

Transitional Kindergarten



Report to the Board of Education

November 17, 2011

**Educational Services
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State Research Study finds:

53% of students retained in kindergarten:

– Turned 5 summer prior to entering Kindergarten

OR

– Entered Kindergarten at the age of 4



Kindergarten Readiness Act 2010

- Amends Ed Code §48000
- Changes the kindergarten entry date from December 2 to September 1



Three-Year Implementation Plan for Transitional Kindergarten

- Implemented over a three year period
- Rolling back one month per year
- Children must be born on or before:

- 2011-12: December 2
- 2012-13: November 1
- 2013-14: October 1
- 2014-15: September 1

And thereafter the date will be September 1st - mandated.

What is a Transitional Kindergarten?

Academic “Redshirting” for young children



- Provide one year of developmental curriculum prior to entrance into regular kindergarten
- Allowing an extra year for social-emotional, intellectual, or physical growth

Purpose of Transitional Kindergarten

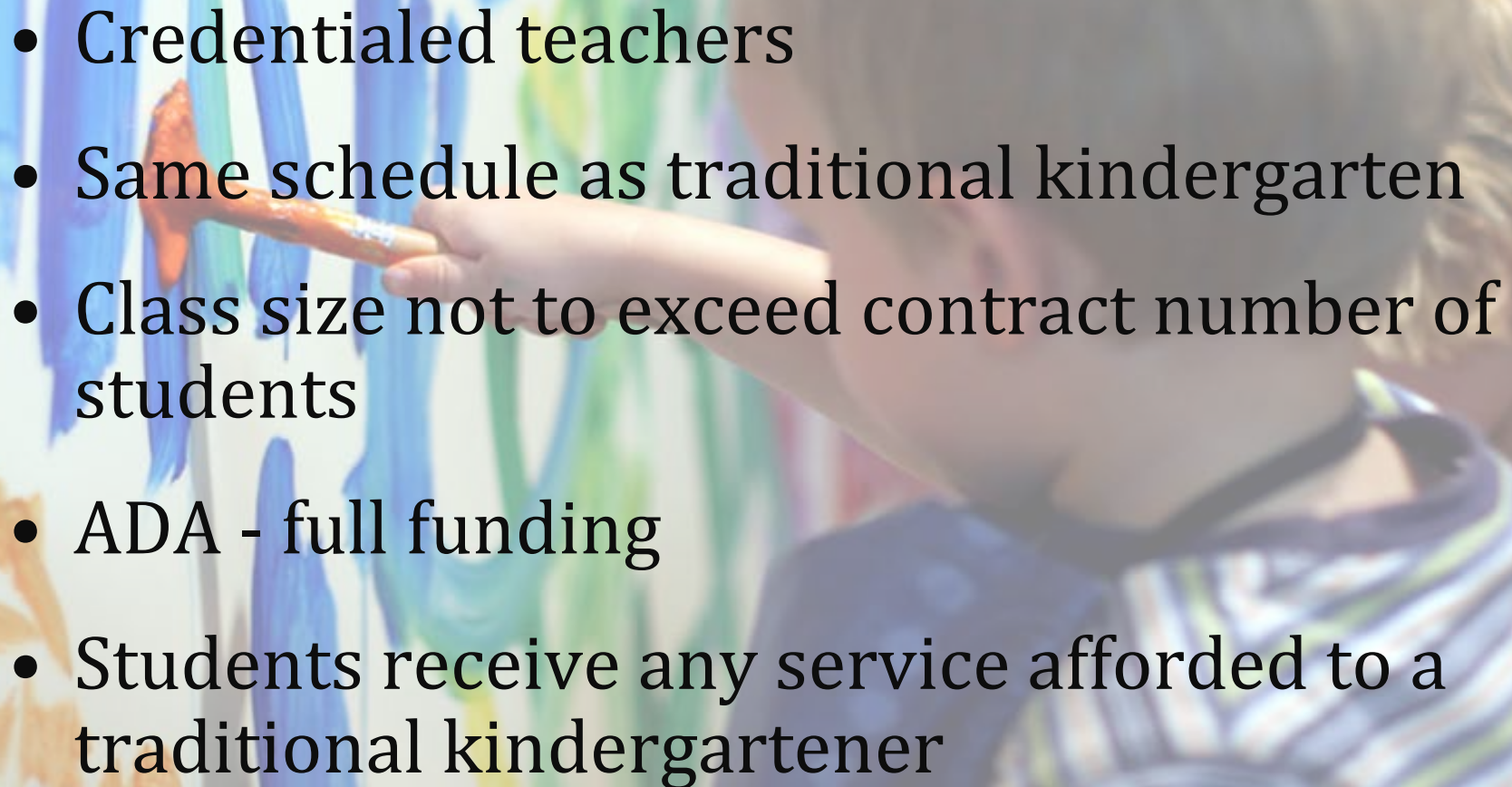
- Build confidence
- Develop skills:
 - Small motor
 - Gross motor
 - Reading readiness
 - Language / Vocabulary
 - Social/Problem Solving
- Provide an environment that ensures all students experience success



Criteria for Entering

- Date of birth
- Submission of Transitional Kindergarten registration
- Beginning Assessments:
 - Expressive/Receptive Language
 - Social/Emotional Development
 - Small/Gross Motor Development
 - Academic Skills
- IEP Recommendations, if applicable
- Signed Continuance Form for Year 2 students

Transitional Kindergarten Classes

- Credentialed teachers
 - Same schedule as traditional kindergarten
 - Class size not to exceed contract number of students
 - ADA - full funding
 - Students receive any service afforded to a traditional kindergartener
- 
- A young child with light brown hair, wearing a blue and white striped shirt, is painting a wall. The child is holding a paintbrush with orange paint and is in the process of applying a stroke. The wall is covered in various colorful brushstrokes, including blue, green, and orange. The background is slightly blurred, showing other people and what appears to be an outdoor or semi-outdoor setting.

Transitional Kindergarten

Students who turn 5 late summer and early fall



Two-year Kindergarten program

- Year 1:
 - Attend “TK” at home school
 - Receive developmentally appropriate standards-based curriculum
- Year 2
 - Attend kindergarten at home school
 - Receive kindergarten curriculum -- must attain mastery



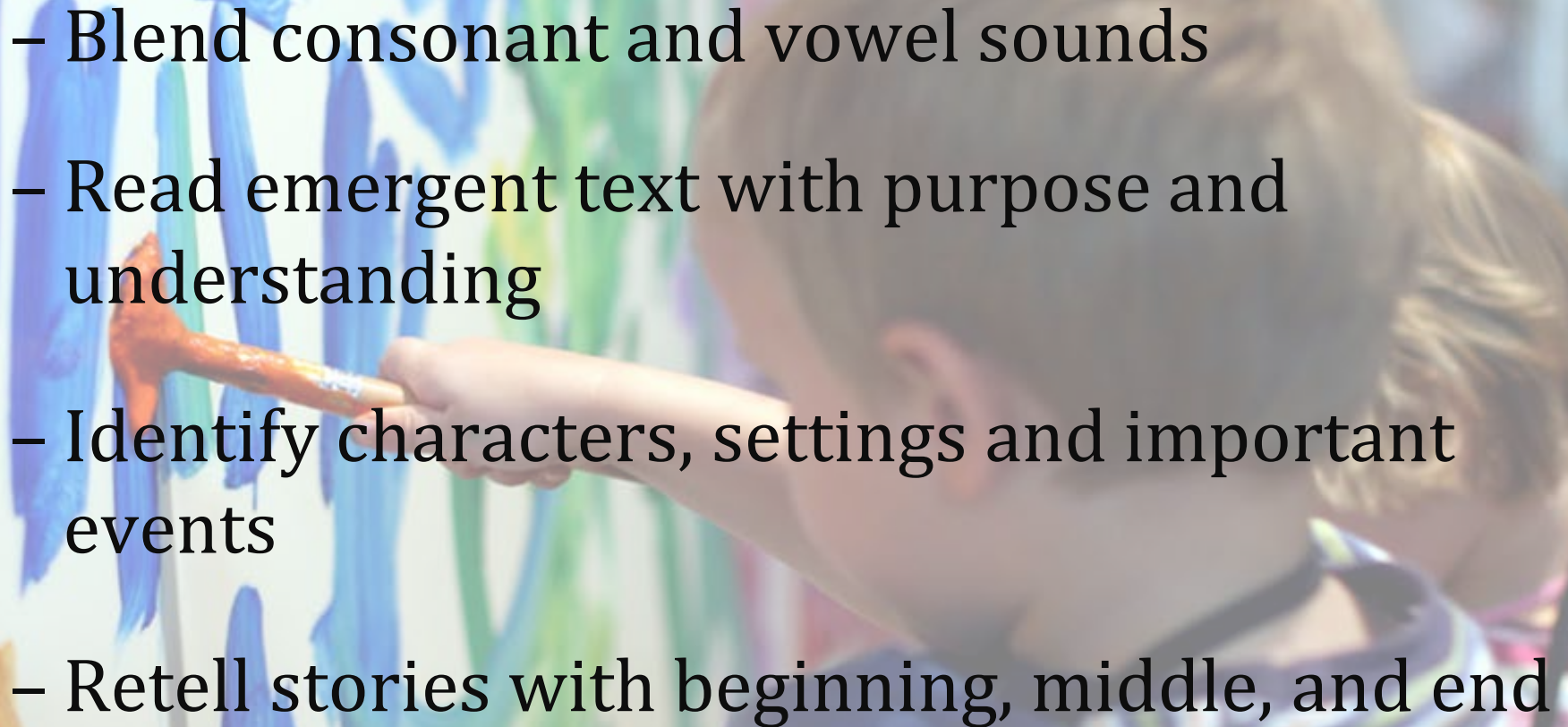
Curriculum Comparison



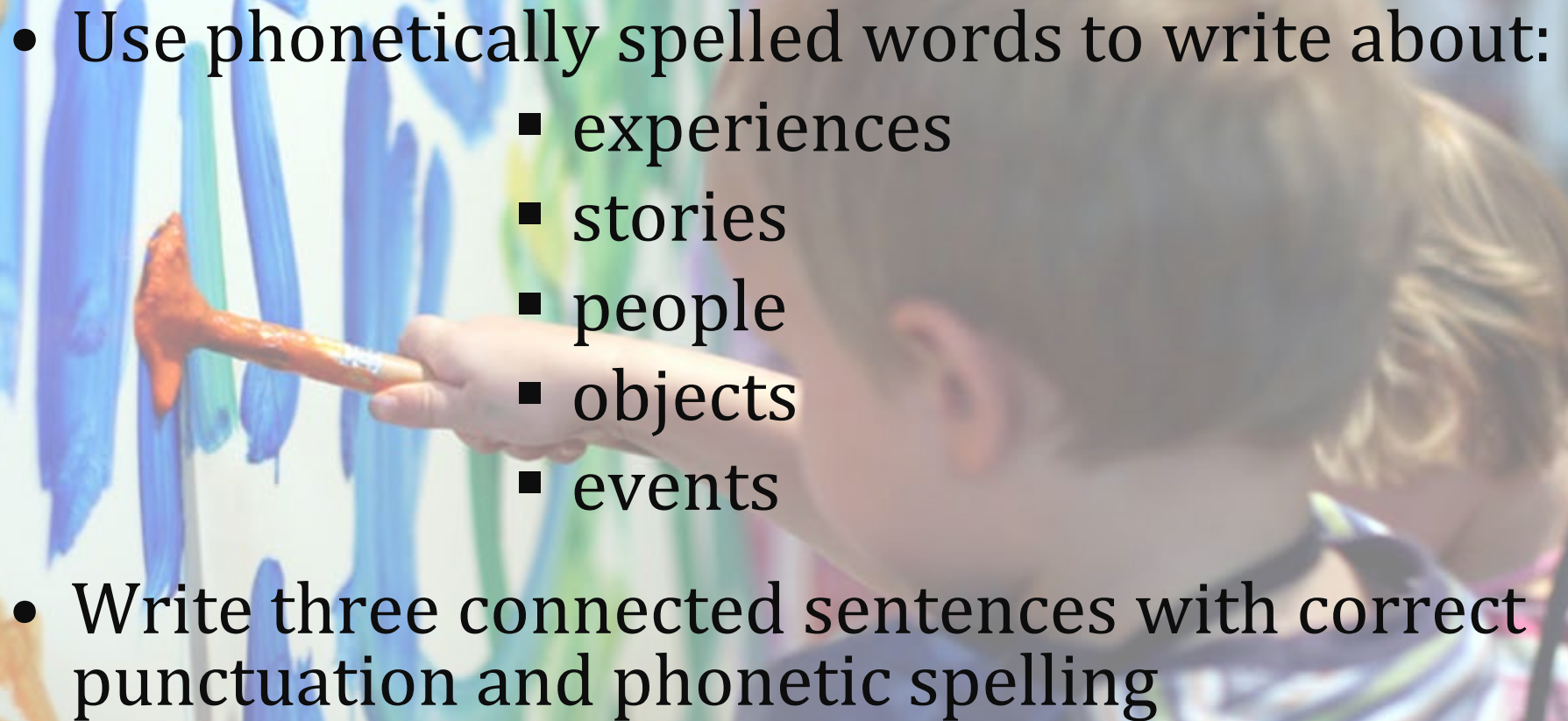
Traditional Kindergarten

- Aligned to the Core Content Standards
 - Teach to mastery
- 
- A young child with short brown hair, wearing a blue and white striped shirt, is shown from the side, holding a paintbrush and applying orange paint to a wall. The wall is covered in vertical strokes of blue and green paint. The background is slightly blurred, showing other children and a red object.

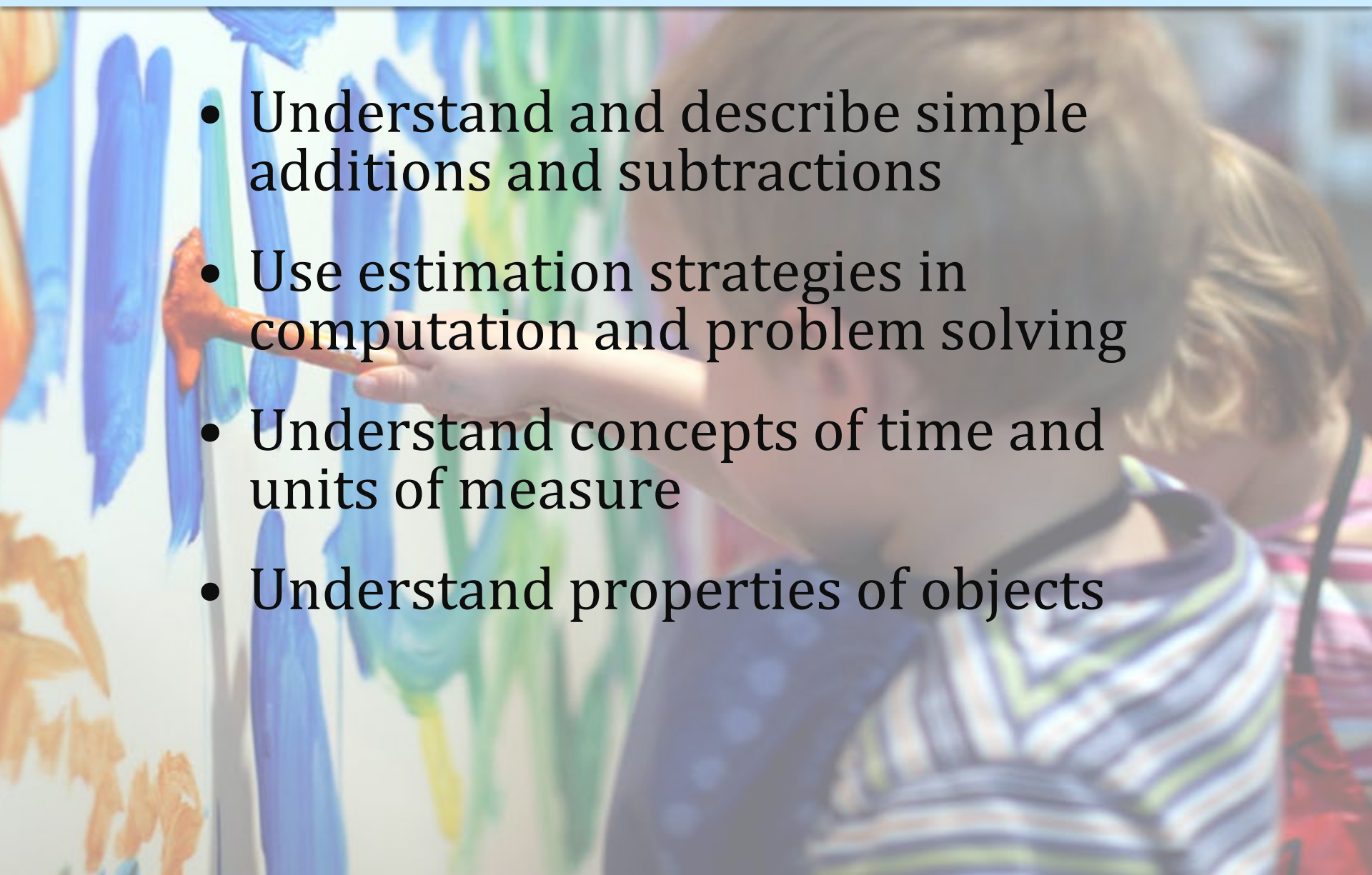
Reading

- Blend consonant and vowel sounds
 - Read emergent text with purpose and understanding
 - Identify characters, settings and important events
 - Retell stories with beginning, middle, and end
- 
- A young child with light brown hair, wearing a blue and white striped shirt, is painting a wall. The child is holding a paintbrush with orange paint and is in the process of applying a stroke. The wall is covered in various colorful brushstrokes in shades of blue, green, and orange. The background is slightly blurred, showing other people in the distance.

Writing

- Use phonetically spelled words to write about:
 - experiences
 - stories
 - people
 - objects
 - events
 - Write three connected sentences with correct punctuation and phonetic spelling
- 
- A young child with light brown hair, wearing a blue and white striped shirt, is painting a wall. The child is holding a paintbrush with orange paint and is applying it to a wall that has been partially painted with blue and green vertical stripes. The background is slightly blurred, showing other people and a colorful environment.

Math

- Understand and describe simple additions and subtractions
 - Use estimation strategies in computation and problem solving
 - Understand concepts of time and units of measure
 - Understand properties of objects
- 
- A young child with blonde hair, wearing a blue and white striped shirt, is painting a wall. The child is holding a paintbrush and applying orange paint to a wall that already has several vertical strokes of blue and green paint. The background is slightly blurred, showing other people and what appears to be an art studio or classroom setting.

Transitional Kindergarten Curriculum Focus



- Phonemic awareness
- Letter names and sounds
- Motor skills
- Handwriting
- Writing
- Oral language
- Listening skills
- Early number sense
- Social/emotional development

TK Instructional Elements

- Small and Large Groups
- Kinesthetic Activities
- Music
- Dramatic Play
- Oral Language/Story Telling



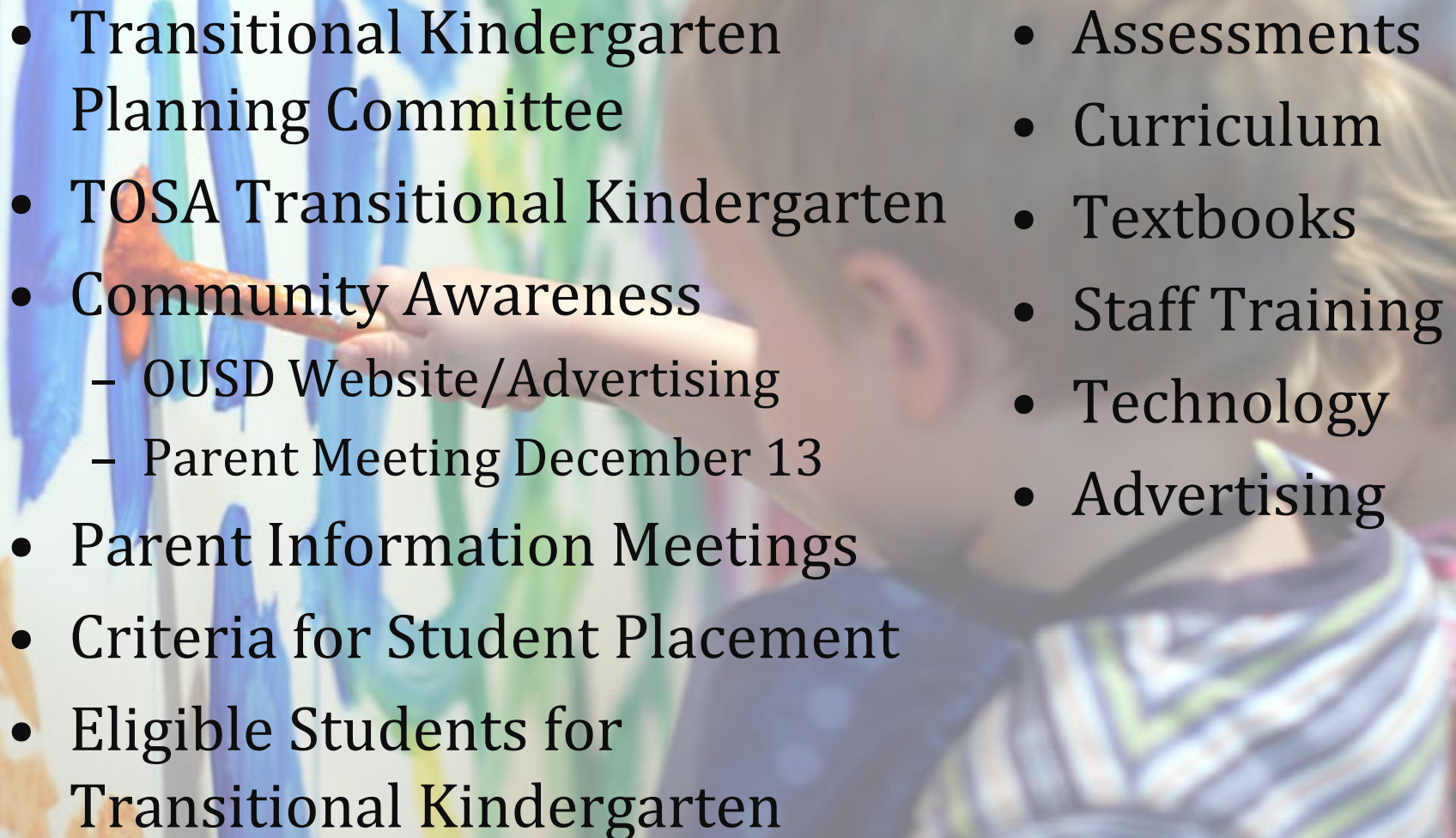
TK Instructional Elements

- Centers

- Science - Hands On
- Listening Center
- Computers
- Manipulatives



OUSD Transitional Kindergarten Action Plan

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- A young child with blonde hair, wearing a blue and white striped shirt, is painting a wall with colorful brushstrokes. The child is holding a paintbrush and is in the process of applying a stroke of orange paint. The background is a wall covered in various colors of paint, including blue, green, and orange. The child's face is partially visible, showing concentration.
- Transitional Kindergarten Planning Committee
 - TOSA Transitional Kindergarten
 - Community Awareness
 - OUSD Website/Advertising
 - Parent Meeting December 13
 - Parent Information Meetings
 - Criteria for Student Placement
 - Eligible Students for Transitional Kindergarten
 - Assessments
 - Curriculum
 - Textbooks
 - Staff Training
 - Technology
 - Advertising



Questions