



Transitional Kindergarten Summer Institute

June 21st to June 23rd, 2017

8:30 a.m. to 4:30 p.m.

Mills College

Bender Room in Carnegie Hall, 5000 MacArthur Blvd, Oakland, CA 94613.

Day 1: Wednesday, June 21st

8:30 a.m. – 9:00 a.m.

Registration and Breakfast

9:00 a.m. – 10:30 a.m.

Welcome from Institute Organizers

Neva Bandelow, Alameda County Office of Education
Kim Hazard, Alameda County Early Care and Education Planning Council

Opening Remarks

L. Karen Monroe, Superintendent of Schools
Alameda County Office of Education

Setting the Stage: The Transitional Kindergarten Classroom

Neva Bandelow, Early Learning Program Manager

10:30 a.m. – 10:45 a.m.

BREAK

10:45 a.m. – 12:15 p.m.

Fatherhood, The Importance of Father Engagement

Kevin Bremond, Co-Founder and Administrator
Alameda County Fathers Corp, First 5 Alameda County

Gary Thompson, Family Health Service Coordinator
Co-Founder, Alameda County Fathers Corps Manager,
Alameda County Public Health Department

Through video, presentation, and small group activities, Kevin Bremond and Gary Thompson will provide a brief overview of the Alameda County Fathers Corps, introduce the Alameda County Father-Friendly Principles, and discuss strategies for effectively engaging fathers in early childhood settings. Participants, in small groups, will discuss strategies for implementing the Father-Friendly Principles into the delivery of services to families. Participants will identify short-term and long term practical goals for becoming a more father-friendly early learning environment.



12:15 a.m. – 1:15 p.m.

Lunch

1:15 p.m. – 2:45 p.m.

Stronger Together: Using Inquiry & Project Based Learning to Understand the Power of Equity– Part 1
Michelle Grant-Groves, Executive Director, Center of Gravity

Join us for this double session, as we learn how to strengthen and design inquiry-based curriculum and project-based classroom environments with the core principle of EQUITY in mind. Together we will explore and discuss specific inquiry-design and discussion strategies you and your teams can immediately put into practice. Additionally, this workshop will also include linkages to both the Common Core State Standards and California Foundations and Frameworks.

2:45 p.m. – 3:00 p.m.

Afternoon Snack Break

3:05 p.m. – 4:20 p.m.

Stronger Together: Using Inquiry & Project Based Learning to Understand the Power of Equity - Part 2
Michelle Grant-Groves, Executive Director, Center of Gravity

4:20 p.m. – 4:30 p.m.

Door Prizes Raffle & Conclusion

Day 2: Thursday, June 22nd

8:30 a.m. – 9:00 a.m.

Breakfast & Overview of the Day

9:00 a.m. – 10:30 a.m.

The Dual Language Learner – Strategies to Support Successful Student Outcomes
Ana Del Aguila, Faculty, Las Positas College

This presentation will define the dual language learner and the skills teachers need in order to support the optimal development and learning of young dual-language learners. Teachers will come out with ideas and strategies to meet the need of this specific population.

10:30 a.m. – 10:45 a.m.

Break



10:45 a.m. – 12:15 p.m.

Bullying Prevention through Cooperative Games
Suzanne Lyons M.A., M.A., Teacher, Author, Founder
CooperativeGames.com

Young children learn best through play. Many early childhood educators use many kinds of games in the classroom. Unfortunately, some games can have negative effects on classroom climate and even set the stage for aggression and bullying. There are many kinds of cooperative games, from circle games to PE games, to board games for teaching subject-area content. In this workshop, teachers will learn how to select and use cooperative games that foster the spirit of caring and collaboration in their early learning classrooms.

12:15 p.m. – 1:15 p.m.

Lunch & Door Prize Raffle

1:15 p.m. – 2:45 p.m.

Trauma and Resilience - What Every Teacher Should Know

Dr. LaWanda Wesley, Quality Improvement Manager,
Planning Council Coordinator, Alameda County Early Care
and Education Planning Council

Adverse childhood experiences have interplay on how children live, learn, and thrive. Come learn how classroom practices and strategies related to caregiver affect, attunement, consistent response, routines and rituals support children's development, self-expression and identity.

2:45 p.m. – 3:00 p.m.

Break -Afternoon Snack

3:00 p.m. – 4:25 p.m.

Reaching Standards through Play

Claire Bainer, Co-Director of NAEYC Accredited program
BlueSkies for Children, and one of the authors of the
upcoming publication: *The Bridge to School: Aligning
Teaching with Development for Ages Four to Six.*

This workshop is about the importance of play as a step on the learning trajectory. Play is so important for the development of the whole child, future learning and happiness. We will look at the preschool learning foundations and discuss the learning and how the achievement of these foundations are reinforced through play opportunities. Participants will examine how children will gain a deeper understanding and better assimilation and retention of information when teachers work with both play and direct instruction in the classroom.

4:25 p.m. – 4:30 p.m.

Conclusion



Day 3: Friday, June 23rd

8:30 a.m. – 9:00 a.m.

Breakfast & Overview of the Day

9:00 a.m. – 10:30 a.m.

The Expulsion Crisis – Teaching Boys of Color Dr. Tasha Henneman, Mills College of California

Through video, presentation, small group activities and lecture, Dr. Henneman, will give an overview of the research she conducted around African American boys who were expelled from their early childhood settings. African American boys are being negatively socialized in early childhood settings, discussion will include the harmful effects of these practices and expulsions on the boys and their families. Additionally, we will unpack how ECE professionals, practitioners, policy makers and parents can work together to disrupt this cycle of failure.

10:30 a.m. -10:45 a.m.

Break

10:45 a.m. – 12:15 p.m.

Breakout Sessions – Choose one of the following options:

Art Really Teaches- Bringing Literature Alive through Art Activities

Zelda Le Frank and Pat Reese-Miller, Authors, *Art Really Teaches*

The presenters will highlight a range of literature, both fiction and nonfiction, that appeals to young learners. The activities connected to the books will directly correlate to Preschool Foundations and include a variety of media and techniques easily adapted to the differing needs of TK students. Participants will leave with a portfolio of creative projects sure to engage young learners.

Loose Parts in Storytelling

Inji El Ghannam & May Lynne Gill
Transitional Kindergarten Teachers
Berkeley Unified School District

Transitional Kindergarten teachers are constantly looking for ways to help our young students develop an interest and gain access to literature and storytelling in a manner that comes naturally and on their own terms. Inji and May Lynne will share ways to bring Loose Parts into your classroom to help spark creativity and enhance literacy and the development of stories.



Innovative Movement Activities through Dance

Nancy Ng and Deborah Karp with Luna Dance Institute

This fun and creative workshop combines innovative movement activities with practical discussion to address the following questions: What does dance look like in TK? Why is movement & creativity important for this age? What are the challenges of teaching dance in TK? How can dance help meet TK curricular goals? How to apply activities explored in PD in classroom?

Educators will leave with movement ideas that they can apply immediately in their classroom settings, and an introductory understanding of the value of dance for transitional kindergarteners.

*12:15 p.m. – 1:00 p.m.

Lunch (Slightly shorter lunch period to accommodate closing)

1:05 p.m. -2:45 p.m.

Scientific Inquiry in the TK Classroom – Part 1

Elizabeth Swanson and Joy Slater, Transitional Kindergarten Teachers

Join us for this double session and examine the role of the teacher as facilitator of experiential learning through rich hands-on activities that promote inquiry, hone observation, encourage investigation, nurture habits of critical thinking, foster the motivation to learn, and develop scientific vocabulary. Gain understanding of key concepts from the *California Preschool Learning Foundations, Volume 3—Science* domain, Scientific Inquiry strand. Utilize the foundations and other California Department of Education (CDE) documents to plan developmentally appropriate activities, learn to foster innovative problem solving through exploration, and reflect on a plan of action to integrate scientific inquiry concepts throughout the day.

2:45 p.m. – 3:00 p.m.

Afternoon Snack Break

3:00 p.m. – 4:15 p.m.

Scientific Inquiry in the TK Classroom – Part 2

Elizabeth Swanson and Joy Slater, Transitional Kindergarten Teachers

4:15 p.m. – 4:30 p.m.

Conclusion & Evaluation, Complete Stipend Forms

Register through Eventbrite at:

- <https://www.eventbrite.com/e/2017-alameda-county-transitional-kindergarten-summer-institute-registration-32904847284>

Author's books will be available for purchase. If purchased **during the institute**, TK teachers may apply for reimbursement with receipt.

The *California Transitional Kindergarten Implementation Guide*, *The Alignment of the California Preschool Foundations* and the *California Foundations and Frameworks* will be available at no cost to the participant.