional development of young children.

### Transitional Kindergarten (TK) and Combination/Blended Classes

Although the law was written with the intention of providing separate TK classrooms, it does not preclude the creation of a class combining Pre-K and TK or TK and kindergarten. For many schools, this will be a necessity due to the small number of children in the TK age cohort. Additionally, since TK is subject to the same regulations as kindergarten, the school district’s policy about admitting over- or under-age children may be applicable to the TK class as well. The decision to admit children into TK or kindergarten is primarily determined by the child’s age, but will also be driven by district policy.

The key to offering combination/blended classes is the provision of differentiated curriculum and instruction. The law requires that TK children be provided a modified “developmentally appropriate” program that does not duplicate a traditional kindergarten program.

Three scheduling options seem to be worth considering in offering a two-year TK-kindergarten program in the district.

<b>Option A: TK classroom</b> <i>A TK classroom in collaboration with existing preschools (on site or in the district).</i>	
Advantages	Challenges
<ul style="list-style-type: none"> <li>• Articulation and alignment opportunities between preschool, TK, and K to support a real continuum and integration between early learning and K-12.</li> <li>* Opportunities to support common meeting time and joint professional development for early learning and elementary staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Possible need to recruit for new teacher position. (This is probably unlikely, but needs to be confirmed through cost modeling.)</li> </ul>

### Option B: Preschool/TK Hybrid Classroom

*This hybrid classroom would include both preschool and TK students.  
 A preschool teacher who is also certificated would serve as the teacher.*

Advantages	Challenges
<ul style="list-style-type: none"> <li>• Preschools are very familiar with having students for two years and providing developmentally appropriate learning opportunities.</li> <li>* Clear communication of the organization and purpose of the program and the learning expectations need to be described for parents.</li> <li>• There may be preschool teachers already certificated, so you may already have staff infrastructure in place to support this type of classroom. District should assess current credentialing of any existing preschool staff.</li> <li>• Articulation and alignment opportunities between preschool, TK, and kindergarten could occur more readily.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with parents on how this type of classroom is a great opportunity for students (and does not hold students back) will be key. (Parent communication will be essential for all models and will be important at all levels of implementation—site and district).</li> <li>• Preschool/TK teacher would need to receive professional development for both preschool and TK programming.</li> <li>• May need to expand preschool program, in terms of space (and possibly staff), to support this model.</li> <li>* Data on current enrollment of Preschool needs to be collected to assist in decision making.</li> </ul>

### Option C: TK/K Blended Classroom

*This combination classroom would include both TK and K students  
 with a kindergarten or primary grade elementary teacher.*

Advantages	Challenges
<ul style="list-style-type: none"> <li>• Relatively easy to implement (no need for structural/operational changes, such as additional classrooms, etc.)</li> <li>• Kindergarten teachers are already accustomed to working with the young 5 year olds.</li> <li>• Articulation and alignment opportunities between preschool, TK, and kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with parents on how this type of classroom is a great opportunity for students (and does not hold students back) will be key. (Parent communication will be essential for all models and will be important at all levels of implementation—site/district.)</li> <li>• Preschool/TK teacher(s) would need to receive professional development for both preschool and TK programming and be skilled at implementing both.</li> <li>• Could be perceived by parents that their child is being held back if their child does not move up to first grade.</li> <li>• Might be difficult for some teachers to combine developmentally appropriate practices with kindergarten program requirements.</li> </ul>

### RECOMMENDATIONS FROM THE SONOMA COUNTY TRANSITIONAL KINDERGARTEN NETWORK

- A.M./P.M. – TK group in a.m. (e.g. 8:30 – 11:30)/regular kindergarten group in p.m. (e.g. 12:30 – 3:30)
- Early start/late start TK group begins at beginning of school day and leaves early. Regular kindergarten group begins 1 hour later and stays later.
- Use full-day Pre-K programs for TK; credentialed teacher works at that site with TK students for allocated hours. Child stays at site for lunch/nap and afternoon care and education. (May only work with some programs.)
- Offer supervision by classified employee?

### EXAMPLES/RESOURCES

- Kingsburg Elementary Charter School District *Curriculum Grid*:  
<https://docs.google.com/open?id=0B8AQR9VQLBx1ZDQwZTczYTktYWJkNC00YTRILW15YTYtNDNiNDgyNmEyM2Yx>
- Palo Alto Unified School District's *Young Fives Program* (history, curriculum, background) (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/palo-alto-young-fives-2.pdf>
- Palo Alto Unified School District's *Young Fives Program Description* (philosophy, kindergarten readiness, daily schedule, family engagement) (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/palo-alto-young-fives.pdf>
- Poway's Extended Primary Program *2011-2012 Parent Information Night Flier* (pdf):  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/poway-parent-information-night.pdf>
- Pre[k]now's *Pre-K Teachers Resource Center* (see Engaging Parents)  
<http://www.preknow.org/educators/resource/engaging.cfm?>
- *Sample TK Daily Schedule* from Los Angeles Unified School District:  
[https://docs.google.com/document/d/1T7GIpQBmmHocTUupRgf6JiS7Z\\_ea-11QhfSgszYodE/edit](https://docs.google.com/document/d/1T7GIpQBmmHocTUupRgf6JiS7Z_ea-11QhfSgszYodE/edit)
- Washington School's *Transition Kindergarten: How Do You Decide?*:  
<http://www.tkcalifornia.org/dev/wp-content/uploads/2011/05/kingsburg-tk-how-to-decide.pdf>

## 10. ADDITIONAL RESOURCES

California Department of Education Websites	
<b>California Department of Education (CDE)</b>	<a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a>
<b>Kindergarten in CA (Kindergarten January 26, 2011)</b> - California state law and information regarding admission to kindergarten	<a href="http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp">http://www.cde.ca.gov/ci/gs/em/kinderinfo.asp</a>
<b>California Education Code Section 48000 – 48002</b>	<a href="http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=47001-48000&amp;file=48000-48002">http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&amp;group=47001-48000&amp;file=48000-48002</a>
<b>Kindergarten Frequently Asked Questions</b> – California state law relating to kindergarten	<a href="http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp">http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp</a>
<b>Kindergarten Continuance Form</b> – Parental agreement for pupil to continue in kindergarten	<a href="http://www.cde.ca.gov/ci/gs/em/documents/parentagreeform.pdf">http://www.cde.ca.gov/ci/gs/em/documents/parentagreeform.pdf</a>
<b>Infant/Toddler Learning &amp; Dev Foundations, Vol. 1</b> - Describes competencies (knowledge and skills) that young children typically learn with appropriate support	<a href="http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf">http://www.cde.ca.gov/sp/cd/re/documents/itfoundations2009.pdf</a>
<b>Preschool Learning Foundations, Vol. 1</b> – Identifies key domains of learning and guide instructional practice	<a href="http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf">http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf</a>
<b>Preschool Curriculum Framework, Vol. 1</b> – Provides guidance on planning learning environments and experiences for young children	<a href="http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf">http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf</a>
Transitional Kindergarten Websites	
<b>SB 1381 Legislative Counsel’s Digest</b>	<a href="http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1351-1400/sb_1381_bill_20100930_chaptered.pdf">http://www.leginfo.ca.gov/pub/09-10/bill/sen/sb_1351-1400/sb_1381_bill_20100930_chaptered.pdf</a>
<b>California State Senator Joe Simitian – SB 1381: Kindergarten Age (2010)</b> – Summary of bill and resources	<a href="http://www.senatorsimitian.com/entry/sb_1381_kindergarten_age">http://www.senatorsimitian.com/entry/sb_1381_kindergarten_age</a>
<b>Transitional Kindergarten (TK) California</b> – Online resources to support the successful implementation of TK	<a href="http://www.tkcalifornia.org">http://www.tkcalifornia.org</a>
Additional Online Resources	
<b>Sacramento County Office of Education (SCOE) Early Learning</b> – Provides resources to support high-quality early care and education programs, school readiness and seamless transitions to kindergarten	<a href="http://www.sacramentocountyearlylearning.org">http://www.sacramentocountyearlylearning.org</a>
<b>California Preschool Instructional Network (CPIN)</b> – Conducts professional development on CDE publications	<a href="http://www.cpin.us">http://www.cpin.us</a>
<b>California county Superintendent’s Educational Services Association</b> - Information and resources for early education	<a href="http://www.ccsesa.org">http://www.ccsesa.org</a> PreKindergarten – <a href="http://www.ccsesa.org/index/sp_prek.cfm">http://www.ccsesa.org/index/sp_prek.cfm</a>
<b>Preschool California</b> – Non-profit advocacy organization	<a href="http://www.preschoolcalifornia.org">http://www.preschoolcalifornia.org</a>
<b>Early Learning Advisory Council (ELAC)</b> – Helps to define future policy direction for early learning in California	<a href="http://www.calelac.org">http://www.calelac.org</a>
<b>CA Common Core Standards</b>	<a href="http://www.scoe.net/castandards/agenda/201/ela_ccs_recommendations.pdf">http://www.scoe.net/castandards/agenda/201/ela_ccs_recommendations.pdf</a>