

Transitional Kindergarten Readiness Considerations

Suggested questions and considerations for determining whether Transitional Kindergarten (TK) is right for your school.

Consideration	Reflection/Notes
Is there a need for TK? How will we find out?	
How does TK fit within our district mission and vision?	
Who else is serving four-year-old children in our community? How will we work together to coordinate enrollment and assure family and child needs are met?	
How will TK be staffed? Who is responsible for program implementation and oversight?	
Do classroom certificated teachers and paraeducators have early learning credentials and experience?	
How will we communicate with families about TK and the other program options in the community?	
What is the TK eligibility determination process?	
How will we communicate with families about TK and the other program options in the community?	
Can TK programs be located at and fully integrated into district schools? How will TK fit into the school's master schedule?	
Is the learning environment, which encompasses physical space, materials, and schedule and routines, designed with young children who may have developmental delays and other risk factors in mind?	
Is the curriculum research/evidence-based? Does it follow a developmentally appropriate, play-based approach?	
What additional supports will be available to children and families enrolled in TK? Who will provide these?	



How will TK staff be supported?	
What professional development will be available to staff that is specific to the needs of early learners?	
How will student progress and program effectiveness be measured over time? How will this data inform program improvement?	
What opportunities will families have to be involved in their child's learning throughout the TK program?	
Other?	

