

# AUSD Transitional Kindergarten



Presentation by the TK Team  
Tuesday, May 27, 2014





# TK around the island



## Henry Haight Elementary School



## William G. Paden

444 Central Ave.  
Alameda, CA  
94501











ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students







# Henry Haight Elementary School



ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students



# Henry Haight Elementary School



ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students



# Henry Haight Elementary School











# MAYA LIN SCHOOL

AN ARTS INTEGRATED AND INQUIRY BASED LEARNING SCHOOL

AN AUSD MAGNET SCHOOL







# MAYA LIN SCHOOL

AN ARTS INTEGRATED AND INQUIRY BASED LEARNING SCHOOL

AN AUSD MAGNET SCHOOL



ALAMEDA UNIFIED SCHOOL DISTRICT  
AUSD  
Excellence & Equity For All Students





# MAYA LIN SCHOOL

AN ARTS INTEGRATED AND INQUIRY BASED LEARNING SCHOOL

AN AUSD MAGNET SCHOOL







# William G. Paden

444 Central Ave.  
Alameda, CA  
94501



ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students





# William G. Paden

444 Central Ave.  
Alameda, CA  
94501



ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students





# William G. Paden

444 Central Ave.  
Alameda, CA  
94501







# William G. Paden

444 Central Ave.  
Alameda, CA  
94501





# Successful Students!



ALAMEDA UNIFIED SCHOOL DISTRICT  
Excellence & Equity For All Students



# A Strong Start

- ❖ Research shows that early education experiences combined with intentional instruction positively influences young children's later academic and life outcomes.
- ❖ Beginning kindergarten at an older age improves children's social and academic development while reducing the likelihood of grade retention and dropout rates.
- ❖ TK gives parents an additional option to ensure their children enter kindergarten with the maturity and skills they need to excel.



# Goals of TK

- ❖ **Social/Emotional development** – Includes self control and regulation using appropriate materials for creativity and social interactions during play plus predictable daily routines and activities.
- ❖ **Developmentally appropriate experiences** – To better prepare students for success once they enter academically challenging Kindergarten.
- ❖ **Play and inquiry** – To “bring back Kindergarten” and harness energy and curiosity so that students successfully navigate school day routines and the classroom environment.



# The Big Three

## ❖ Teaching and Learning

1. Mastery of the CDE's Preschool Learning Foundations
2. Approach the Common Core State Standards (CCSS) for Kindergarten
3. Assessments using the DRDP/SR

## ❖ Student Focus

1. Primary focus on social/emotional development
2. Hands on curriculum

## ❖ Family Involvement

1. Value family participation
2. Provide parent education

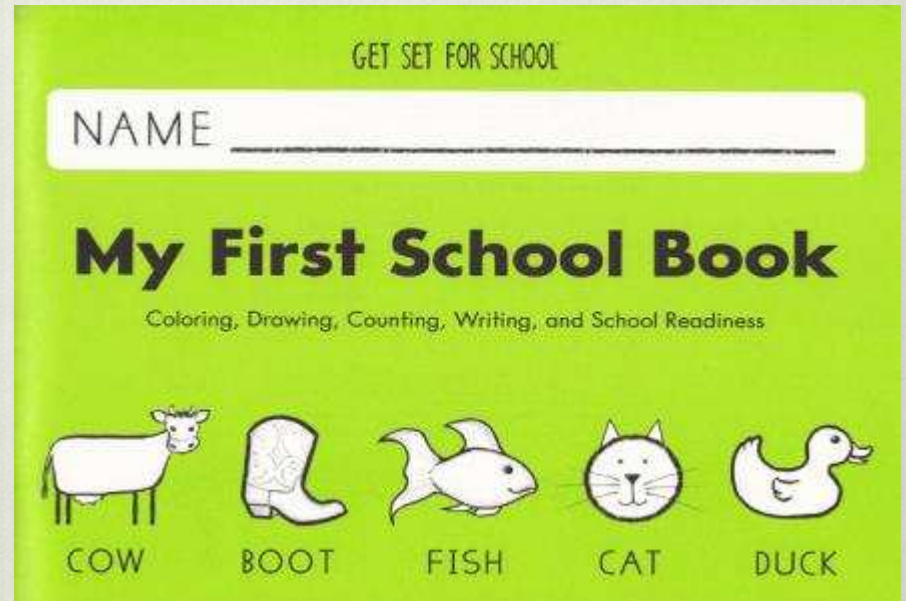


# Curriculum

- ❖ Houghton Mifflin Splash into Pre-K



- ❖ Handwriting Without Tears





# Curriculum

- ❖ **Great Explorations in Math and Science**



- ❖ **Desired Results Development Profile/ School Readiness**





# What's Working

## ❖ **Effective Team**

In order to ensure a cohesive program and meet the needs of all our students We have been meeting weekly to collaborate and share best practices regardless of being at separate sites.

## ❖ **Assessments**

We designed benchmarks and year-end goals.

## ❖ **Report Card**

In collaboration with Terri Elkin we created an informative reporting system.



# What We Experienced

## ❖ Curriculum

HM Splash into Pre-K did not grow with the students

## ❖ Support Coordinator Needed

Central point of contact to ensure needs of TK program are met (training, materials, assessments)

## ❖ Lack of After School Care Plan

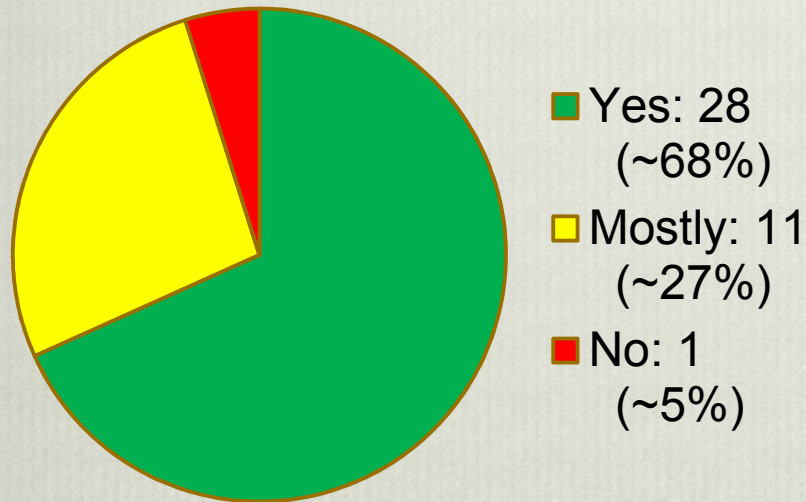
## ❖ More Site Choices Worked

## ❖ Safety / Behavioral Concerns versus Instructional Efficiency (Para-Educator or Smaller Class Size)

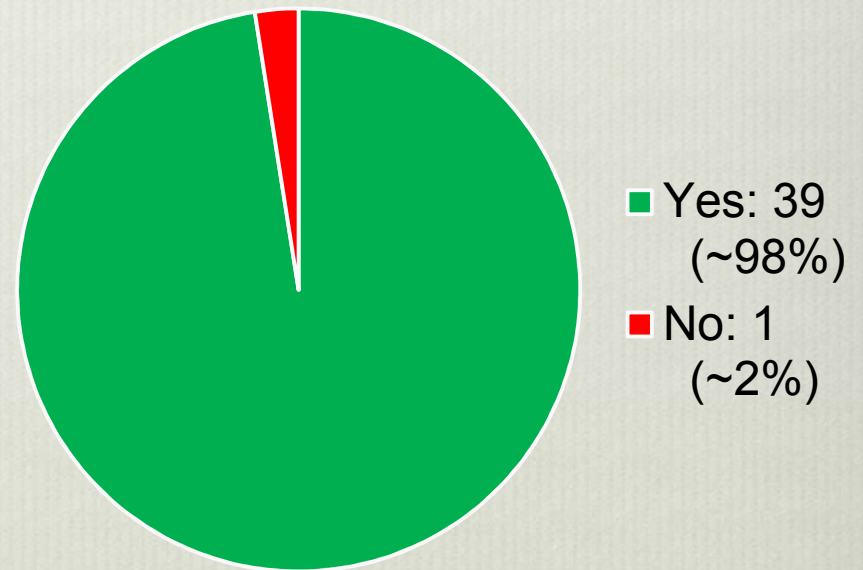


# Parent Feedback

**Did TK meet your expectations?  
(41 total surveys returned)**



**Is your child ready for Kindergarten?**





# Parent Feedback

## ❖ Selected Parent Comments

- ❖ “In the beginning we were against our child going to TK but as the school year progressed we felt TK was a great fit.”
- ❖ “Capping the class size at 20 would be an improvement.”
- ❖ “The short day and the pace of the class was perfect for my child.”
- ❖ “...having one more year to mature and learn how to work in a classroom setting has been a great experience for us.”



# Looking Ahead

## ❖ Science Training

Science curriculum training with Berkeley Lawrence Hall of Science in the Fall.

## ❖ Collaboration

We will meet over the summer to create a scope and sequence, benchmarks, and trimester assessments.

## ❖ DRDP-SR Training

Working with Santa Clara County to be trained in Desired Results Development Profile - School Readiness.





# 2014-15 Program

- ❖ **AUSD will offer Transitional Kindergarten at 5 sites (1 class per site)**
  - ❖ Earhart Elementary
  - ❖ Haight Elementary
  - ❖ Lum Elementary (New Site)
  - ❖ Maya Lin Elementary
  - ❖ Paden Elementary
  
- ❖ At 25 spaces/class, the projected TK availability will be 125 students



# Conclusion

- ❖ AUSD Transitional Kindergarten has had a fabulous first year! We learned, we grew, and we bloomed!
- ❖ There are many areas to improve.
- ❖ On the horizon: pending state legislation (SB 837) may mandate TK for all 4 year olds in the future, with smaller class sizes and lower student-teacher

