



CHANGE OF AGE OF
ENROLLMENT &
TRANSITIONAL
KINDERGARTEN
PROGRAM



Developed by the
California Kindergarten Association

Presented at the California
Kindergarten Conference (Jan. 2011)
and the Southern California
Kindergarten Conference (Feb. 2011)

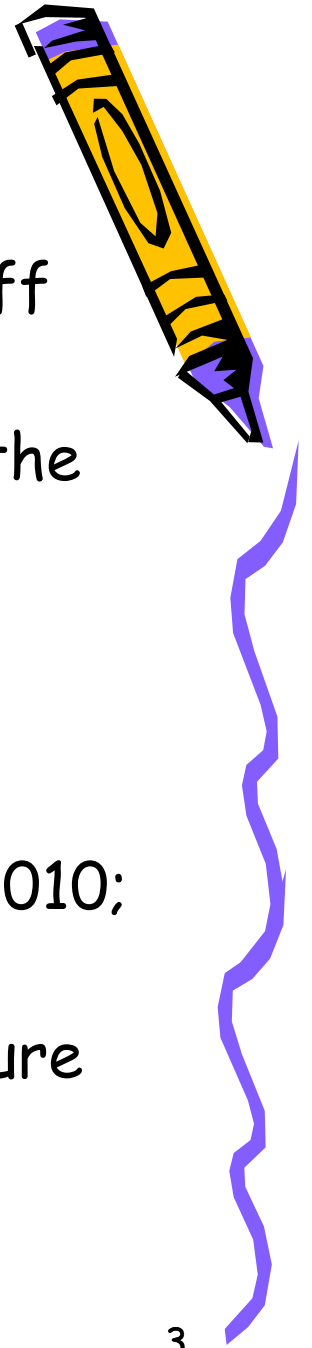
This presentation provides information
about the Kindergarten Readiness Act and
the Transitional Kindergarten Program.

Kindergarten teachers contributed to these
slides.



History of SB 1381

- California was one of four states with a cut-off date of 5 years by Dec 1 or later.
- California kindergarten standards are among the most rigorous in the country.
- CKA supported enrollment age change for 20 years.
- CTA, PTA and others supported the bill.
- Bill was passed & signed (Chapter 705) Sept 2010; Kindergarten Readiness Act.
- SB 30 was introduced by Sen. Simitian to ensure SB 1381 implementation.



Elements of the New Law



- SB 1381 amends Ed Code Sections 46300, 48000, 48010.
- A child shall be admitted to K at the beginning of the school year if the child will have his/her birthday on or before one of the following dates:
 - **Nov 1 of 2012-13 school year**
 - **Oct 1 of 2013-14 school year**
 - **Sep 1 of 2014-15 school year and each year thereafter.**



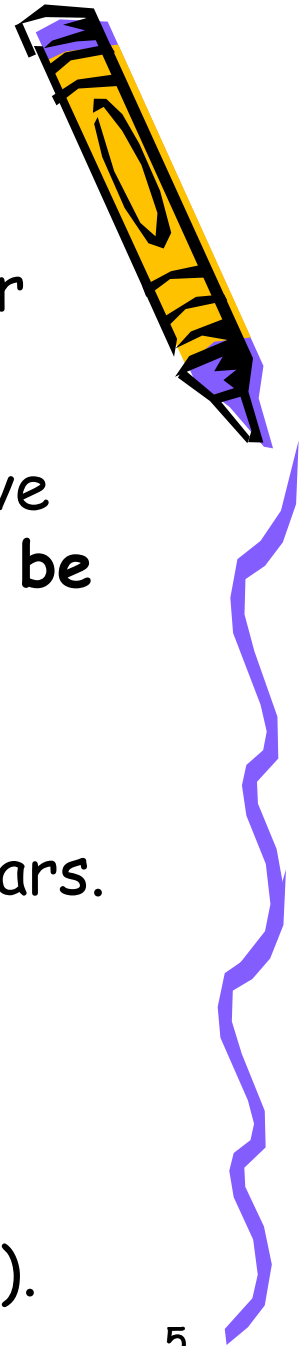
Elements of SB 1381, cont.

To receive apportionment for pupils, a district or charter school must ensure the following:

➤ In the 2012-13 school year, a child who will have his/her birthday between Nov 2 and Dec 2 **shall be** admitted to a Transitional K (TK) Program maintained by the district and paid for by ADA. The TK Program will be taught by credentialed teachers. Similar requirements in subsequent years. The program must be age & developmentally appropriate.

➤ Similar requirements in 2013-14 (birthday between Oct 2 and Dec 2); 2014-15 (birthday between Sep 2 and Dec 2).

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CKA's Philosophy for a TK Program

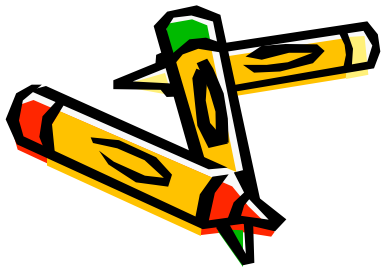
A TK Program will provide the youngest kindergartners with a readiness year that is developmentally appropriate and will better prepare them for success once they enter traditional Kindergarten.



General Overview of a TK Program

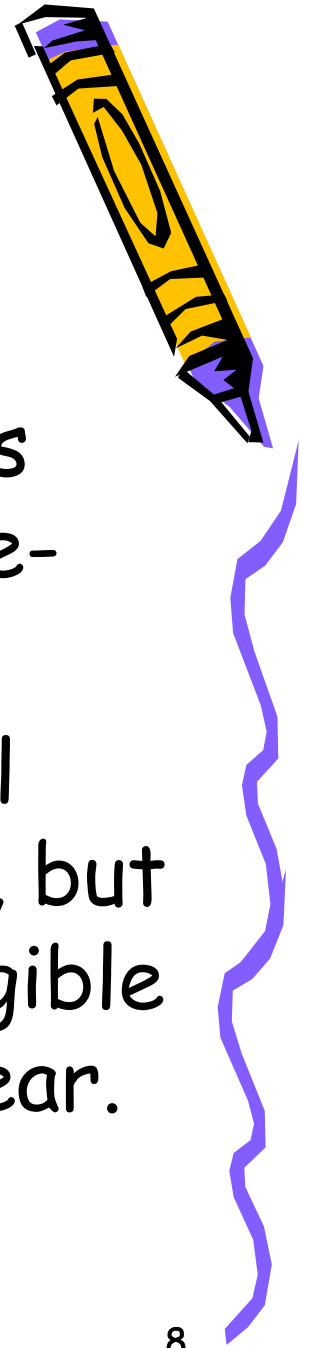
A Transition Kindergarten Program:

- Available to students whose birthdays fall between 9/2 and 12/2.
- Is of no cost to parents.
- May include cluster schools in districts.
- Students may return to neighborhood school for traditional kindergarten.
- Students participate in similar activities as traditional kindergarten (field trips, assemblies, etc.).



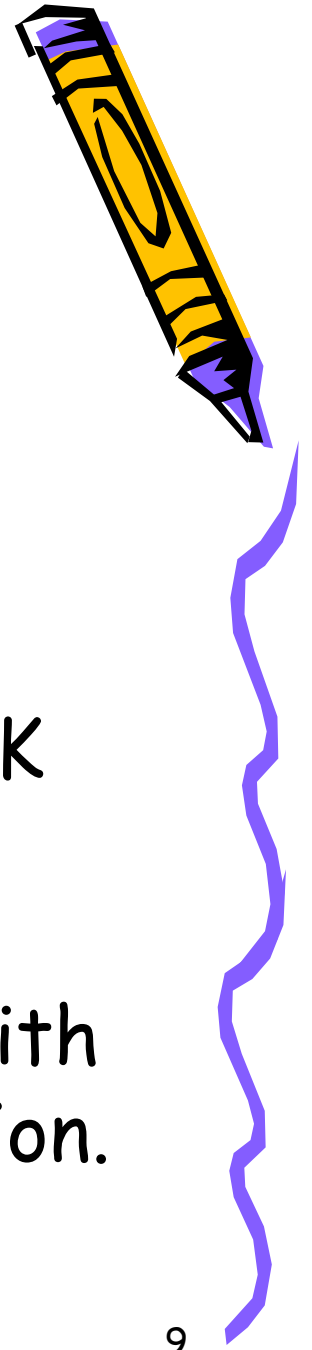
General Overview of a TK Program, cont.

- When the law is in place, districts are required to offer TKP for age-eligible children.
- Parents are not required to enroll their age-eligible children in TKP, but these children will not be age-eligible for K until the following school year.

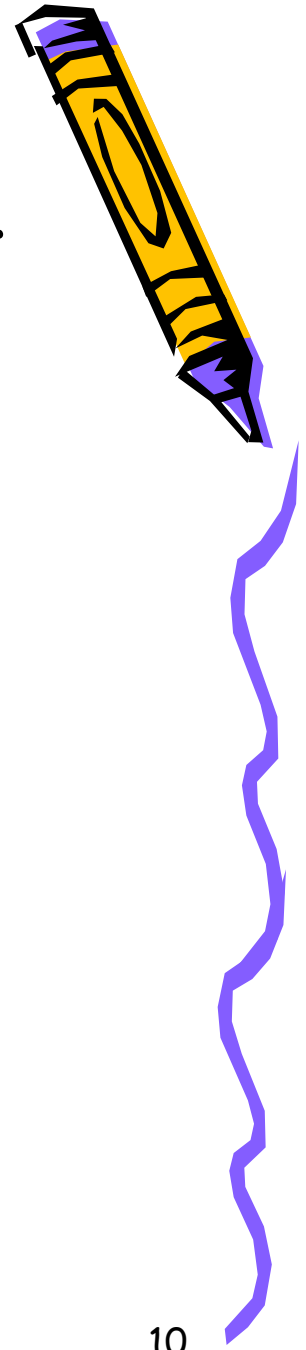


General Overview of a TK Program, cont.

- Parents are strongly encouraged to enroll children in TKP so they build a strong foundation for success.
- TKP requires a “developmentally appropriate curriculum; aligned with K standards; taught by credentialed teachers.” Early implementers are finding it critical to have teachers with knowledge of early childhood education.



CKA's Guidance on the Four E's of a TK Program*



- ❖ Exploration
- ❖ Exposure
- ❖ Experience
- ❖ Expression

*Adapted from Conejo Valley USD Junior Kindergarten

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Traditional vs. Transitional*

Traditional

- Mastery of content standards is **expected**.
- Is curriculum based.
- Majority of students move on to first grade.
- Lessons and/or activities are differentiated depending on students' levels and needs.
- Parents are encouraged to participate.

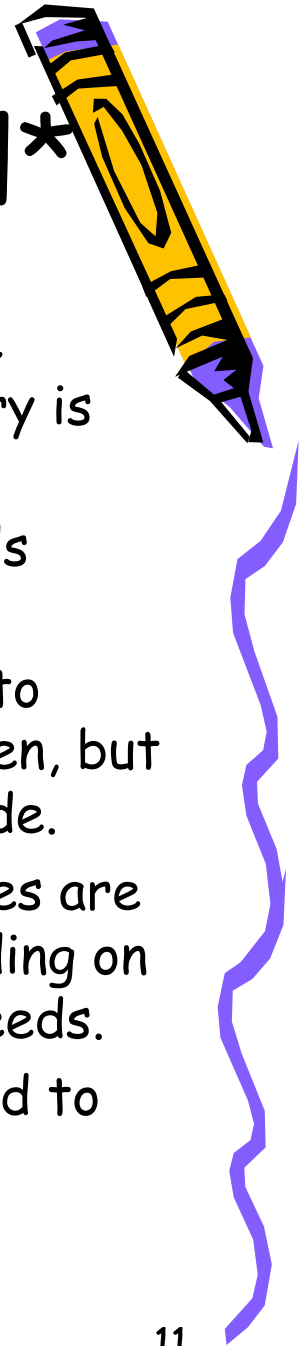


Transitional

- Content standards are introduced and mastery is **encouraged**.
- Is developmental needs based.
- Students continue on to traditional kindergarten, but may move to first grade.
- Lesson and/or activities are differentiated depending on students' levels and needs.
- Parents are encouraged to participate.

* Source – Adapted from Conejo Valley USD
Junior Kindergarten

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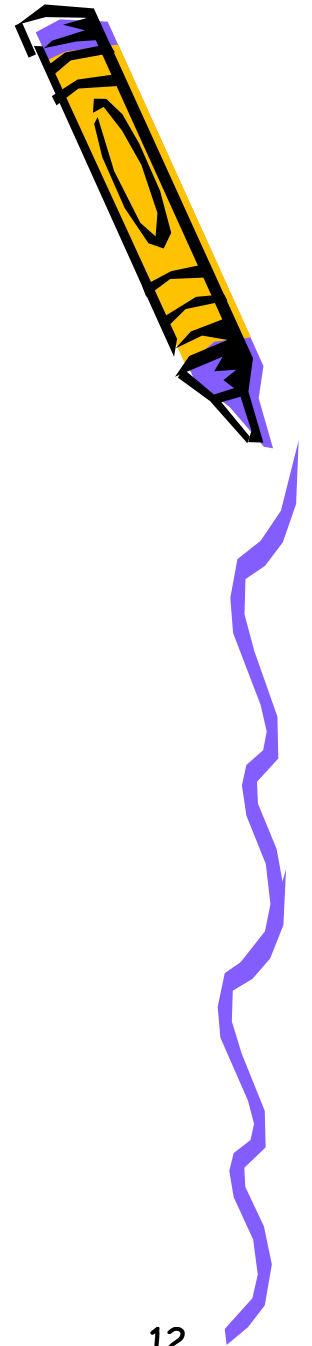
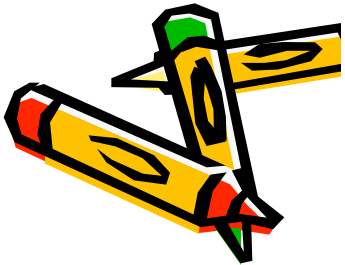
Transitional Kindergartners in Kingsburg Elementary SD

Inspiration – the youngest kindergarten students and a pioneering teacher



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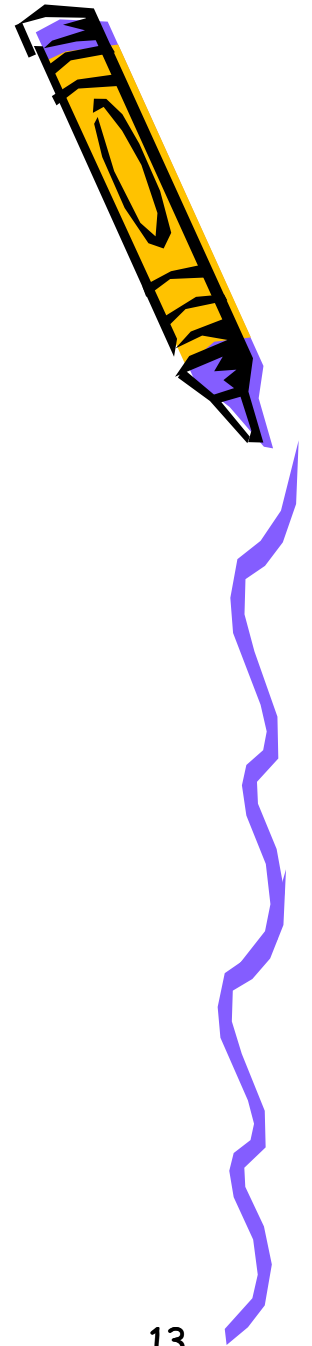
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Children Learning Through Play



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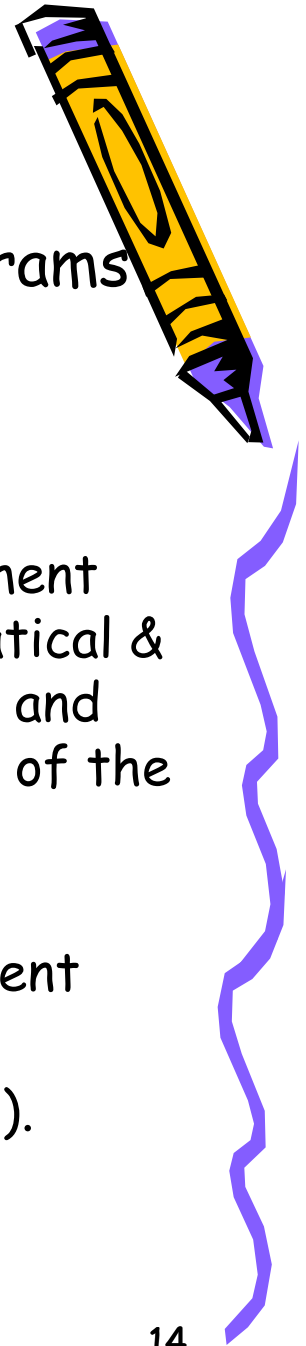


Curriculum of a TK Program

Kindergarten standards are addressed in TK Programs

Integrated across subject areas, including

- Social-emotional development
- Self-regulation & approaches to learning
- Physical-motor development (includes fine and gross motor and sensory experiences)
- Cognitive development (includes mathematical & science knowledge and general knowledge of the world)
- Oral Language and Literacy development
- English Language Development (ELD).

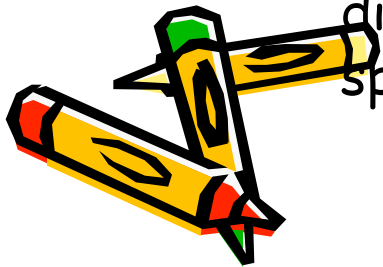


Curriculum, cont.

- Experiential curriculum
that is Teacher-Directed

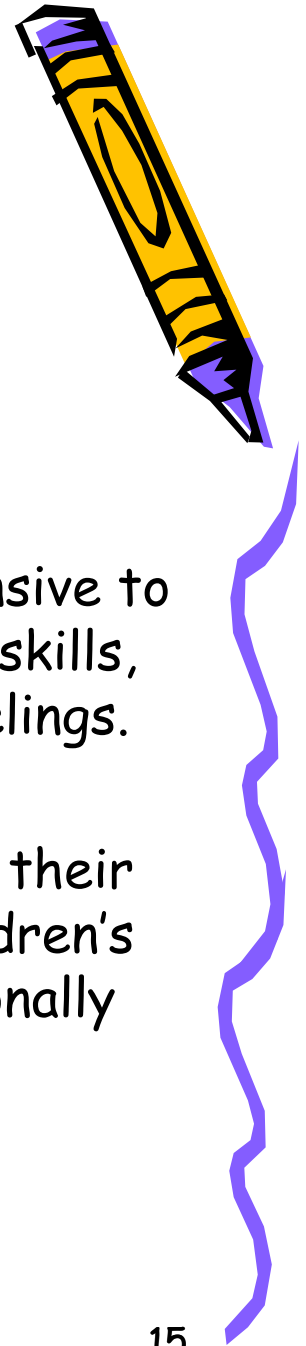
- **Developmental approach**

- Hands-on exploration
- Building on children's prior experiences
- Individually & culturally appropriate
- Extending children's interests and choices
- Facilitated learning
- Inclusive of children with disabilities or other special needs.



- **Standards-based**

- Teachers are responsive to children's concepts, skills, dispositions, and feelings.
- Teachers reflect on their observations of children's activities to intentionally plan curriculum.



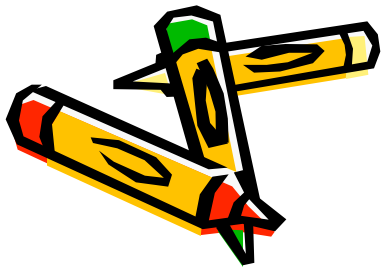
Curriculum, con't

Emergent Curriculum That is Child-directed

- Big ideas/Themes/Projects
- Enhanced learning centers

Emergent curriculum arises out of children's interests and events in their lives. Child-selected activities and projects are based on his/her developmental levels. The younger the child, the more child-selected activities are needed.

Enhanced learning centers allow investigation, invention, and experimenting. They use more complex language & practice English.



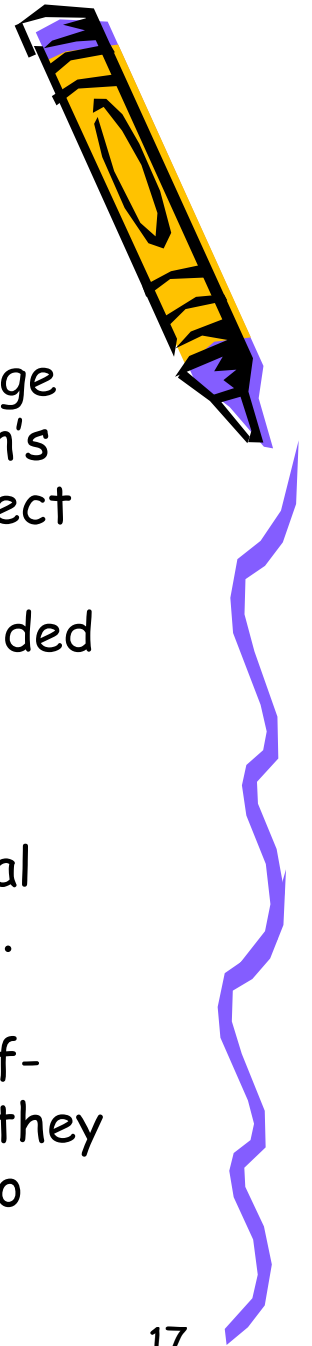
Curriculum, cont.

Emergent Curriculum, cont.

- Purposeful and constructive play

Teachers set up environments, encourage and build upon children's self-initiated play, select materials, and plan implement teacher-guided learning activities.

Play is not peripheral or trivial but is an integral part of the curriculum. Children practice standards through self-selected activities so they need sufficient time to play.



A Possible TK Program Schedule

Greet students and students choose books from class library

Short Circle Time, Morning Message

Choice Time (in/outdoor) with some activities related to
current class theme/project, including snack (45-60
minutes)

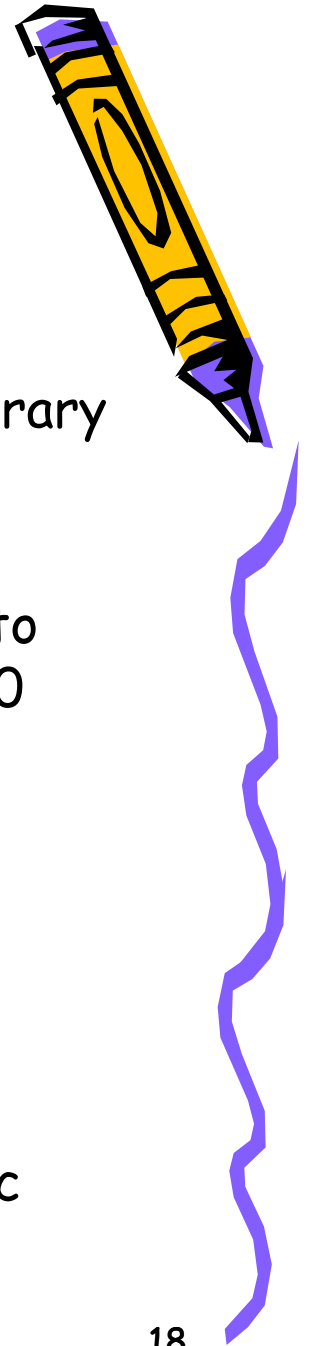
Clean-up Time

Class Meeting

Small-group work center time

Circle movement time (indoor/outdoor), phonemic
awareness activities, closing

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Another Possible TK Schedule

Greet students, Opening, Morning Message

Math Exploration

Transition movement activity

Enhanced/Enriched Learning Centers

(4 groups/2 rotations)

Physical Education/Nutrition

Language Arts Expression & Exposure

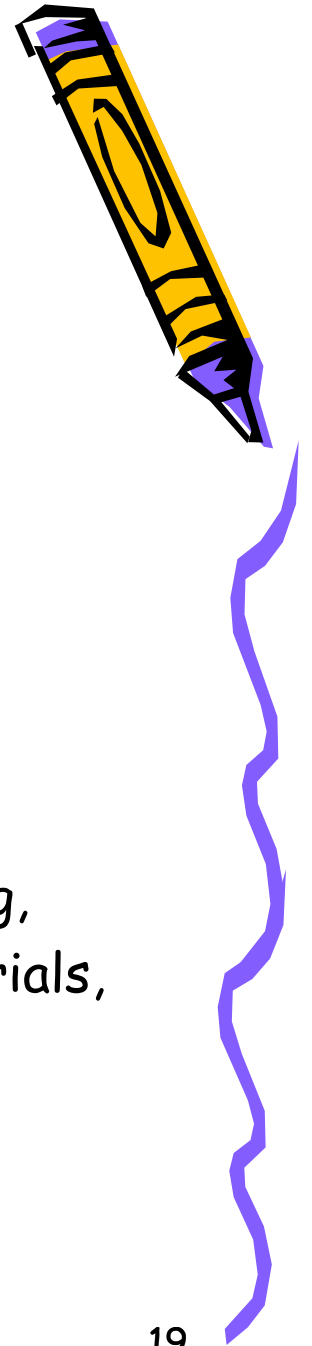
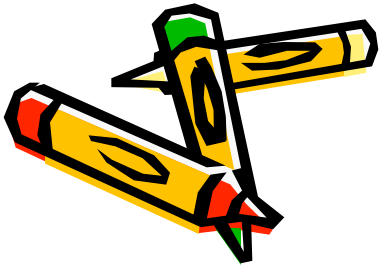
Movement/Music

Exploration/Child-directed Activities (blocks, painting, dramatic play, math manipulatives, writing, science materials, puzzles, art)

Science/Social Studies (integrated units)

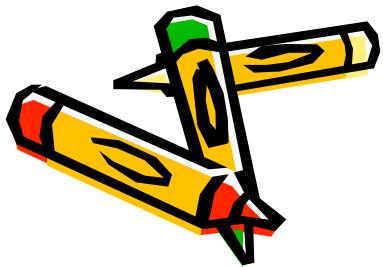
Clean up & Closing

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CKA's Assessment Objectives for a TK Program

- Observe and gather evidence of each child's knowledge, skills, behaviors, and dispositions.
- Use multiple sources of evidence on a systematic basis over time.
- Assess both children's learning and the effectiveness of the lessons.



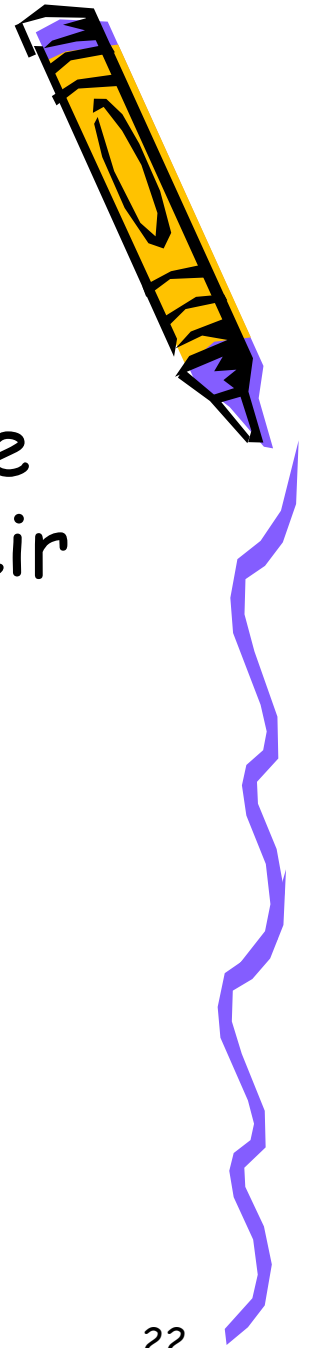
Communication

- Traditional parent/teacher communication will take place (newsletters, emails, informal conferences).
- Families will be encouraged to participate in class events and in conferences to discuss children's progress and potential class placement for the next year.
- Students will receive summative and formative progress reports during school year.



The Year after Transitional Kindergarten

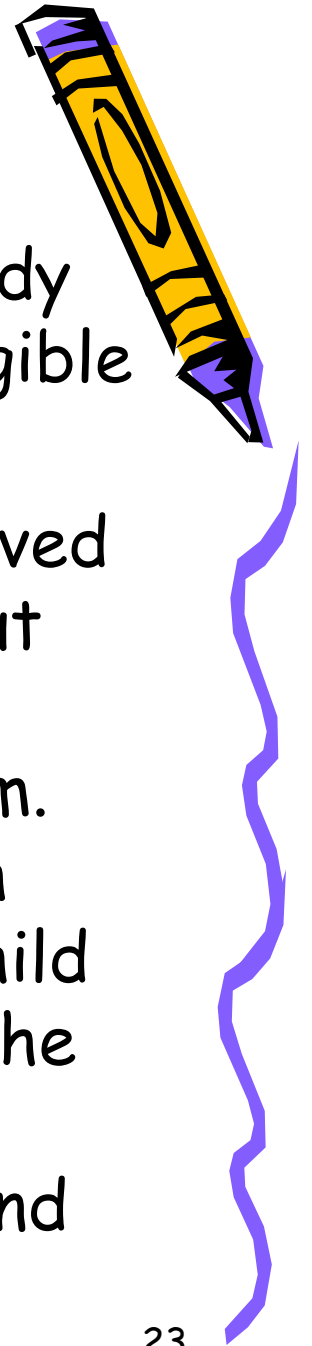
- Children who enroll in TKP have one year in TKP and one year in K. Their parents are not required to sign a continuance form.
- After their year in a traditional K, these children move on to first grade.



Flexibility

- Occasionally a child is developmentally ready for traditional K even though he is age-eligible for TKP.
- Such a child should enroll in TKP, be observed and assessed by the TKP teacher with input from a partnership of preschool and K teachers, parents and Student Study Team. If deemed ready, and agreed upon by both the parents and the school district, the child may be moved early in the school year to the traditional K. The child should be ready academically, socially, emotionally and physically for K.

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Resources

- *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition. 2009. C. Copple & S. Bredekamp, Editors. Washington, DC: NAEYC.
- Helm, J.H. & L. Katz. 2011. *Young Investigators: The Project Approach in the Early Years*, 2nd edition. Washington, DC: NAEYC.
- Schwartz, S.L. & S.M. Copeland. 2010. *Connecting Emergent Curriculum and Standards in the Early Childhood Classroom*. New York: Teachers College Press
- Gronlund, G. 2006. *Make Early Learning Standards Come Alive: Connecting Your Practice and Curriculum to State Guidelines*. St. Paul, MN: Redleaf Press & NAEYC.

