

Suggestions for Building an Advisory Committee to Support Transitional Kindergarten Implementation

Ideas for a County Office of Education

- ❖ Help districts build on existing structures to keep districts informed on transitional kindergarten efforts across the county (e.g. regularly scheduled Assistant Superintendent meetings)
- ❖ Establish a committee that operates like a *learning community* for districts to participate in voluntarily. This committee can help to:
 - Develop a shared vision for the committee's work.
 - Identify important elements needed to support strategic planning and visioning for TK four years from now when full implementation is required, as well as immediate and longer-term needs voiced by districts.

Examples of what is currently being done in Santa Clara County Office of Education (SCCOE)

- ❖ County level Assistant Superintendent meetings
 - TK updates are provided during regularly scheduled Assistant Superintendents meetings
- ❖ TK Steering Advisory Committee

Committee Focus: Planning a four-year vision for long-term success.

Committee Goal: To ensure that all districts in the county feel they are confident and ready for TK implementation for fall 2012. *(Slide for this talking point comes from Santa Barbara presentation on TK digital library.)*

- Approximately 10 districts currently participate in the TK Steering Advisory Committee. Members include Assistant Superintendents, Directors of Curriculum and Instruction, and Early Childhood Education Administrators (of districts that operate preschool programs)
- All participating districts are now working on strategic vision and planning.
- In addition to committee meetings, districts are getting additional support as needed from the SCCOE.
- SCCOE is working with a “bucket list” of key categories to guide districts to think about the many elements to consider in their strategic planning for TK. The categories include:
 - Communications and outreach
 - Start up and administration
 - Standards, curriculum and instruction
 - Articulation and alignment

- Assessment and evaluation.
- Site visits to districts with programs serving children eligible for TK:
 - The first visit was to an existing program in Palo Alto that has been in operation for several years.
 - The second visit will be to a new program that just opened this past fall.
 - These visits together will offer a great opportunity for our districts to see a well-established program, as well as the early successes and challenges from a district that is one year ahead of statewide implementation.

Ideas for School Districts

The Assistant Superintendent of Educational/Instructional Services or the Director Curriculum and Instruction will most likely lead TK implementation efforts for districts. However, TK implementation will require every department—for instance, business, human resources, facilities, etc.—to take an “all hands on deck” approach for implementation to be successful. A district may consider having a district wide implementation committee focus on TK, with the Assistant Superintendent of Educational Services serving as the lead contact.

❖ Possible representatives to consider for a district level committee:

- Preschool administrators—offer several assets to support TK implementation that serves as the bridge between preschool and kindergarten (e.g. ideas and expertise around environment, curriculum, the Preschool Learning Foundations, social-emotional development).
- Director of Curriculum and Instruction (or lead for curricular areas)—offers a critical perspective of curricular areas, including supporting dual language learners and alignment efforts.
- Principal and early elementary teachers—offer representation and voice from the school sites that will be implementing TK on the ground.
- Union—representation offers leadership and perspective on how to best match teachers to TK classrooms even during challenging fiscal times.
- Research/Evaluation/Demographer—representation is key to review enrollment trends year by year and across all three years of implementation, as well as help select and/or develop assessments.
- Communications and Enrollment Office—representation can help guide the team on how enrollment be handled, how to field questions, identify key contacts the district can be responsive, as well as how to plan for outreach strategies.

- Executive Leadership—either have as part of this committee. If not a part, then must be regularly informed of progress so that Superintendent and Board can communicate the district's TK work with the community at large.
- Business/fiscal team members—help provide support for initial resources particularly around program start-up.
- Facility opportunities—offer perspective about assets and challenges or existing sites or enhancements to facilities that could be pertinent for TK programs.
- Special Education—representation offers a critical perspective on how to support all students and inclusionary practices in TK classrooms.
- Afterschool Providers—can help helpful in planning especially for districts that are operating half day programs. Some districts are looking at afterschool to provide full day care/enrichment for their TK students.
- Other key leaders that a district determines could be helpful to the implementation process