

TRANSITIONAL KINDERGARTEN

# Professional Resource Guide for Administrators



# Acknowledgments



## California County Superintendents Educational Services Association

### **Developed with contributions from the Curriculum and Instruction Steering Committee - School Readiness Subcommittee and Workgroup:**

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## Introduction

The California Kindergarten Readiness Act of 2010 changed the age for kindergarten entrance, requiring children to be five years of age on or before September 1. In addition, the Act requires school districts to offer transitional kindergarten for children whose fifth birthday falls between September 2 and December 2. Transitional kindergarten is the first of a two-year program to provide a “modified kindergarten curriculum that is age and developmentally appropriate” (*Education Code Section 48000*).

## Purpose

The purpose of this guide is to provide an annotated list of accessible online resources for administrators to support transitional kindergarten. The guide highlights resources in the following areas: 1) Developmentally Appropriate Teaching and Learning; 2) Professional Development and Articulation; 3) Family and Community Engagement; and 4) Transitional Kindergarten Policy, Reports, and Resources. The resources:

- Support the goals of the transitional kindergarten (TK) program.
- Assist administrators as they support and supervise teachers to meet the unique developmental needs of transitional kindergarten students.
- Have been strategically aligned with language from the California Professional Standards for Education Leaders (CPSEL) and with Local Control and Accountability Plan (LCAP) priorities. Excerpts from the CPSEL are italicized in the introduction of each major section.



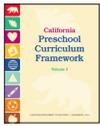
## Frequently Cited Resources

The documents listed below are cited frequently in this guide. When the resource is listed in the main body of the guide, only the basic information and chapter/page citation (as appropriate) are provided to minimize repetition.

- **California Preschool Curriculum Frameworks**

<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

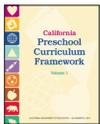
The preschool frameworks provide an integrated approach to planning activities by highlighting principles, strategies and vignettes for each domain of learning.



**Volume 1**, CDE (2010)

Social-Emotional Development, Language and Literacy,  
English-Language Development, Mathematics

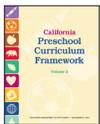
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>



**Volume 2**, CDE (2011)

Visual and Performing Arts, Physical Development, Health

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>



**Volume 3**, CDE (2013)

History-Social Science, Science

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>

- **California Preschool Learning Foundations**

<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

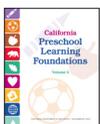
The preschool learning foundations outline key knowledge and skills that most children can be expected to achieve when provided with research-based instruction reflecting best practices in early childhood education. Basic descriptions for the foundations are provided for ages 48 months and 60 months and are followed by examples of how children might demonstrate competency.



**Volume 1**, CDE (2008)

Social-Emotional Development, Language and Literacy,  
English-Language Development, Mathematics

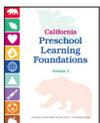
<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>



**Volume 2**, CDE (2010)

Visual and Performing Arts, Physical Development, Health

<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>



**Volume 3**, CDE (2012)

History-Social Science, Science

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE (2014).  
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014. The TK section describes effective programs that prepare children for success in traditional kindergarten. Charts, vignettes, and specific examples are provided to guide and support high-quality ELA/ELD transitional kindergarten instruction that links the preschool learning foundations with the adopted kindergarten standards.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.  
<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

The California State Board of Education adopted the Mathematics Framework on November 6, 2013. The TK chapter of the Mathematics Framework supports the implementation of a developmentally appropriate, high-quality math program through a series of tables that model the integration of and linkage between the preschool learning foundations and the adopted kindergarten standards.



- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2013).  
<http://www.cde.ca.gov/ci/ma/cf/documents/mathfwcoverpage.pdf>

- **The Alignment of the California Preschool Learning Foundations with Key Early Education Resources**, CDE (2012).  
<http://www.cde.ca.gov/sp/cd/re/psalignment.asp>

This resource highlights the alignment of the domains and strands of the infant-toddler foundations and preschool foundations to the kindergarten standards [both common core state standards (CCSS) and California's content standards].



- **The Alignment of the California Preschool Learning Foundations with Key Early Education Resources**, CDE (2012).  
<http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>



This resource supports the implementation of effective TK programs in California. The first section (Chapter 1) provides critical information about the design and structure of the program as outlined in the legislation and related policies. The second section (Chapters 2–8) focuses on specific TK program components including the students, the curriculum, effective instruction, the learning environment, assessment and differentiation, family and community engagement, and program support (staffing and professional development).

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).

These companion videos are designed to complement and enhance each chapter of the Transitional Kindergarten Implementation Guide. The videos include interviews and classroom footage that range in length from four to fourteen minutes.



**Interviews and Transitional Kindergarten Classroom Illustrations**, CDE (2013).

<http://www4.scoe.net/ims/webcasts/cf/index>.

[cfm?fuseaction=archivedDetail&eventID=140&archiveID=249](http://www4.scoe.net/ims/webcasts/cf/index.cfm?fuseaction=archivedDetail&eventID=140&archiveID=249)

# I. Developmentally Appropriate Teaching and Learning

The resources in this section reflect alignment with the California Professional Standards for Educational Leaders (CPSEL) and can be used to support administrators in *guiding and monitoring the alignment of curriculum, instruction assessment, and professional practice* in transitional kindergarten. Administrators are responsible for:

- Shaping a collective vision for developmentally appropriate curriculum and instruction.
- Ensuring that TK assessment is developmentally appropriate and used *to monitor, improve, and extend educator practices, program outcomes, and student progress.*
- *Providing access to a variety of resources that are needed for the effective instruction and differentiated support for all students, including English Learners and students with disabilities.*
- Focusing on establishing and *managing a safe and productive learning and working environment.*

## A. The Developmental Continuum of Learning

### 1. The Transitional Kindergarten Curriculum

<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

Aligned with LCAP Conditions for Learning:



- ✓ Priority 1: Basic Services
- ✓ Priority 2: Implementation of State Standards

California law (EC 48000) defines TK as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.” As there is no mandated state curriculum, LEAs must modify the local course of study to provide age and developmentally appropriate curriculum for TK. (CDE, Transitional Kindergarten FAQ)

- **A Look at Kindergarten Through Grade Six in California Public Schools**, CDE (2011).



<http://www.cde.ca.gov/re/cc/documents/alookatkthrugrade6.pdf>

This document provides an overview of both ELA/ELD and mathematics instruction in kindergarten (pp. 17–46). It compares and contrasts the 1997 standards with the CCSS to highlight the instructional shifts necessary to support effective implementation and improved instruction.

- **California Common Core State Standards**, CDE (2010, modified 2013).

<http://www.cde.ca.gov/re/cc/index.asp>

- » English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Standards
- » Mathematics Standards

- **California ELD Standards**, CDE (2012).

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

- **California Preschool Curriculum Framework, Volume 1**, CDE (2010).  
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>
  - » Language and Literacy, Chapter 4 (pp. 98–103, Introduction and Guiding Principles)
  - » Mathematics, Chapter 6 (pp. 232–236, Introduction and Guiding Principles)
- **California Preschool Learning Foundations: Volume 1**, CDE (2008). (Social-Emotional Development, Language and Literacy, English-Language Development, Mathematics); **Volume 2**, CDE (2010). (Visual and Performing Arts, Physical Development, Health); **Volume 3**, CDE (2012). (History-Social Science, Science).  
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- **Content Standards for California Public Schools**, CDE [Available for kindergarten in Science (2013), History-Social Science (1998), Visual and Performing Arts (2001), Physical Education (2005), Health (2008)].  
<http://www.cde.ca.gov/be/st/ss/>
- **Early Beginnings - Early Literacy Knowledge and Instruction: A Guide for Early Childhood Administrators and Professional Development Providers**, National Institute for Literacy (2009).  
 <https://lincs.ed.gov/publications/pdf/NELPEarlyBeginnings09.pdf>  
This report reviews the findings of the National Early Literacy Panel (2009) and summarizes implications for improving literacy in early education programs.
- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE. The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.  
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
  - » Overview of TK–Gr. 1 Span and Key Themes of ELA/ELD Instruction, Chapter 3 (pp. 3–58)
  - » Transitional Kindergarten, Chapter 3 (pp. 52–87)
- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.  
<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>
  - » Overview of the Standards Chapters (pp. 9–14) – charts link early education standards to future expectations. (Posted February 2015)
  - » Transitional Kindergarten Chapter (Posted February 2015)
  - » Introduction, pp. 1–7; charts linking foundations with CCSS that identify critical vocabulary, “what it looks like,” “big ideas,” instructional issues and activities, pp. 8–20; Standards for Mathematical Practice - Explanations and Examples for TK, pp. 8–20
- **The Alignment of the California Preschool Learning Foundations with Key Early Education Resources**, CDE (2012).  
<http://www.cde.ca.gov/sp/cd/re/psalignment.asp>

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>
  - » Overview of the TK Curriculum, Chapter 3 (pp. 24–26)
  - » Vignette: Using the Implementation Guide, Chapter 2 (p. 27)
  - » TK Curriculum Content: Bridging Preschool and Kindergarten, Chapter 3 (pp. 28–36)

## 2. Developmentally Appropriate Practice

Aligned with LCAP Conditions for Learning, Pupil Outcomes, and Engagement.



- ✓ Priority 2: Implementation of State Standards
- ✓ Priority 4: Pupil Achievement
- ✓ Priority 5: Pupil Engagement

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE. The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.  
<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

The ELA framework citations in section A. 1. are also helpful in clarifying developmentally appropriate instructional practices.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.  
<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

The math framework citations in section A. 1. are also helpful in clarifying developmentally appropriate instructional practices.

- **NAEYC (National Association for the Education of Young Children) Position Statements and Standards**.  
<http://www.naeyc.org/positionstatements>

This website provides links to NAEYC position statements related to developmentally appropriate instructional practice, policies, and professional development. These position statements are aligned with and reflect information provided in the publication, *Developmentally Appropriate Practice*, cited in the TK Policy, Reports, and Resources section of this document.

- **Play and Children’s Learning**, NAEYC.  
<http://www.naeyc.org/play>

This website provides many resources related to the importance of play in early childhood programs and the research that supports its critical role. A link to the following research is provided: *Debunking the Play Versus Learning Dichotomy*. Additional links provide specific resources and suggestions for including meaningful play into the developmentally appropriate curriculum.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>
  - » Effective Instruction in a Transitional Kindergarten Program (pp. 38–44)
  - » Overview of Developmentally Appropriate Practice in TK (pp. 45–49)



**Transitional Kindergarten Implementation Guide – Interviews and Transitional Kindergarten Classroom Illustrations**, CDE (2013).  
<http://www4.scoe.net/ims/webcasts/cf/index.cfm?fuseaction=archivedDetail&eventID=140&archiveID=249>

### 3. Social-Emotional Development

Aligned with LCAP Conditions for Learning, Pupil Outcomes, and Engagement.



- ✓ Priority 2: Implementation of State Standards
  - ✓ Priority 4: Pupil Achievement
  - ✓ Priority 5: Pupil Engagement
- **Building the Brain’s “Air Traffic Control” System: How Early Experiences Shape the Development of Executive Function**, Harvard University Center on the Developing Child, Working Paper #11 (2011).  
[http://developingchild.harvard.edu/index.php/resources/reports\\_and\\_working\\_papers/working\\_papers/wp11/](http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp11/)  
  
This article discusses the development of self-regulatory, executive function skills (e.g., the ability to focus, hold, and work with information in mind, filter distractions, and switch gears) that are critical to school success and healthy development. The authors compare executive functions to an air traffic control system as they highlight the need to focus on the development of these skills from infancy through and beyond adolescence.
  - **California Collaborative on the Social & Emotional Foundations for Early Learning (CaCSEFEL)**.  
<http://cainclusion.org/camap/cacsefel.html>  
  
This website provides a variety of teaching resources designed to foster positive social-emotional well-being and address behaviors in young children that might interfere with learning and development. The Teaching Pyramid, adapted for California from the National Center on the Social and Emotional Foundations for Early Learning (National CSEFEL, <http://csefel.vanderbilt.edu/>) provides a focus for the information provided.
  - **California Preschool Learning Foundations: Volume 1**, CDE (2008).  
<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
    - » Foundations in Social-Emotional Development (pp. 1–46)

- **California Preschool Curriculum Framework, Volume 1**, CDE (2010).

<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

» Social-Emotional Development, Chapter 3 (pp. 37–94)

- **Developing Young Children’s Self-Regulation through Everyday Experiences**,

Ida Rose Florez (2011).



[http://www.naeyc.org/files/yc/file/201107/Self-Regulation\\_Florez\\_OnlineJuly2011.pdf](http://www.naeyc.org/files/yc/file/201107/Self-Regulation_Florez_OnlineJuly2011.pdf)

This article defines self-regulation and traces its early development. The author discusses how scaffolding, hints and cues, and the gradual release of support promote the development of self-regulation.

- **Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence: An Activity Guide**, Harvard University Center on the Developing Child (2011).

[http://developingchild.harvard.edu/resources/tools\\_and\\_guides/enhancing\\_and\\_practicing\\_executive\\_function\\_skills\\_with\\_children/](http://developingchild.harvard.edu/resources/tools_and_guides/enhancing_and_practicing_executive_function_skills_with_children/)

This 16-page guide describes a variety of activities and games that represent age-appropriate ways for adults to support and strengthen various components of executive function/self-regulatory skills (see article above) in children at various stages of development.

- **Social and Emotional Foundations of Transitional Kindergarten**, Dr. Ross Thompson Video (2013).

<http://www4.scoe.net/ims/webcasts/cf/index.cfm?fuseaction=archivedDetail&eventID=135>



In this video, Dr. Ross Thompson, a lead researcher in the development and writing of the social-emotional development domain of the preschool learning foundations, focuses on how social and emotional development are central to early learning and foundational for school readiness.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

» Social-Emotional Development (pp. 14–18)

## B. Differentiated Instruction: Effective Instruction for All Students

Aligned with LCAP Conditions for Learning, Pupil Outcomes, and Engagement.



- ✓ Priority 2: Implementation of State Standards
- ✓ Priority 4: Pupil Achievement
- ✓ Priority 5: Pupil Engagement

## 1. Culturally and Linguistically Responsive Instruction

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE. The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014. <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- » Culturally and Linguistically Responsive Pedagogy, Chapter 2 (pp. 61–62)
- » Culturally and Linguistically Responsive Teaching, Chapter 9 (pp. 51–57)
- » Standard English (African American English and Chicana/Chicano English) Speakers, Chapter 9 (pp. 4–13)
- » Standard English Learners, Chapter 9 (pp. 4–7)
- » African American English (AAE) Speakers, Chapter 9 (pp. 7–10)
- » Chicana/Chicano English (CE) Speakers, Chapter 9 (pp. 10–13)
- » Children Living in Poverty, Chapter 9 (pp. 22–25)

- **Linguistically and Culturally Relevant Early Childhood Environments**, Office of Head Start (2014).

[http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/dual%20language%20learners/ece/supportive\\_environments/linguisticallyan.htm](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/dual%20language%20learners/ece/supportive_environments/linguisticallyan.htm)

This document provides suggestions for creating and maintaining classroom environments that are responsive to the languages and cultures of diverse students. Suggestions are also provided to support social and emotional development. Links to other related Head Start resources are provided.

- **Where We Stand: On Responding to Linguistic and Cultural Diversity**, NAEYC (2009).



<http://www.naeyc.org/files/naeyc/file/positions/diversity.pdf>

This document provides recommendations for creating environments that respect diversity; strengthening child, family, and community connections; and incorporating strategies to maintain cultural identity. Links to other related resources are provided.

### a. English Language Learners

- **A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners**, Julie Esparza Brown and Jennifer Doolittle, National Center for Culturally Responsive Educational Systems (2008).



[http://www.nccrest.org/Briefs/Framework\\_for\\_RTI.pdf](http://www.nccrest.org/Briefs/Framework_for_RTI.pdf)

This document examines the Response to Intervention three-tiered model through the lens of students' life experiences including their language proficiencies.

The discussion of each tier is followed by a chart that provides guiding questions and suggested instructional/intervention strategies related to the language proficiency and experiences of students.

- **California’s Best Practices for Young Dual Language Learners: Research Overview Papers**, CDE (2013).



<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

This publication includes a series of six papers addressing the needs of young Dual Language Learners. The topics include neuroscience and language learning, the cognitive consequences of dual language learning, program components and instructional practices to support young DLLs, family engagement, assessment of DLLs in preschool, and early intervention for DLLs with special needs.

- **California Preschool Curriculum Framework, Volume 1**, CDE (2010).

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

» Chapter 5: English Language Development (pp. 178–185)

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE.

The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

» English Language Development in the Grade Span (TK-1), Chapter 3 (pp. 49–51)

» English Language Development in TK, Chapter 3 (pp. 74–85)

- **Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners**, NAEYC (2013).



[http://www.naeyc.org/yc/files/yc/file/201303/Many\\_Languages\\_Margruder\\_0313\\_0.pdf](http://www.naeyc.org/yc/files/yc/file/201303/Many_Languages_Margruder_0313_0.pdf)

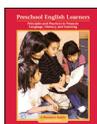
This article reviews the challenges of an increasingly diverse pre-K population and describes a specific set of strategies to improve the effectiveness of language and literacy instruction for all children.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

» Universal Access Chapter (not currently numbered); New Language Demands and Planning Instruction for English Learners

- **Preschool English Learners – Principles and Practices to Promote Language, Literacy, and Learning**, CDE (2009).



<http://www.cde.ca.gov/sp/cd/re/documents/psenglishlearnersed2.pdf>

This comprehensive document provides information related to a wide variety of topics associated with young English learners.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

## 2. Multi-Tiered System of Supports (MTSS), Response to Intervention (RtI), Universal Design for Learning (UDL)

- **Core Components of Response to Instruction and Intervention/Multi-Tiered System of Supports**, CDE.

<http://www.cde.ca.gov/ci/cr/ri/rtihome.asp>

This website links to a wide variety of resources to support RtI/MTSS.

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework)**, CDE.

The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- » Multi-Tiered System of Supports (MTSS), Chapter 9 (pp. 46–50)
- » Universal Design for Learning (UDL), Chapter 9 (pp. 43–46)
- » Advanced Learners, Chapter 9 (pp. 28–30)

- **Frameworks for Response to Intervention in Early Childhood: Description and Implications**, DEC, NAEYC, NHSA (2013).



<http://www.naeyc.org/files/naeyc/RTI%20in%20Early%20Childhood.pdf>

This paper defines and clarifies the role of response to intervention in the context of early childhood programs and identifies five common misunderstandings and misconceptions about RtI in early childhood.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

- » Universal Access Chapter (not currently numbered) includes UDL and MTSS

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

- » Response to Intervention (pp. 90–94)
- » Differentiated Instruction (pp. 94–97)
- » Universal Design for Learning (p. 8)

### 3. Assessment in the Transitional Kindergarten Program

- **DRDP–K (2015) A Developmental Continuum for Kindergarten, Calibration Version.**

[www.drdpk.org](http://www.drdpk.org)

The Desired Results Developmental Profile - K is an observation tool for use with transitional kindergarten and kindergarten-aged children that supports teachers as they record individual student progress. This website includes an introduction to the DRDP and provides additional links to more specific and detailed information.

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework),** CDE.

The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- » Chapter 8: Assessment - overview and definitions (pp. 2-12). This comprehensive chapter describes appropriate strategies for assessing students (including EL students) and clarifies appropriate uses of data from a variety of assessments.

- **Formative Assessment: Guidance for Early Childhood Policymakers,** Center on Enhancing Early Learning Outcomes (2014).

[http://ceelo.org/wp-content/uploads/2014/04/ceelo\\_policy\\_report\\_formative\\_assessment.pdf](http://ceelo.org/wp-content/uploads/2014/04/ceelo_policy_report_formative_assessment.pdf)



This report provides a framework for early childhood policymakers considering how to incorporate formative assessment. The report defines formative assessment and outlines suggested practices within the context of early childhood. This guide offers key questions to consider.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve,** CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

- » Assessment (pp. 1–18)

- **Preschool Assessment: A Guide to Developing a Balanced Approach,** National Institute for Early Education Research (2004)



<http://nieer.org/resources/factsheets/12.pdf>

This report clarifies the critical role of assessment, presents recommendations, and provides an overview of a variety of assessment practices.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers,** CDE (2013).

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

- » Assessment in the TK Classroom, Chapter 6 (pp. 84-89)

## C. The Transitional Kindergarten Learning Environment

Aligned with LCAP Conditions for Learning, Pupil Outcomes, and Engagement.



- ✓ Priority 2: Implementation of State Standards
- ✓ Priority 4: Pupil Achievement
- ✓ Priority 5: Pupil Engagement

(Note: See Culturally and Linguistically Responsive Instruction in section B. 1. for additional information.)

- **Classroom Environment, TK California.**

<http://www.tkcalifornia.org/teaching-tools/classroom-instructional-planning/classroom-environment.html>

This website provides an overview of effective TK environments and additional links to supportive resources.

- **Quality Outdoor Play Spaces for Young Children, NAEYC (2014).**

[http://www.naeyc.org/yc/article/Quality\\_Outdoor\\_Play\\_Spaces\\_Spencer](http://www.naeyc.org/yc/article/Quality_Outdoor_Play_Spaces_Spencer)

This article discusses a wide variety of options for providing engaging opportunities for outdoor play, exploration, and learning.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, CDE (2013).**

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

» Chapter 5: The Transitional Kindergarten Learning Environment (pp. 62-82)

## II. Professional Development and Articulation

The resources in this section support administrators as they work to *shape a collaborative culture of teaching and learning . . . focused on student and professional growth* to improve TK instruction and promote P–6 articulation.

Aligned with LCAP Conditions for Learning, Pupil Outcomes, and Engagement



- ✓ Priority 2: Implementation of State Standards
- ✓ Priority 4: Pupil Achievement

- **California Preschool Instructional Network (CPIN).**

<http://cpin.us/content/professional-development>

CPIN provides professional development based on the preschool learning foundations, frameworks, and other California Department of Education resources.

- **California Transitional Kindergarten Stipend (CTKS) Program.**

<http://www.cde.ca.gov/fg/fo/profile.asp?id=3683>

This initiative resulted from Senate Bill 876 (Chapter 687, Statutes of 2014) which requires a school district or charter school to ensure that credentialed teachers who are first assigned to a transitional kindergarten (TK) class after July 1, 2015, have by August 1, 2020, a minimum number of Early Childhood Education (ECE)/Child Development (CD) units, comparable experience in a preschool setting, or a child development permit issued by the Commission on Teacher Credentialing (CTC). The one-time funding is intended to provide professional development and educational stipends to support teachers in meeting these new transitional kindergarten teacher requirements. Funds must be expended by June 30, 2017. This link provides information on how to access these transitional kindergarten stipends.

- **English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve (ELA/ELD Framework),** CDE. The California State Board of Education adopted the ELA/ELD Framework on July 9, 2014.

<http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

- » Chapter 11: Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

- **Implementing the Common Core State Standards: The Role of the Elementary School Leader,** Achieve, College Summit, National Association of Secondary School Principals, and National Association of Elementary School Principals (2013).



[http://www.achieve.org/files/RevisedElementaryActionBrief\\_Final\\_Feb.pdf](http://www.achieve.org/files/RevisedElementaryActionBrief_Final_Feb.pdf)

This resource focuses on the “instructional shifts” in ELA and math that will promote school-wide implementation of the CCSS. The document includes specific suggestions, reflection opportunities, and possible “action steps” for administrators to consider.

- **Leading Learning Communities, Standards for What Principals Should Know and Be Able to Do - Executive Summary**, National Association of Elementary School Principals (2008).



[www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf](http://www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf)

This document examines the role professional learning communities serve in supporting the social, physical, and emotional needs of young children and provides support for principals as they advocate for learning communities in which all students and adults achieve their full potential.

- **Leading Pre-K-3 Learning Communities: Competencies for Effective Principal Practice, Executive Summary**, National Association of Elementary School Principals (2014).

<http://www.naesp.org/llc>

This resource was developed by a panel of leading practitioners to define new competencies and to outline a practical approach for providing high-quality early childhood education (ages three to grade three). A link to the Executive Summary is available on this website.

- **Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve**, CDE (2015). The California State Board of Education adopted the Mathematics Framework on November 6, 2013.

<http://www.cde.ca.gov/ci/ma/cf/draft2mathfwchapters.asp>

The Transitional Kindergarten chapter of the Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve describes the characteristics of a high-quality TK classroom and includes focus areas for mathematics instruction.

- **Professional Development Modules for TK** (2012).

<http://ccsesa.org/special-projects/tk-professional-development-modules/>

Professional development modules include Social-Emotional Development, English Language Arts, Math, Visual and Performing Arts, Physical Education and Health. CCSESA's website also includes professional development resources for each module.

- **Transitional Kindergarten Professional Development.**

The California Department of Education, Early Education and Support Division, is developing professional development opportunities for transitional kindergarten teachers. Topics will focus on the alignment between the preschool learning foundations with the common core and content standards for kindergarten. Professional development opportunities will include both in-person and online options that offer academic or continuing education units. These professional development resources will be released on My Digital Chalkboard as part of the rollout process.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>
  - » Chapter 8: Supporting Transitional Kindergarten Implementation (pp. 108-114)
- **Transitional Kindergarten Modules Supporting Young Learners**.  
[http://teachingcommons.cdl.edu/tk/modules\\_teachers/index.html](http://teachingcommons.cdl.edu/tk/modules_teachers/index.html)

The CSU Office of the Chancellor has developed modules for TK teachers. The resources, developed through the CSU TK Project, support the integration of TK into pre-service teacher and administrator preparation. The website includes virtual tours of TK classrooms.

### III. Family and Community Engagement

The resources in this section support administrators as they *collaborate with families and other stakeholders* to support and integrate the TK program into existing programs.

Aligned with LCAP Conditions for Learning, Pupil Outcomes, and Engagement



- ✓ Priority 3: Parent Involvement
- ✓ Priority 5: Pupil Engagement
- ✓ Priority 6: School Climate

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- **All About Young Children: Information for Families on Children’s Early Development**, CDE (2014).  
<http://allaboutyoungchildren.org/english/>

This website provides print and video information to share with families with young children (infancy through age 5). Detailed information about what to expect from children in each age level and specific, parent-friendly suggestions for promoting growth are provided in the areas of social-emotional development, language and literacy, number sense, and physical development.

- **Center on School, Family, and Community Partnerships**, Joyce L. Epstein.  
[www.csos.jhu.edu/p2000/center.htm](http://www.csos.jhu.edu/p2000/center.htm)

This website links to many projects and the work of many national and international researchers who focus on promoting school partnerships and family engagement.

- **Engaging Diverse Families**, NAEYC.  
<http://www.naeyc.org/familyengagement>

This website provides links to "Effective Family Engagement Principles" and a wide variety of tools and resources related to engaging diverse families.

- **Family Engagement and Early Childhood Education**, Research You Can Use, NAEYC (2013).  
<http://www.naeyc.org/content/research-news-family-engagement>

This recent report discusses two recent studies highlighting the importance of family involvement in early education experiences. The first study looks at how frequently families engage in certain activities at home that promote readiness skills in relation to their views about several readiness skills. The second study examines family home practices as they relate to child outcomes while enrolled in Head Start. The article identifies several considerations for administrators.

- **Partnering with Families and Communities**, Joyce L. Epstein and Karen Clark Salinas (2004).  
Published in *Educational Leadership*, May 2004.  
[www.ascd.org/ASCD/pdf/journals/ed\\_lead/el200405\\_epstein.pdf](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200405_epstein.pdf)

This article defines and describes the components of school learning community partnerships in which educators, students, parents, and community partners collaborate to improve and support schools and student learning.

- **Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten**,  
Harvard Family Research Project (2012).  
<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>

This report discusses the importance of quality transition practices as students move into kindergarten. Promising practices from six states (New Jersey, Georgia, Maryland, Minnesota, Virginia, and California) that make use of collaborative efforts and rely on local- and state-level leadership are highlighted.

- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

## IV. Transitional Kindergarten Policy, Reports, and Resources

The resources in this section focus on current TK policy and relevant evidence from research that inform decisions related to improving teaching and learning for all TK students.

- **California County Superintendents Educational Services Association (CCSESA).**

<http://ccsesa.org>

This website connects to the California County Superintendents Educational Services Association (CCSESA) resources that support the 58 County Superintendents of Schools in designing and implementing statewide programs and supporting students, schools, school districts, and communities.

- **California Department of Education (CDE) – Transitional Kindergarten (TK).**

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

- **Early Edge – TK California.**

<http://www.tkcalifornia.org>

The TK California website provides a variety of resources for teachers and administrators to support high-quality TK.

- **Early Learning: America’s Middle Class Promise Begins Early**, U.S. Department of Education.

<http://www.ed.gov/early-learning>

This website provides information about federal policies and initiatives. It also provides a direct link to subscribe to a monthly newsletter, Early Learning at ED, and its archives. These newsletters provide timely information about current research, the most recent initiative updates, and other related resources.

- **Early Learning Resources**, U.S. Department of Education.

<http://www.ed.gov/early-learning/resources>

This website links to resources from the Department of Education and the National Research Council, information about a variety of instructional practices, and many parent resources.

- **Key Messages of the NAEYC Position Statement.**

<https://www.naeyc.org/files/naeyc/file/positions/KeyMessages.pdf>

This document summarizes the NAEYC’s recommendations for promoting optimal development and learning for young children in the areas of developmentally appropriate instruction, reducing the achievement gap, the comprehensive curriculum, and improving teaching and learning.

- **Kindergarten in California**, CDE.

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

- **National Institute for Early Education Research (NIEER).**

[www.nieer.org/](http://www.nieer.org/)

This comprehensive website provides links to the latest information about research in early education (e.g., access, assessment, English Language learners, etc.) and current policies.

- **Study of California’s Transitional Kindergarten Program: Report on the First Year of Implementation**, American Institutes for Research (AIR, 2014).  
<http://www.air.org/resource/study-california-s-transitional-kindergarten-program-report-first-year-implementation>

This site links to both the complete report and an executive summary of the AIR study to investigate the planning and implementation of transitional kindergarten in the 2012-2013 school year. The executive summary provides an easily accessible overview of key findings, remaining challenges, and recommendations.

- **Synthesis of IES (Institute of Education Sciences) Research on Early Intervention and Early Childhood Education**, U.S. Department of Education (2013).  
<http://ies.ed.gov/ncser/pubs/20133001/>

This synthesis describes what has been learned from research grants on early intervention and childhood education funded by the Institute's National Center for Education Research and National Center for Special Education Research, and published in peer-reviewed outlets through June 2010. This site provides an executive summary as well as the complete document and comprehensive information related to early childhood environments, instructional practices, assessment, and professional development.

- **Transitional Kindergarten FAQs**, CDE.  
<http://www.cde.ca.gov/ci/gs/em/kinderfaq.asp>
- **Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers**, CDE (2013).  
<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

» Chapter 1 (pp. 6-10)

- **Using Pre-K to Advance Education Reform**, Pre[K]now, a campaign of the Pew Center on the States (2011)  
[http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs\\_assets/2011/ECACbriefFINAL.pdf](http://www.pewtrusts.org/~media/legacy/uploadedfiles/pcs_assets/2011/ECACbriefFINAL.pdf)

This report provides background information and succinct talking points related to the challenges and benefits of high-quality pre-K programs.

- **Additional Resources for Purchase or Subscription**

» **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8**, Carol Copple and Sue Bredekamp, editors, NAEYC (2009).  
<https://www.naeyc.org/store/node/162>

This book provides comprehensive information about research-based developmentally appropriate expectations and instructional practices for children from birth through the primary grades. Developmental expectations for infant/toddler years, preschool years, the kindergarten year, and the primary grades are clearly described. Following a descriptive overview of each group, specific instructional practices that meet developmental needs, support reduction of the achievement gap, reflect appropriate curricular goals, and support improved teaching for each group are provided.

- » **Developmentally Appropriate Practice: Focus on Kindergartners**, Carol Copple, Sue Bredekamp, Derry Karalek, and Kathy Charner, editors, NAEYC (2014).  
<https://www.naeyc.org/store/DAP-Focus-on-Kindergartners>

This publication describes development in the kindergarten year and provides examples of developmentally appropriate instructional practices for kindergarten. There is also a chapter connecting to common core standards and expectations to developmentally appropriate instruction.

- » **The Intentional Teacher: Choosing the Best Strategies for Young Children’s Learning**, Ann S. Epstein, NAEYC (2011).  
<https://www.naeyc.org/store/The-Intentional-Teacher-revised-edition>

This publication explores the concept of “intentional teaching” as it relates to developmentally appropriate practice and provides guidance in balancing child-guided experiences with adult-guided experiences to create “optimal learning” experiences for children. Best practices for intentional teaching in all content areas and social skill development are explained.

- » **National Association for the Education of Young Children** (NAEYC).  
<https://www.naeyc.org/>

This comprehensive website provides access to free, online resources, including articles and webcasts. Paid membership includes online publications and books.