

Navigating Foundations and Framework for TK



Presented by
Teri LaFleur

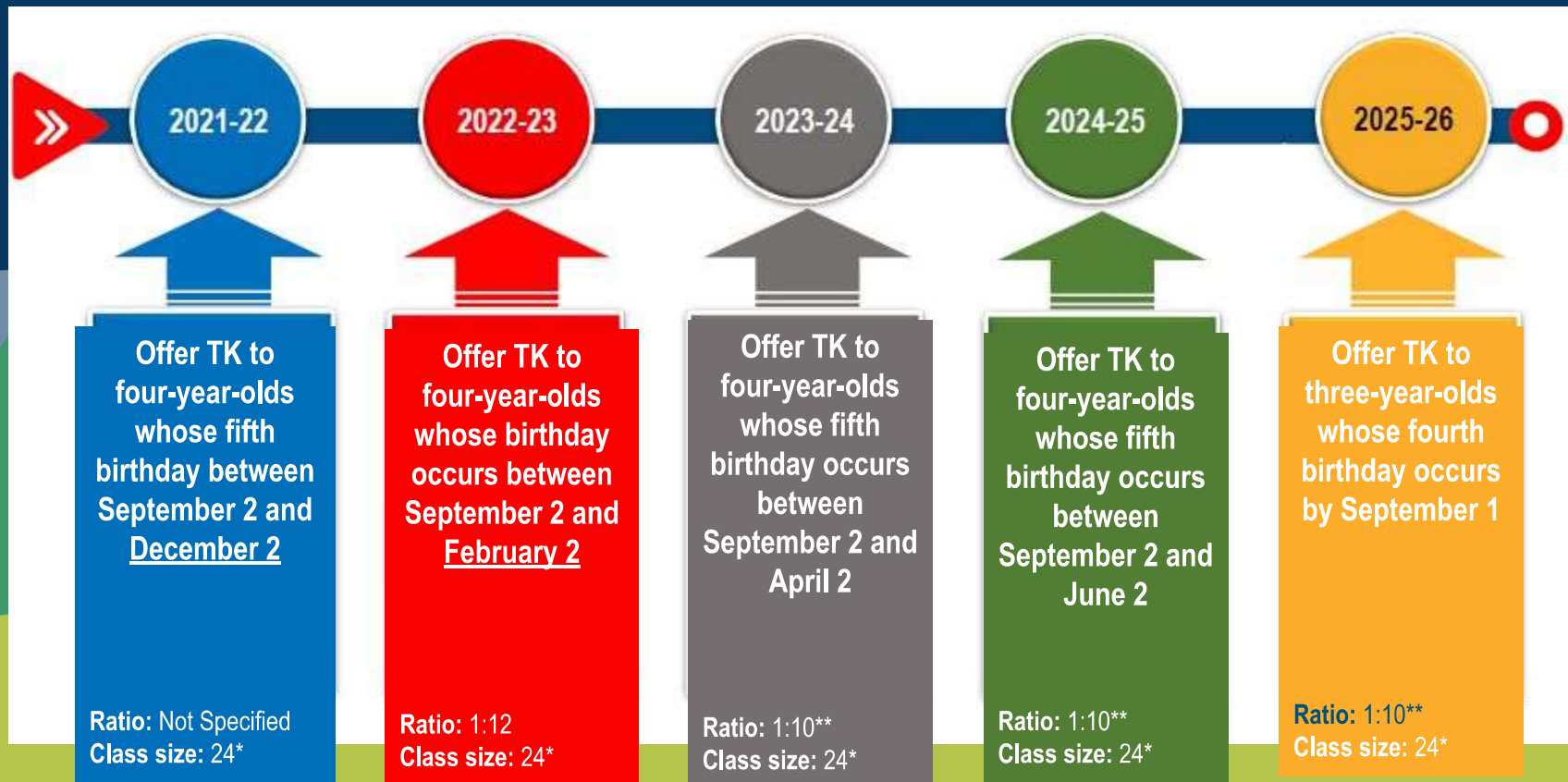
YEAH!



A big THANK YOU to Tulare County Office of Education, UPK Coordinator Amy Sullivan for bringing this opportunity to learn and get paid!



Implementation Schedule



* Average class size across the school site

** Subject to future legislative appropriation

Adapted from School Services of California Inc.



TK TEACHER QUALIFICATION

Credentialed Teacher

Education Code (EC) 48000 (g)(4)

*Assigned to
TK prior to
July 1, 2015
will be
"grandfathered"
as qualified.*

OR

*Holds a valid
Commission-
issued Child
Development
Permit at the
Teacher level
or higher.*

OR

*Completed 24
units of Child
Development
units with a
minimum of C
letter grade.*

OR

*LEA determines
experience
as teacher in
the classroom
setting with
preschool age
children (36
-60 months) is
comparable to
24 units of Child
Development.*

Complete TK Teacher Qualification form for verification

Non-Credentialed Teacher

Education Code (EC) 44300 (j)

*Emergency Specialist Teaching Permit authorization
from the Commission for 1 year providing the following
conditions are met:*

1. BA degree and holds a valid child development permit at a Teacher level or higher.
2. Meets subject matter competency through one of the following:
 - a. 24 units of child development coursework
 - b. BA in child development or similar major
 - c. 3 or more years of full time teaching experience in PK/TK/K as the lead teacher
3. Commission approved justification for Emergency Child Development Specialist Permit submitted to the Commission by the employing LEA.

Today's Learning Objectives:



**Understanding
Learning
Foundations as
guiding
principles**



**Explore learning
experiences
guided by
learning
foundations**



Agenda

01

Overarching Principles

Understanding the destination

02

Learning Foundations

The research that has paved the path

03

Curriculum Framework

What does the journey look like

Start with what we know from CDE

- Age eligibility has shifted over a three year rollout plan.
- Ratio is to be maintained during all instructional times. 12 students to 1 adult
- Teachers must have a teaching credential and 24 units of Child Development
- Programs will utilize Learning Foundations and Frameworks



01

PLANS

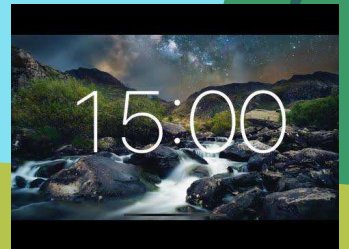
A successful trip always includes thoughtful planning and knowing where you start and where you want to go



What are the 'big' ideas that need to be in your Tk program?

Think about the essential pieces that define 'high quality'

Who is involved, How are you going to teach, What must be present in each day.





* California Preschool Curriculum Framework Volume 3

Jigsaw Activity Assigned readings

01



Relationships are central and Play is the primary context for learning

02



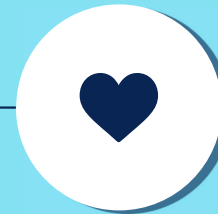
Learning is integrated and Intentional teaching enhances children's experiences

03



Family and Community partnerships create meaning connections and individualization of learning includes all children

04



Responsiveness to culture and language supports children's learning and Time for reflection and planning enhances



Writing within the road of the
picture,

“In my classroom, it is important to”

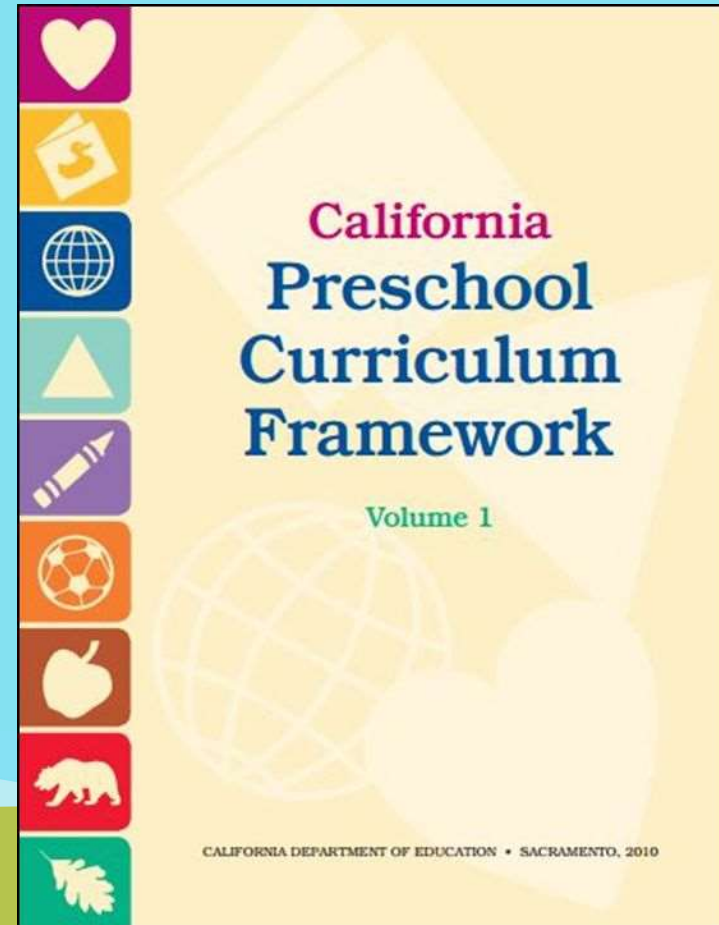
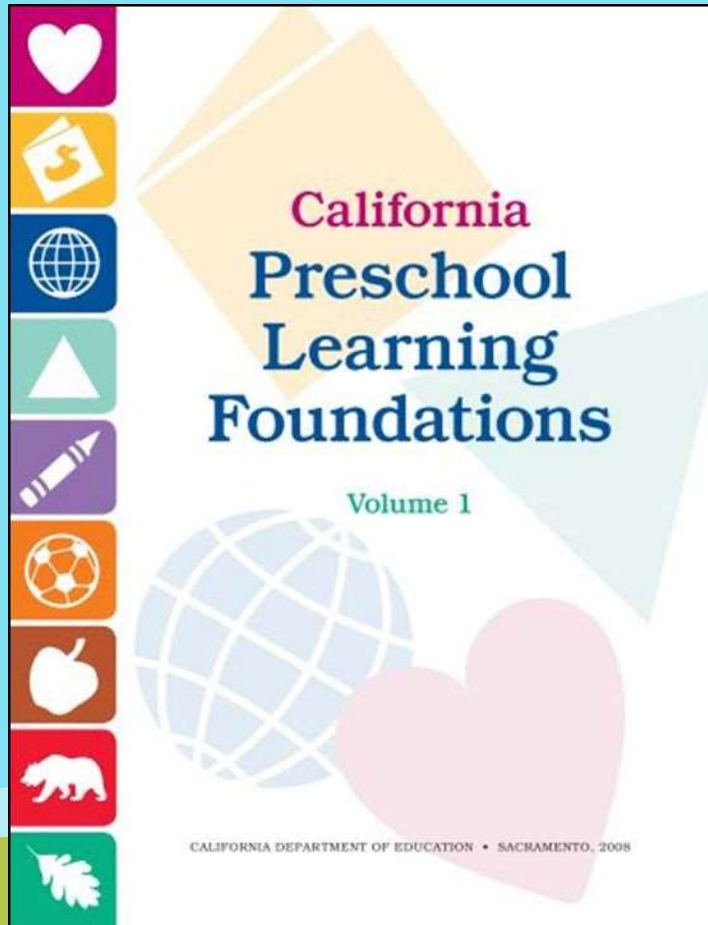
Roadmap

02

Preschool Learning Foundations and
Frameworks



Learning Foundations and Frameworks



California's Early Learning and Development System

Program
Guidelines and
Resources

Curriculum
Frameworks

Learning and
Development
Foundations

Professional
Development

Desired Results
Assessment
System

California Department of Education, Child Development Division

The Foundations

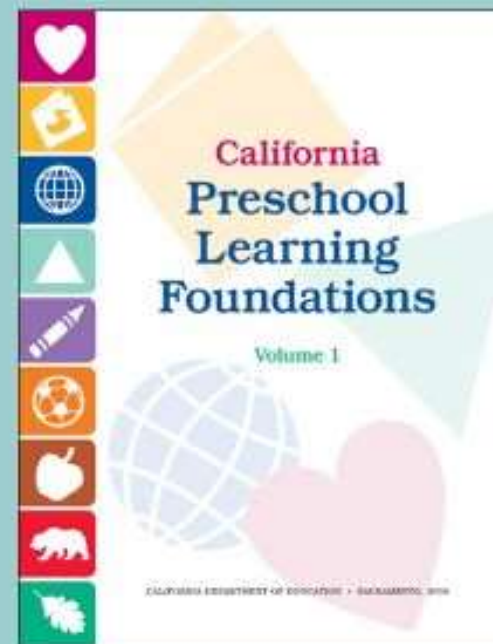
Describe the knowledge and skills that all young children typically exhibit:

- At around 48 and 60 months of age
- As they complete their first or second year of preschool
- With appropriate support
- When attending a high-quality preschool program



Let's take a book walk!

- *A Message from the State Superintendent of Public Instruction*
- *The Acknowledgements*
- *The Introduction*
- *The Four Domains:*
 - Social-Emotional Development
 - Language and Literacy
 - English-Language Development
 - Mathematics
- *The Appendix*



Social-Emotional Development

Language and Literacy

English-Language Development

Mathematics

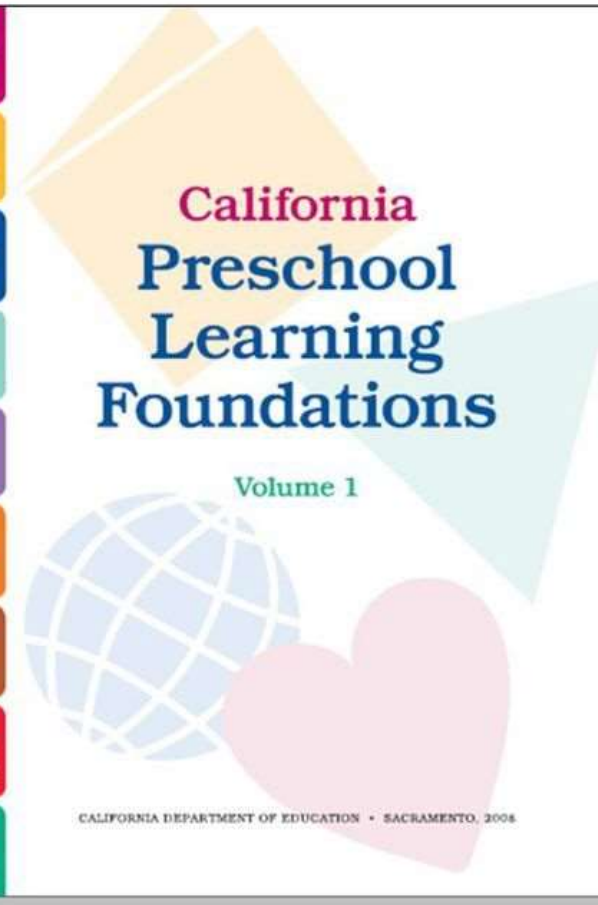
Visual and Performing Arts

Physical Development

Health

History/Social Science

Science



Structure of the Foundations



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Organization of Domain Chapters

- Introduction
- Foundations
- Bibliographic Notes
- Glossary
- References



Map of the Foundations

Strand	Social-Emotional Development		Domain
Substrand	Self		Age
1.0 Self-Awareness		Age	Foundation
At around 48 months of age		At around 60 months of age	
1.1 Describe their physical characteristics, behavior, and abilities positively.		1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	
Foundation Description		Foundation	
Examples		Examples	Examples
<ul style="list-style-type: none"> Seeks to do things by himself, sometimes refusing an adult's assistance, and communicates, "Do it myself." Communicates, "I like rice!" or "See my picture!" or "I don't like getting wet" or "Look what I did!" Shows a painting or demonstrates an accomplishment to elicit the acknowledgment of the teacher or parent and smiles when the adult responds. 		<ul style="list-style-type: none"> Communicates, "I can ride a bike, but my baby sister doesn't." Smiles with delight at accomplishing something that was difficult to do and looks to the teacher for acknowledgment. Communicates, "I couldn't do that when I was little." Communicates, "Sometimes I just want to be by myself." 	

Foundations Organization

Domain

Strand

Substrand

Age

Foundation

Foundation Description

Examples

English-Language Development has a focus level below substrands

Language and Literacy includes descriptions of substrands

English-Language Development foundations have levels, not ages

Social-Emotional Development foundations include descriptions for foundations

Foundation Examples

Reading	
1.0 Concepts about Print	
At around 48 months of age	At around 60 months of age
Children begin to recognize print conventions and understand that print carries meaning.	Children recognize print conventions and understand that print carries specific meaning.
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
Examples <ul style="list-style-type: none"> When holding a book, the child orients it as if to read. The child can point to where the title is shown on the cover of a book. The child opens a book and turns the pages in a single direction, although not necessarily one page at a time. 	Examples <ul style="list-style-type: none"> The child orients a book correctly for reading, e.g., right-side up with the front cover facing the child. The child turns the pages of a book one at a time. The child begins to track print from left to right and top to bottom (e.g., while pretending to read a story to a pet or doll). While looking through a book, the child says, "the end" after reaching the last page.
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.
Examples <ul style="list-style-type: none"> The child points to letters in a book, on a sign, or on a drawing and communicates, "That says my name," although usually inaccurately. The child can indicate which part of a picture book shows the story (pictures versus which part tells the story). The child "writes" something down on paper and then asks the teacher what it says (i.e., to "read" it). 	Examples <ul style="list-style-type: none"> The child asks the teacher, "What does this say?" when pointing to text in a book. The child (or another child), "Can you tell me what that says?" drawing attention to a sign while outside on a walk. The child asks the teacher to write down a story or note that the child dictates, and then the child "reads" it to the other children.
<p>Children can learn to recognize letters of the alphabet without being able to see conventional print. Multiple means of recognizing print include the use of tactile letters, large print, color contrast or lighting, and braille, as well as other means of representing letters.</p>	



Deep dive into Social-Emotional Development



**Read pages
1-5**



**Share two
“aha”
statements**



**Share one
wondering
question with
your group**

Deep dive into Social-Emotional Development



**Select a
different
substrand**



**Read that
substrand and
the
corresponding
bibliographic
notes**



**Share a
summary of your
readings**

Reflection time



Reflect

Take two mins to think about how you would define Learning Foundations in your own words.



Write

Use your reflection note taking paper and complete the prompt



Share

Share your thinking with your face partner



Stretch

Get up, stretch, take a 15 min. Break

Break Time

Get up, stretch,
move, use the
facilities, take a
brain break

You deserve it!

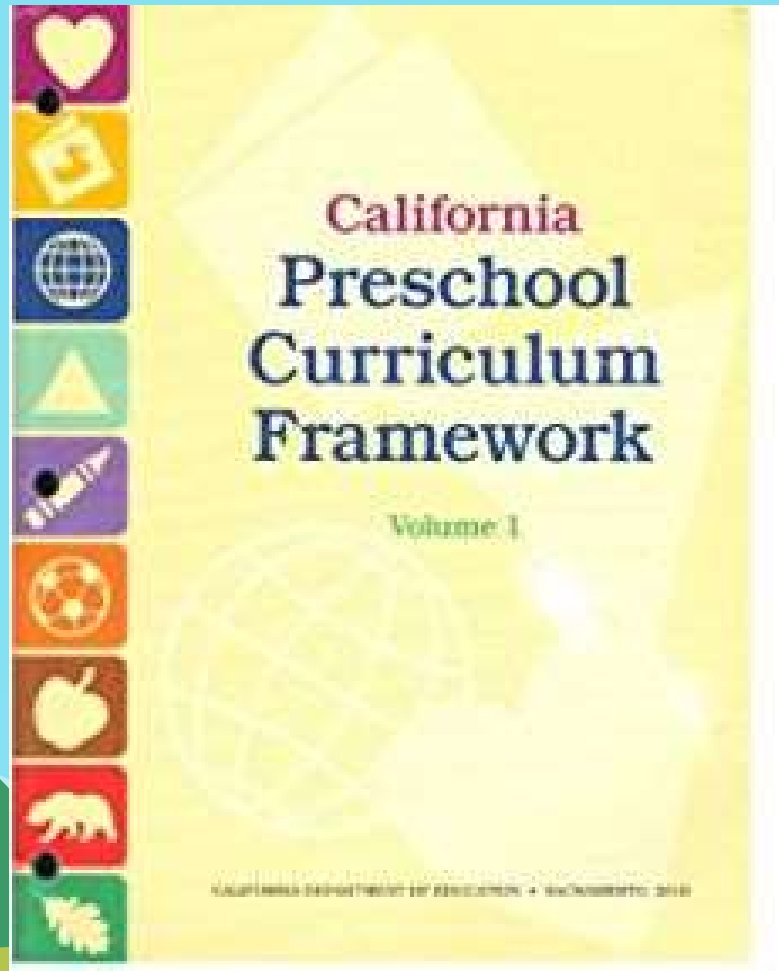


The California Preschool Curriculum Framework, Volume 1: Book Walk



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Chapter 1 highlights:

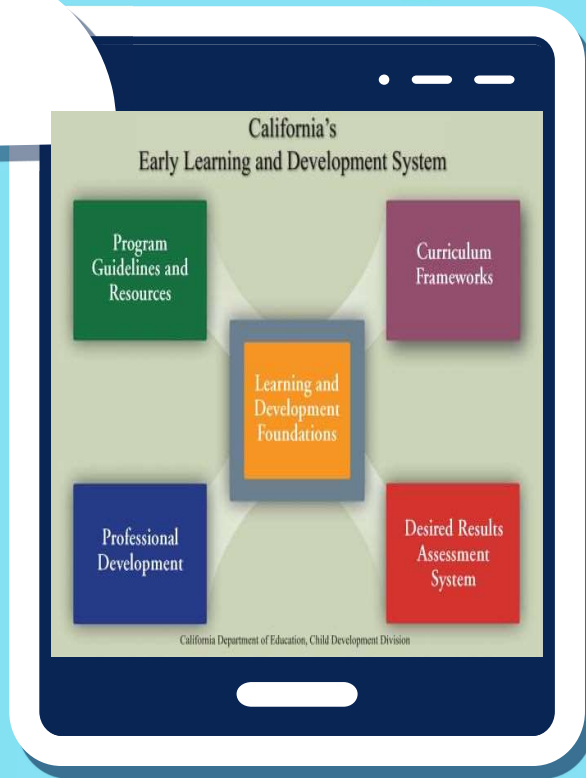
Curriculum process as
active meaning makers
pg 13

Describes environment
pg 15

Daily schedule
Pg 16

Observe, reflect, record
process

Pg 20



Chapter 2

Focuses on
California's Early
Learning and
Development
System

Highlights

Chapters 3-6: The Learning Domains

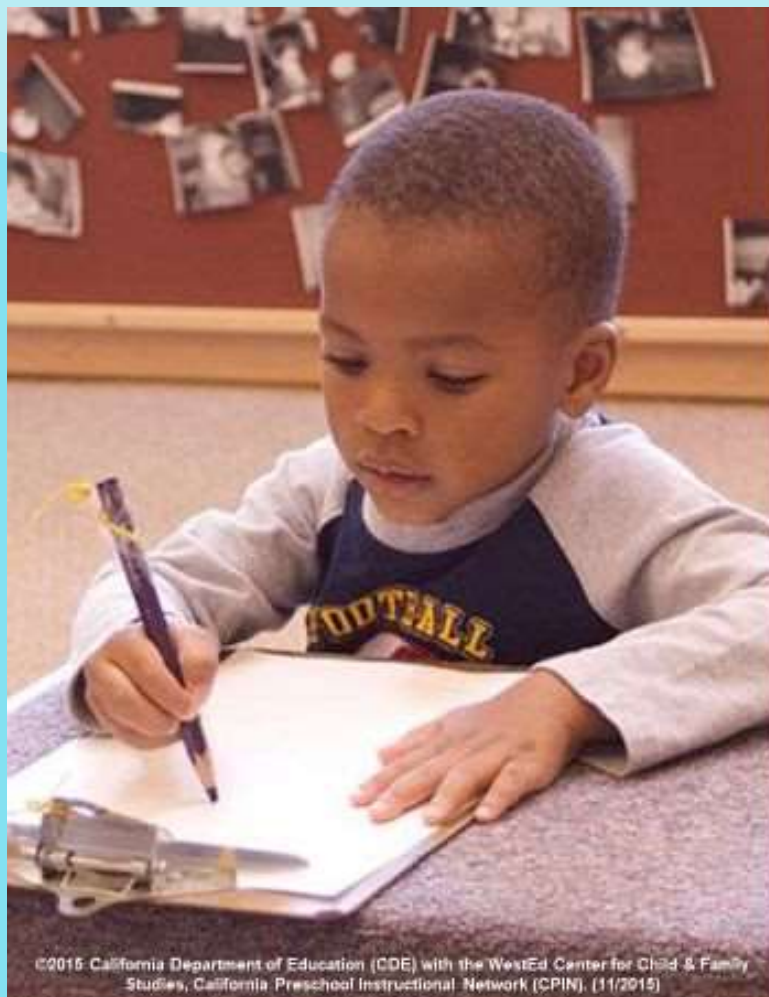
- Social-Emotional Development
(PLF, Vol. 1, p. 37)
- Language and Literacy
(PLF, Vol. 1, p. 97)
- English-Language Development
(PLF, Vol. 1, p. 177)
- Mathematics
(PLF, Vol. 1, p. 231)



Organization of the Domain Chapters

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What's first?

- Guiding Principles
- Environments and Materials
- Summary of the Strands and Substrands

Strands and Substrands

Strand introduction

- Substrand Vignette
- Interactions and Instructional Strategies
- Research Highlights



Vignettes

- Each chapter has numerous vignettes to illustrate typical classroom scenarios.
- Locate and highlight two vignettes in the assigned chapter.

HINT:

- Vignettes are in italicized typestyle and are identified in the column to the left with the word **VIGNETTE** in bold.



Vignettes

- Read through one of the vignettes identified.
- Highlight the *teachable moment* and/or *planning learning opportunities* associated with that vignette.

HINTS:

- Each vignette has at least one teachable moment and/or planning learning opportunity.
- Where included, they will be identified in the column to the left of the vignette.



Interactions and Strategies

Following each vignette identified, highlight the paragraph that includes the words “interactions and strategies.”

HINT:

- Interactions and strategies can be found in the paragraph immediately following each vignette.



Research Highlights

Find and highlight one *research highlight* in the chapter.

HINT:

- Research highlights are in shaded boxes set off from the rest of the text and headed with the words “Research Highlight.”



End of Each Domain

Find and tab these three features found at the end of each domain:

- **Bringing it All Together**
- **Engaging Families**
- **Reflection**



Chapter Endings

Each chapter ends with:

- Teacher Resources
- References
- Endnotes



Don't overlook the appendices and glossary!

Appendices

- Appendix A. California Early Learning and Development System (p. 303)
- Appendix B. Reflections on Research: Phonological Awareness (p. 304)
- Appendix C. Reflections on Research: Alphabets and Word/Print Recognition (p. 313)
- Appendix D. Resources for Teachers of Children with Disabilities or Other Special Needs (p. 319)

Glossary

Glossary

Introduction
The purpose of this glossary is to provide a common language for all those who are involved in the early learning system. It is designed to be a resource for all those who are involved in the early learning system, including teachers, parents, and community members. The glossary is organized alphabetically by the first letter of the word or phrase being defined. The definitions are written in a clear, concise, and easy-to-understand manner. The glossary is a valuable resource for all those who are involved in the early learning system.

Alphabetics
The process of learning to read and write. It involves understanding the relationship between the letters of the alphabet and the sounds they represent. It is a foundational skill for reading and writing.

Assessment
The process of gathering information about a child's knowledge, skills, and abilities. It is used to determine a child's current level of learning and to identify areas where additional support may be needed. Assessments can be formal or informal, and they can be used for a variety of purposes.

Classroom
A place where children learn and grow. It is a community of learners where children are encouraged to explore, discover, and learn. The classroom is a place where children are given the opportunity to learn at their own pace and to learn from each other.

Curriculum
A plan of learning experiences and activities that are designed to help children achieve specific learning goals. It is a guide for teachers and parents to follow when planning and implementing learning experiences for children.

Development
The process of growing and changing. It includes physical, cognitive, and social development. Children develop at different rates, and it is important to understand that there is no single path to development.

Early Learning
The first three years of a child's life. This is a critical time for learning and development. Early learning experiences can have a lasting impact on a child's future learning and success.

Family
The group of people who are related by blood, marriage, or adoption. Families play a central role in a child's life and are an important part of the early learning system.

Learning
The process of gaining knowledge, skills, and abilities. Learning is a continuous process that occurs throughout a person's life. It is a process of change that occurs as a result of experience.

Play
A form of learning that is fun and engaging. It is a way for children to explore the world around them and to learn about themselves and others. Play is an essential part of a child's development.

Reading
The process of understanding and interpreting written language. It is a skill that is learned through practice and experience. Reading is a key skill for learning and success in school and in life.

Teacher
A professional who is responsible for planning and implementing learning experiences for children. Teachers are trained to understand the needs of individual children and to provide them with the support and guidance they need to learn and grow.

Writing
The process of communicating thoughts and ideas in written form. It is a skill that is learned through practice and experience. Writing is a key skill for learning and success in school and in life.



Reflection Entry #3



Learning Frameworks support my teaching.



They include



One way I can incorporate this new information is to...



Today's Learning Objectives:



**Understanding
Learning
Foundations as
guiding
principles**



**Explore learning
experiences
guided by
learning
frameworks**

Feedback

Please give us input on today's learning to improve the planning and support for your implementation!



Resources

	Foundations	Frameworks
CDE website Volume 1	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol1	https://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvoll.pdf
CDE website Volume 2	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol2	https://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol2
CDE website Volume 3	https://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol3	https://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol3

Resources

	Hardcopy orders Foundations	Alignment document
	https://cdep.klas.com/?s=preschool+foundations&post_type=product&dgwt_wcas=1	https://www.cde.ca.gov/sp/cd/re/documents/alignmentofcaplf.pdf
	\$21.95 per book	
CECO Training https://www.caearlychildhoodonline.org/en_home.aspx	CPIN Training https://cpin.us/	California Educators Together :// www.caeducatorstogether.org/

More Resources we recommend

01

Transitional Kindergarten Handbook

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

02

TKCalifornia

<https://tkcalifornia.org/administrators/tk-basics/>

03

CECO

California Early Childhood Online Professional Development

https://www.caearlychildhoodonline.org/en_home.aspx

THANKS!



DO YOU HAVE ANY QUESTIONS?

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