



# Transitional Kindergarten Highlights

Date: May 2014

<b>Background:</b>			
<p>The Kindergarten Readiness Act of 2010 changed the age requirements for kindergarten, thus created TK. TK means the first year of a two-year kindergarten program</p>	<p>2014-2015: Full TK Implementation Year</p> <ul style="list-style-type: none"> <li>• All Districts have to offer the program</li> <li>• For students that will turn 5 between Sept 2-Dec 2</li> </ul>		
<b>Questions around Board Policy:</b>			
	Yes	No	Comments
<p>Does your District have a clear policy in place for students whose birthdays are after the December 2<sup>nd</sup> cutoff date?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>ED Code: 48000(b) states that any child whose birthday is after Dec. 2<sup>nd</sup> can only attend school on or after their fifth birthday on a case-by-case basis.</p>
<p>Does your District have a system in place if you have a TK student advancing into 1<sup>st</sup> grade (at the end of TK)?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>ED Code: 48011 states that if a student has completed one school year therein, shall be admitted to the first grade if the school district administration and child's parent agree that the child is ready for first grade work and that the child is at least 5 years old.</p>
<p>Is it possible for a child, who just entered TK, be placed into 1<sup>st</sup> grade?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Yes, according to State Board of Education criteria, pursuant to Title 5, Section 200 with the following criteria (refer to criteria: upper 5% of child's age group in mental ability, physical development and social maturity, and parents agree)</p>
<p>Is it possible for a child, who is Kindergarten age, be placed into TK?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Yes, as long as you have assessed the child, parents agree, and have signed the Kindergarten Continuance Form. This is considered retention by some districts policy.</p>

Does each school, within your District, have to offer a TK?	<input type="checkbox"/>	<input type="checkbox"/>	No. Each District has to offer a TK program to all age eligible TK students enrolling, but it does not have to be at every site.
Do the hours of TK instruction need to be the same as the Kindergarten instructional hours in your District?	<input type="checkbox"/>	<input type="checkbox"/>	Yes. TK is considered the first of a two year Kindergarten program. Therefore you must offer the same instructional minutes. However, if you have two Kindergarten programs and one is Extended Day and one is Half-Day....your TK program can offer the Half-Day schedule.
Is there a clear policy in place to allow for a TK child to be advanced into Kindergarten before the end of the year?	<input type="checkbox"/>	<input type="checkbox"/>	If the district has assessed the child, discussed the pros and cons with the parent, it is best to advance the child on or after his/her fifth birthday. The child cannot advance into K until they turn 5.
<b>Questions around TK Environment</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Does your TK staff use Universal Design for learning? (TK Implementation Guide)	<input type="checkbox"/>	<input type="checkbox"/>	Creating accessible environments that work for all children. <ul style="list-style-type: none"> <li>Clearly marked learning areas</li> <li>Picture-coded classroom schedules</li> <li>Visuals such as pictures, diagrams, charts, and realia</li> </ul>
	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Questions around Curriculum:</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
How does your Districts TK Curriculum allow for social-emotional development?	<input type="checkbox"/>	<input type="checkbox"/>	Social-emotional competence includes: emotional regulation, social knowledge and understanding, social skills, and social dispositions.
How does your TK curriculum provide opportunities to actively engage students and emphasize experiential learning?	<input type="checkbox"/>	<input type="checkbox"/>	
Is your TK staff addressing the developmental needs of their students?	<input type="checkbox"/>	<input type="checkbox"/>	
Does your District TK curriculum provide a clear path that ensures exposure to kindergarten standards and build a strong foundation for success?	<input type="checkbox"/>	<input type="checkbox"/>	

How does your TK curriculum address the Mathematical components that support the Kindergarten Common Core?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Recite numbers to 20</li> <li>• Count up to 10 objects</li> <li>• Name some numerals</li> <li>• Last object counted</li> <li>• Comparing groups (+,-)</li> <li>• Measurable attributes (more, less)</li> <li>• Identifying, describing, and constructing a variety of shapes</li> <li>• Position of objects</li> </ul>
Are the following ELA components highlighted in your TK Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Listening and Speaking opportunities</li> <li>• Vocabulary development</li> <li>• Phonological Awareness</li> <li>• Concepts about Print</li> <li>• Alphabetics and word/print recognition</li> <li>• Story Comprehension</li> <li>• Introduction to writing and letter formation</li> </ul>
Are the following Science concepts highlighted in your TK Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Raise Questions, observe and describe</li> <li>• Recording information and sharing their findings</li> <li>• Observe, investigate, describe objects</li> <li>• Water can be a liquid or solid</li> <li>• Identify characteristic of animals and plants</li> <li>• Compare Earth materials (sand, rock)</li> <li>• Changes in weather</li> </ul>
Are the following History-Social Science components highlighted in your TK Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Encourage cultural, ethnic, and racial identity</li> <li>• Developing relationships</li> <li>• Understanding of a variety of adult roles</li> <li>• Involvement in group activities</li> <li>• Create drawings, maps, and models and to use globes</li> </ul>

Are the following Physical Education components highlighted in your TK curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Increasing balance and control (still and moving)</li> <li>• Walk with balance and oppositional arm movement</li> <li>• Run with a longer stride</li> <li>• Jump for height and distance</li> <li>• Gross-motor manipulative skills by using arms, hands, and feet</li> <li>• Increase knowledge of body parts</li> <li>• Understanding of General Space</li> </ul>
Are the following Visual and Performing Arts areas highlighted in your TK Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Increased ability to plan art</li> <li>• Choosing their own art for display or for inclusion in a portfolio</li> <li>• Create representative paintings or drawings that depict people, animals and objects</li> <li>• Increase coordination and motor control when working with the art tools</li> <li>• Verbally reflect on music and describe music</li> <li>• Encourage body movement to respond to beat, dynamics, and tempo</li> <li>• Extended role play skills</li> <li>• Invent and recreate dance movements</li> </ul>
<b>Questions around assessments?</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Does your TK Program have agreed upon assessments regularly being used?	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>• Anecdotal records – how are they being used to drive instruction?</li> <li>• Questions to illicit a deeper understanding?</li> <li>• Timeline (window of assessment)</li> </ul>
Are the learning goals clearly stated and understood by the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	
How is the growth of students being reported to adults/child? How is monitoring progress transparent?	<input type="checkbox"/>	<input type="checkbox"/>	

Parent Connection			
	Yes	No	Comments
Does your District have a brochure or pamphlet that informs your parents about your TK program?	<input type="checkbox"/>	<input type="checkbox"/>	Displayed in the school, community, outreach programs (Preschool)
Is there a point person in your District and/or school that is heading up TK?	<input type="checkbox"/>	<input type="checkbox"/>	Can you share that person's name with Aaron Carter ( <a href="mailto:acarter@scoe.org">acarter@scoe.org</a> )?
Is TK mentioned at Parent Nights or at the Kindergarten Round-Ups?	<input type="checkbox"/>	<input type="checkbox"/>	

### General Observations/Questions:

### Actions

Action Item	Assigned To	Due By

Thank you for all of your questions and your continued commitment to Early Childhood Education!

Aaron Carter  
 Transitional Kindergarten Coordinator  
 Sonoma County Office of Education  
[www.scoe.org](http://www.scoe.org)

[acarter@scoe.org](mailto:acarter@scoe.org)  
 707-524-2816