

TRANSITIONAL KINDERGARTEN THE LONG BEACH WAY

2013 TRANSITIONAL KINDERGARTEN IMPLEMENTATION CONFERENCE

Pasadena, California

February 6, 2013

+ AGENDA

MORNING SESSION

Content Block One

- ◆ Introductions
- ◆ Opening Activity: TK World Café
- ◆ System Background
- ◆ System Wide Practices

Content Block Two

- ◆ Defining the TK Program
- ◆ Establishing Expectations
- ◆ Innovation Configuration (IC)
- ◆ Schedule
- ◆ Work Areas

AFTERNOON SESSION

Content Block Three

Everyday in TK: ELA

- ❖ Power of Names
- ❖ Phonological Awareness
- ❖ Interactive Writing
- ❖ Differentiated Assessment

Content Block Four

Everyday in TK: Math

- ❖ Direct Instruction
- ❖ Freight Train/Number Game
- ❖ Manipulative/Hands On
- ❖ Differentiated Assessment

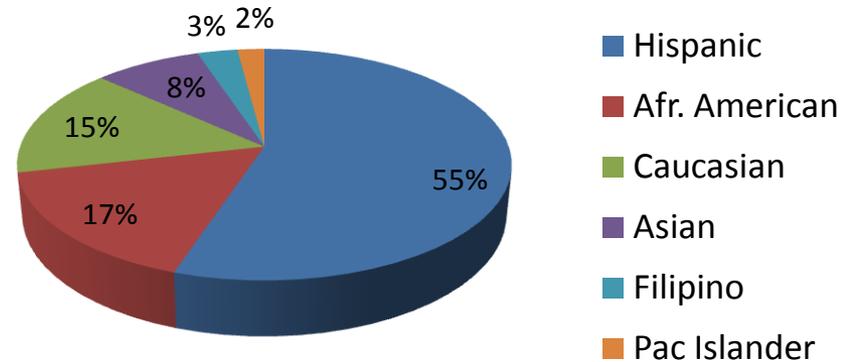


LBUSD AT A GLANCE



A glimpse at LBUSD's students...

Student Demographic Profile (83,691 students)

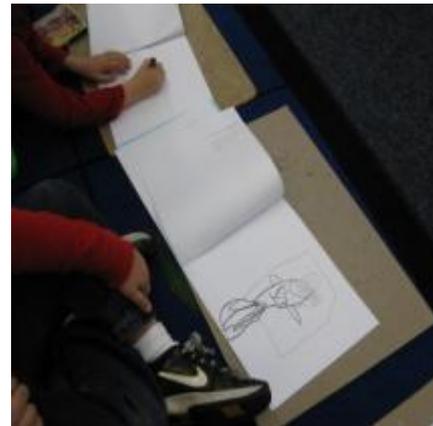


A glimpse at LBUSD's schools...

- 84 Schools (Long Beach, Lakewood, Signal Hill, & Avalon)
- 44 Elementary (K-5)
- 11 K-8 Schools
- 16 Middle Schools (6-8)
- 6 Comprehensive High Schools
- 2 Alternative High Schools
- 1 K-12 School (Avalon)



Setting the Context: TK in LBUSD



From Preppy Kindergarten to TK





Opening Activity World Cafe

5 charts are located on the tables. Find the chart in the color of the text on your folder label. In your group you will have 3 minutes to write, doodle or draw key ideas around the question. Responses are based on your knowledge and current implementation of TK or planning for TK. You will rotate until you have contributed to all 5 charts.

- “What is Taught in TK?”
- Social Emotional
- Developmentally Appropriate
- Instructional Strategies
- Program Support

At your table, discuss with your team what came to mind as you participated in the “World Café” exercise.

Do you have any wonderings, epiphanies, or questions?

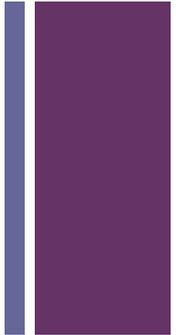


GOAL

Challenge your thinking about the design of a TK Program by sharing key learning in the implementation process, providing examples of tools and strategies used in Long Beach.

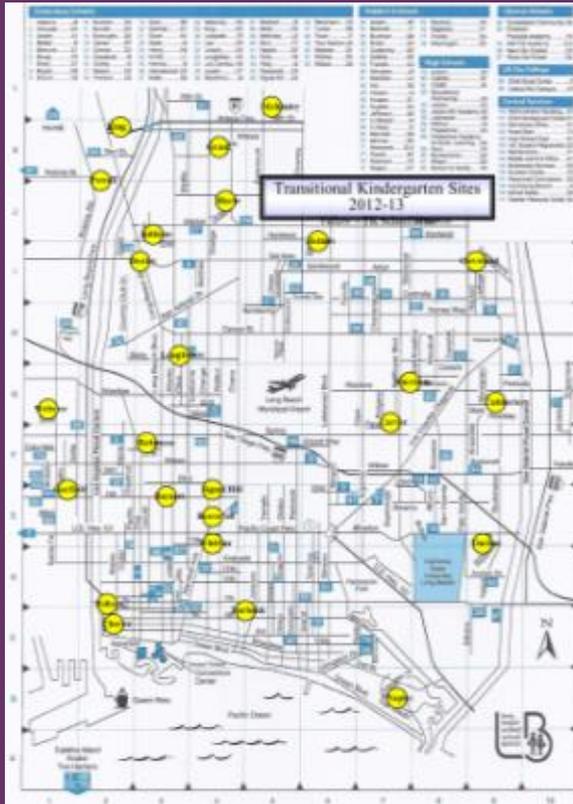
Objectives:

- ❖ Identify what is working currently in your district as a starting point in developing a TK Program.
- ❖ Identify expectations your school/district holds for every TK classroom.
- ❖ Identify next steps to move toward implementation or change.
- ❖ Provide strategies and examples on how to support students' social-emotional and academic development.





LBUSD System Approach



DEFINING THE FIRST YEAR OF A TWO YEAR PROGRAM

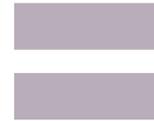
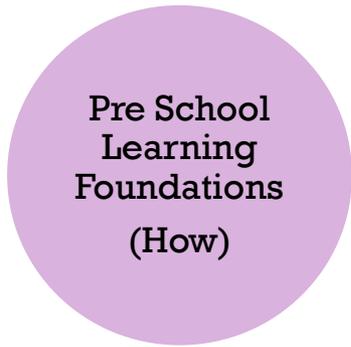
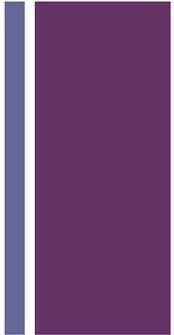
What are the distinguishing differences between Transitional Kindergarten and Kindergarten?

How can we ensure that Transitional Kindergarten students and Kindergarten students in a “Cluster Classroom” receive a program that meets their needs?

How will parents be able to distinguish the difference between TK and K?

How do we maintain the rigor in the program while meeting the needs of all students?

+ TK PROGRAM



- Developmentally Appropriate
- Social Emotional
- Self Regulation
 - Relationships
- Physical Development
- Gross Motor
 - Fine Motor
- Supportive Room Environment



- CA Kindergarten Standards
Common Core Standards

Pacing based on the needs of the student(s)
(When)



TK DIFFERENTIATED MODEL



Weak Progress

On Target Progress

Strong Progress

Depending on time of year.

Direct Instruction
Modeling
Guided Practice
Independent Practice



Task analysis of en-route skills towards mastery of kindergarten standard.

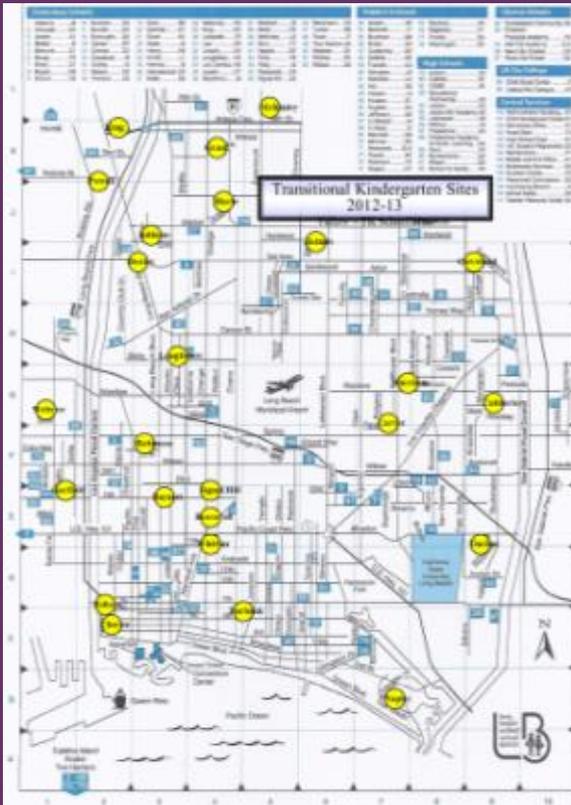


Pacing based on the needs of the student(s)
(When)

“Gift of Time”



LBUSD System Approach



ASSESSMENT AND PROGRESS REPORTING

Kindergarten Assessments

- ❖ Differentiated Assessment for ELA and Math

Progress Report

- ❖ Weak Progress
- ❖ On Target Progress
- ❖ Strong Progress

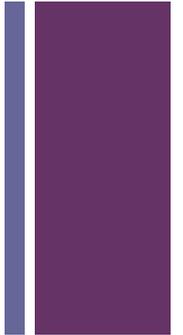
TEACHER SUPPORT

Targeted Professional Development

- ❖ TK Institutes
- ❖ TK Monthly Meetings
- ❖ Coaching Support



REFLECTION



A Systems Approach- You, Your School, Your District...

Quietly Write...

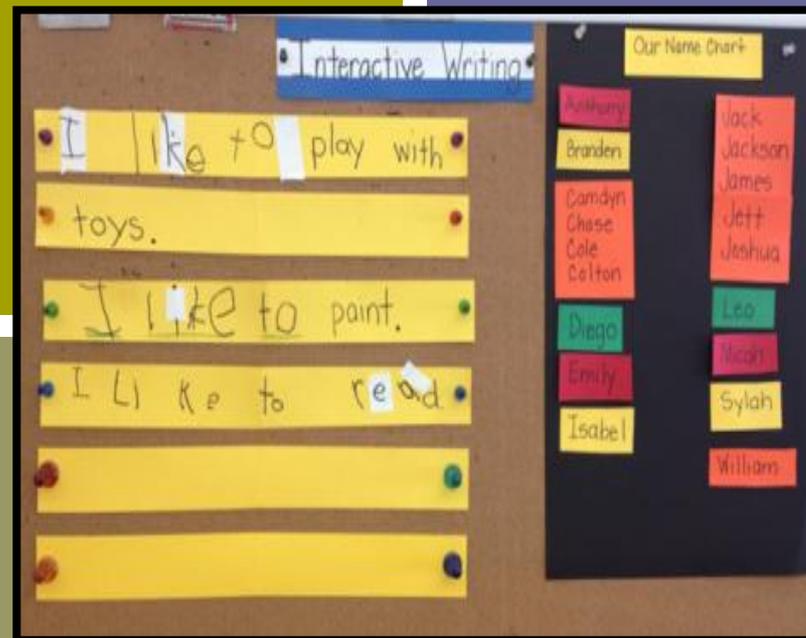
- New Learning
- “Take Away”
- What will be your “next steps” to move towards implementation/change?

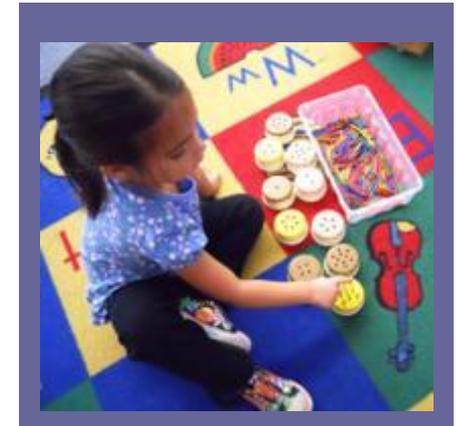
Discuss as a team the ideas that you could adopt or adapt to meet your needs?



LBUSD System Approach Innovation Configuration (IC Map)

- System Message
- Purpose
- Principal uses
- Teacher uses





Innovation Configuration (IC Map)



TK Room Environment

The Transitional Kindergarten classroom environment is a safe, student centered classroom.

+ Classroom Floor Plan

Levels 1-4

Creating clear and safe pathways in the classroom

- Furniture

Usefulness of the instructional materials

- Current
- Availability and accessibility



Work Areas

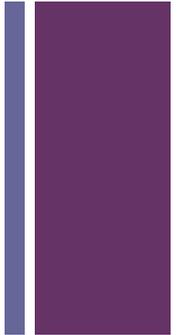
Levels 1-4

Teacher Responsibilities

- Materials
- Accountability

Students' Behaviors

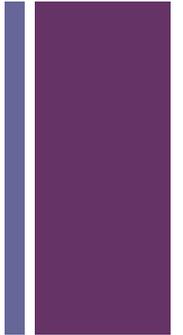
- Materials
- Engagement
- Communicates





Wall Areas

Levels 1-4



Teacher's Responsibility

- Usefulness of materials posted

Students' Behaviors

- Interaction with the materials posted

+ Daily Schedules

Young children flourish in a safe and predictable environment. Dependable routines give Transitional Kindergartners a sense of stability.

A daily schedule ensures consistency for both the students and the teacher.

The daily schedule includes periods for activity and movement as well as quiet times.

Learning centers should extend long enough for students to get deeply involved in an activity at a complex level.

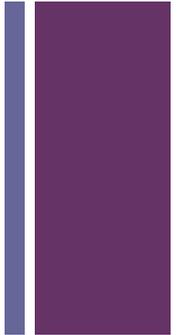
Schedules are set but not rigid.

Developmentally Appropriate Practice

Copple and Bredekamp, 2009



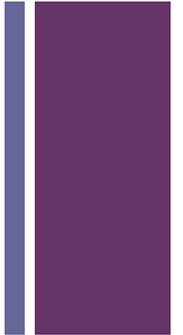
Year One of a Two Year Experience



- ...a modified Kindergarten program that is age and developmentally appropriate.
- Work Areas in our TK Classrooms
 - Kinder Café
 - Author Area
 - Discovery Area
 - Reading Area
 - Math Area
 - Creative Area



Work Areas and Social-Emotional Development



Time for students to:

- Develop skills that allow them to cooperate with each other, focus attention on their task with some adult guidance. (Self-Regulation)
- Practice responding to others in distress with sympathy or help. (Empathy and Caring)
- Become a self confident learner that is actively involved in formal and informal learning opportunities. (Initiative in Learning)
- Actively and intentionally cooperate with each other. (Interactions with Peers)
- Negotiate with each other, asking for adult help when needed, and use words to respond to conflict. (Interactions with Peers)
- Cooperate with adult instructions and learn motivation for adult approval.

Preschool Learning Foundations, Vol.



REFLECTION

TK IC Map- Room Environment

Quietly Write...

- New Learning
- “Take Away”
- What will be your “next steps” to move towards implementation/change?

Discuss as a team the ideas that you could adopt or adapt to meet your needs?



+ LUNCH



+

Connection to Lunch
Keynote Speaker



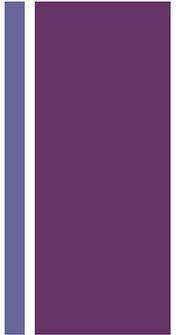
+ Content Block 3

Every Day in TK - ELA

+ The Name Game

A powerful strategy that increases students' knowledge of letter names and letter sounds by utilizing the names of the students in the classroom.

- Highly engaging
- Meaningful to students
- A whole class activity
- Connects phonemic awareness to phonics
- Isolation of sounds aides in foundational reading and writing
- See attached handout



+ Name Cards

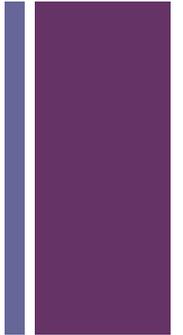
A strategy that incorporates the reading of high frequency words and students' names.

Procedure:

- Each card has a student's name and their assigned high frequency word (HFW) on the reverse side
- Cards are used every day to take attendance
- All students read every name and HFW

Videos

- Six days of school
- Fourteen days of school
- 149 days of school



+ Special Name Song

Song to support Special Name activity:

What's the Special Name today,

What's the Special Name?

Lets' think about who it will be

Before we play our game.

Reach into the basket,

Pull one out to see,

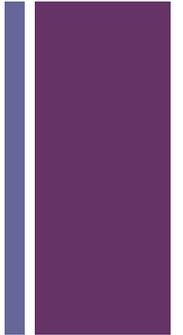
Who our Special Name, will be.

_____, the Special Name today,

_____ 's, the Special Name,

Lets' spell _____ 's name before we end our game.

(spell the student's name)



+ Name Scramble

- A fun and meaningful way to play with students' names.
- Provides an opportunity for students to apply their knowledge of letters and sounds and practice their word making skills.

How do you play?

1. Secretly choose a student's name in the class.
2. Cut up the letters in the student's name and place the letters in random order in a pocket chart.
3. Using the letters, students will form as many words as possible (simple CVC words, High Frequency Words) and the teacher records the words on chart paper.
4. Have the students reread all the words to practice fluency.
5. To end, the students figure out whose name was used that day.



What's In a Name?

Song Lyrics:

What's in a name?

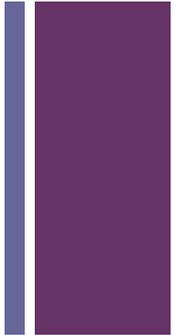
What's in a name?

There's lots of things in a name.

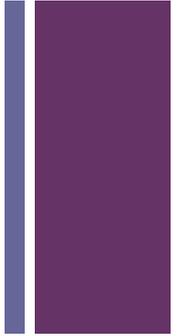
_____ *has a* __, __, __,

_____ *has a* __ *at the beginning of his/her name.*

- Use 9 name cards
- Highlight 3 beginning letters, 3 middle letters and 3 ending letters
- Extension Activity: sounds, HFW, special sounds (ar, er, ay)



+ Phonemic Awareness Songs

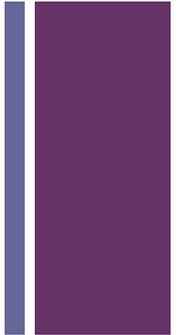


Let's sing some Hallie Yopp songs!

These songs support development of phonemic awareness in young children. They have stood the test of time.

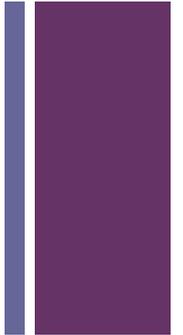
+ Interactive Writing

- A powerful strategy that bridges Phonics and Phonemic Awareness
- Opportunity for students and teachers to compose a written piece of text together
- Students and teacher “share the pen” when writing
- Helps young children to make connections between reading and writing (Pinnell and Fountas, 2000, p. 10)
- Developmentally appropriate because all students are working at their own developmental level
- Can be implemented in all areas of the curriculum (math, science, social studies)



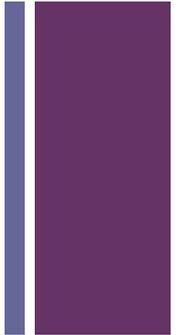


What do students learn through Interactive Writing?



- **Print Concepts**
 - Directionality, capitalization, punctuation, spacing, difference between letter, word, and sentence
- **Letter Formation**
- **Phonics and Word Recognition**
 - Sound-letter relationship, high-frequency words,
- **Phonological Awareness**
 - Blending, segmenting, syllables
- **Fluency**

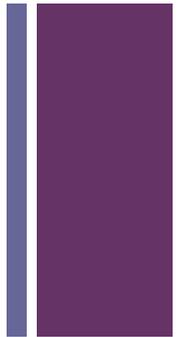
+ Foundational Reading Skills Assessments



- Aligned to common core
- Designed to measure individual growth
- Used to inform whole group and small group instruction
- Used to differentiate instruction



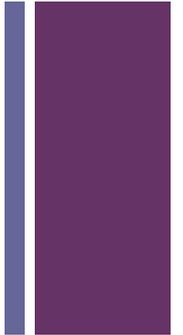
What do the Foundational Reading Skills Assessments measure?



Print Concepts
Uppercase Letter Names
Lowercase Letter Names
Phonics and Word Recognition
Lowercase Letter Sounds
High Frequency Words-30 words
Phonological Awareness
Rhyming*
Syllables-Counting, Pronouncing, Segmenting*
Phoneme-Onset and Rime Blending*
Phoneme-Blending (CVC words)
Phoneme-Isolating and Pronouncing Initial*
Phoneme-Isolating and Pronouncing Final*
Phoneme-Segmenting (CVC Words)
Substituting Individual Sounds to Make New Words



*Differentiated TK Assessments



Phonological Awareness	TK Differentiation (Assess only if not proficient on Kindergarten skill)	Kindergarten
Rhyming	Recognize rhymes	Produce two rhyming words
Syllables	Clapping and segmenting compound and two-syllable words	Pronounce, count, segment one, two and three syllable words
Blending	Two-syllable words	Onset and rimes
Phonemes-initial	Isolating and pronouncing initial sound of one word	Isolating and pronouncing initial sound of two words
Phonemes-final	Isolating and pronouncing final sound of one word	Isolating and pronouncing final sound of two words

+ REFLECTION

Every Day in TK - ELA

Quietly Write...

- New Learning
- “Take Away”
- What will be your “next steps” to move towards implementation/change?

Discuss as a team the ideas that you could adopt or adapt to meet your needs?

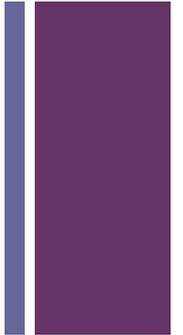


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Content Block 4

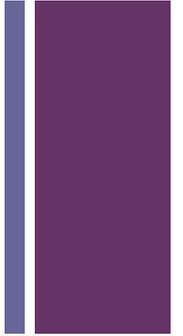
Every Day in TK - MATH

+ Everyday in TK – Math



- District adopted text
- Hands-on use of manipulatives
 - Direct Instruction
 - Guided Practice
- Meaningful practice activities in Math Work Area
- Bridge to paper and pencil

+ STRATEGIES



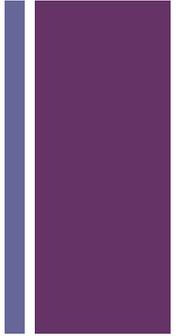
Strategies that support Number Sense

- Number Game

- Freight Train



DIFFERENTIATED ASSESSMENT



- Created to address the developmental needs of the students
- Content not changed
- Scaffold



Kindergarten Trimester 1 Exam Assessment Differentiations

The Assessment Differentiations provides a manner in which understanding can be assessed when the traditional paper and pencil test may not be the appropriate testing conditions for a student. In this document, The Kindergarten Trimester 1 Exam has been reorganized by content standard and ordered within each standard by rigor.

The Assessment Differentiations are to be administered when a student is not able to successfully complete an item on the Kindergarten Trimester 1 Exam. There are differentiated options for each item from the exam. They are ordered by the degree to which the testing condition has been differentiated; with the first differentiation having the least amount of change from the original item to the last with the most differentiation provided.

NS 1.1: Compare two or more sets of objects (up to 10 objects in each group) and identify which set is equal to, more than or less than the other.				
Items	Assessment Differentiations	Skill	Materials	Academic Vocabulary
12	a. Rather than asking students to draw a shape, the student will be able to use an object to correctly answer the item. <ul style="list-style-type: none"> • Observe the student... Does the student ○ place the objects using left to right directionality ○ place the objects correctly as directed by the question 	<ul style="list-style-type: none"> • rote count • matching 1:1 	<ul style="list-style-type: none"> • K-Trimester 1 Exam • Manipulatives/objects 	<ul style="list-style-type: none"> • above • equal sets • under
17 11 8 10	a. Rather than writing/mark the answer, the student will be asked to point to the answer on the test. The teacher will record the student's response along with any other notes base on the observation. <ul style="list-style-type: none"> • Observe the student. Does the student... ○ touch the picture when counting ○ count each set in a sequential manner (top/bottom or left/right) ○ count the set on the left first ○ count the second set starting with one ○ count one set correctly and give the correct answer ○ count both sets correctly and give the correct answer ○ does not count the sets and give the correct answer ○ count one set correctly and give the incorrect answer ○ count both sets correctly and give the incorrect answer ○ count one or both sets incorrectly and give the incorrect answer 	<ul style="list-style-type: none"> • rote counting • matching 1:1 • recognize the last number said represents the number of objects counted 		
17 11 8 10	a. Objects are used to recreate the test item in the same format/arrangement as on the test (i.e., same number of objects in each set, or using different objects for the sets being compared) <ul style="list-style-type: none"> • Observe the student. Does the student... ○ point, touch or move the objects when counting ○ count each set in a sequential manner (top/bottom or left/right) ○ count the set on the left first ○ count the second set starting with one ○ count one set correctly and give the correct answer ○ count both sets correctly and give the correct answer ○ does not count the sets and give the correct answer ○ count one set correctly and give the incorrect answer ○ count both sets correctly and give the incorrect answer ○ count one or both sets incorrectly and give the incorrect answer 			



Kindergarten Trimester 1 Math Exam Assessment Differentiation Recording Sheet

Item	Assessment Differentiation	Comments
1. ___ C ___ NC	a. Rather than asking the student to mark the answer, the student will point to the object to answer the test item. • Observe the student. Does the student... ___ hesitate and correctly answer ___ hesitate and incorrectly answer ___ correctly answer without hesitation ___ incorrectly answer without hesitation	
6. ___ C ___ NC	a. Rather than asking the student to write the answer, the student will be handed a stack of number cards 0-10 in random order to answer the test item. • Observe the student. Does the student... ___ flip through the cards one at a time ___ place them on the table randomly to find the correct number card ___ organize the number cards by ordering them in the “stack” or on the table before attempting to order them ___ count aloud and choose the number cards in the order in which they are to be sequenced ___ choose the number cards without counting aloud ___ apply left to right directionality when ordering the number cards ___ use the room environment (i.e., number line, calendar, 100 charts etc.) to correctly respond ___ use the room environment and incorrectly responds ___ respond correctly without using room environment for support ___ respond incorrectly without using room environment for support	
	a. Rather than asking the student to write the answer, the student will use number cards 0-10 randomly displayed horizontally in order to answer the test item. • Observe the student. Does the student... ___ count aloud and correctly responds ___ correctly responds without counting aloud ___ apply left to right directionality when ordering the number cards ___ use the room environment to correctly respond ___ use the room environment and incorrectly responds ___ respond correctly without using room environment for support ___ respond incorrectly without using the room environment for support	



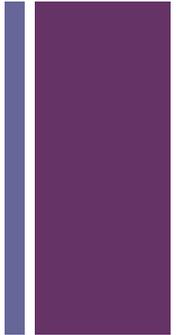
REFLECTION

Every Day in TK - Math

Quietly Write...

- New Learning
- “Take Away”
- What will be your “next steps” to move towards implementation/change?

Discuss as a team the ideas that you could adopt or adapt to meet your needs?





RESOURCES

- tkcalifornia.org
 - Set of three math videos

- preschoolcalifornia.org

- cde.ca.gov/ci/gs/em/kinderfaq.asp
 - Transitional Kindergarten FAQs

- lbschools.net

- ccsesa.org
 - Transitional Kindergarten Planning Guide

