



A Resource for Principals and Administrators: Supporting Multilingual Learners in Transitional Kindergarten (TK)

This summer critical, urgent legislation was signed into law to ensure that multilingual TK students are not assessed and identified using the English Language Proficiency Assessment of California (ELPAC) which is a developmentally inappropriate assessment. [Assembly Bill \(AB\) 2268](#) exempts TK students from taking the ELPAC, which was designed for older students.

A long-term solution for identifying and supporting multilingual TK students is forthcoming from the California Department of Education (CDE). In the meantime, ***what can schools do to welcome and support Multilingual Learner (ML) students in the TK classroom?***

Recognize that TK is becoming universal in California.

TK is designed as an age-appropriate bridge from PreK into kindergarten. Instruction is reflective of PreK, but delivered with the specific goal to prepare children to enter kindergarten.

- [TK California](#) offers a comprehensive overview and explanation of TK, along with many resources for program considerations and design.
- [CDE's Transitional Kindergarten Implementation Guide](#) provides TK resources for California early childhood educators including videos, research briefs, reports, and toolkits.

Make sure TK programming is developmentally appropriate.

Four-year-olds are different from kindergarten children in their cognitive, socio-emotional, and physical development.

- The recently released [Preschool/TK Learning Foundations](#) describe the learning and developmental arcs of most TK-aged children, and offer many additional links and resources.

Make sure TK programming is appropriate for multilingual learners and their families.

From the earliest stages of infancy, interactions such as talking, singing, and reading to children play a crucial role in fostering children's ability to understand and use language. Insisting that TK classrooms support intentional, language-rich learning opportunities enhances TK multilingual learners' language skills and overall development.

- [Californians Together's EL Roadmap PreK/TK Toolkit](#) is a key resource to learn how to best support equitable access and quality programming for multilingual children and families.
- [Fact Sheet: Myths and Research about Bilingual Development](#) will help you separate myth from fact around bilingual development.
- [Bilingualism and Biliteracy for All](#) and the CDE's [Dual Language Learners](#) webpage provide more foundational information.

Understand that home language is critical in the early years.

Encourage families to keep up and use home languages with their children by sharing the benefits of bilingualism. Also, encourage teachers to invite home languages into the classroom as assets:

- [Tip Sheet: Including Children's Home Language and Cultures](#) includes guidance on how to include learning key phrases in children's home languages, invite families into the classroom, and incorporate cultural traditions in the classroom experiences.
- [Video: Encourage Use of Home Language at Home and PreK](#) offers advice on how to incorporate children's home language into teaching and work with families to do the same.
- [Website Article: How School Leaders New to Working with ELLs Can Partner with Families](#) gives you ideas on how to best work together with families to meet the language and developmental needs of TK multilingual learners.

Learn how to scaffold instruction for second language acquisition:

- [The Language Learning Project Toolkit](#) is a comprehensive resource for Personalized Oral Language Learning (POLL) strategies that simultaneously support learning and language development in TK/PK classrooms.
- [Resource Guide: Supports for Classroom Language Models](#) can help you gather resources for specific TK instructional models.
- [Supporting Emergent Bilingual Children in Early Learning](#) highlights promising practices and provides a checklist for educators.

There are hundreds of other resources on the [The Multilingual Learning Toolkit](#) to further support and promote the unique linguistic and cultural assets of TK students in classrooms.

