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| --- | --- |
| Teacher Qualifications,Experience,Coursework(Consider: early childhood coursework, experience with very young children) | What would it look like? |
| Arrangement of Physical Space(Consider: places to be quiet, to sit on the floor, to be messy, to be loud, to be with others, to“hang”, to explore self-instructing materials)  | What would it look like? (Draw it!) |
| Equipment and Materials(Consider: dramatic play, blocks, living things, puzzles, manipulatives, books in multiple languages, paint/easel, low shelves, sensory materials) | What would it look like? |

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| --- | --- |
| Curriculum/Standards(Consider: Linkage of Preschool Learning Foundations and Curriculum Framework with Kindergarten Common Core Standards) | What would look like? |
| Instructional Tempo/Structure(Consider: developmentally appropriate strategies including play, teacher-directed vs. child-directed activities, time for free choice, length of instructional lessons, outdoor play & classroom, large group & small group & individual instruction) | What would it look like? |
| Assessment/Data Collection(Consider: role of observational assessment vs. child response assessment) | What would it look like? |

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| --- | --- |
| Family Involvement(Consider: daily role of parents in the TK classroom, support for developmentally appropriate separation from parents, promoting long term engagement of parents in the education system) | What would it look like? What would it sound like? |
| Other Considerations | What would it look like? |

Preschool Transitional Kindergarten

**Transitional Kindergarten Kindergarten**

CONSIDER:

Parent information board

Circle time floor space

Dramatic play

Low storage for easy child access to materials

Cozy reading area

Messy space (paints, easels, water, sand, sensory, etc.)

Manipulatives (blocks, beads, math materials)

Places for quiet, loud, & alone

Places for living things

Places for self-instructing materials and experimentation

Child height wall space for displaying work

Tables and chairs