

Using the 2008 Texas Prekindergarten Guidelines

Facilitation Guide

Session Two: Investigating the Five Domains

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Using the 2008 Texas Prekindergarten Guidelines

Session Two: Investigating the Five Domains

Section One: Overview

In this session, participants will explore the five domains of the new Texas Prekindergarten Guidelines through reflection, discovery and exploration activities and the web interactive. They will use this information to enhance student learning and their teaching. Participants will share, develop and reflect on activities and teaching techniques that promote outcomes in each skill area. This session will take approximately three hours to complete.

1. Background Information

This guide is designed to introduce and orient teachers to the five domains of the Texas Prekindergarten Guidelines, using a Web-based interactive. This session guide includes a variety of activities, including those that:

- Familiarize teachers with the specific outcomes for prekindergarten children in each domain skill area.
- Help teachers connect the content of the guidelines to their own daily activities.
- Provide teachers with the tools to make informed decisions about curriculum content and techniques.

2. Session Goals

After completing this session, participants will be able to:

1. Describe the content of each domain in the new Prekindergarten Guidelines
2. Name appropriate activity and teaching ideas for specific outcomes in each of the five domains.
3. Use the web-based interactive and guidelines to help plan their instruction.

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Section Two: Tips for Facilitating Sessions

This section provides tips and suggestions for facilitating sessions using a Web-based interactive to introduce the Texas Prekindergarten Guidelines. The sessions are intended to help teachers focus on classroom instruction by familiarizing them with the content of the guidelines and encouraging them to use the guidelines as a resource for helping individual children work toward outcomes.

This section includes information about:

1. Getting Organized to Use the Web-Based Interactive
2. How to Obtain a DVD Version of the Interactive
3. How to Get Help
4. Tips for Facilitating Face-to-Face Meetings
5. The Four-Step Framework Used in the Session Plans
6. Working with Adult Learners
7. Using Video and Video-Viewing Strategies

3. Getting Organized to Use the Web-Based Interactive

There is a Web-based interactive that you can use to introduce and orient teachers to the revised Texas Prekindergarten Guidelines.

1. Set up Your Computer

You will need to have QuickTime installed on your computer in order to view the videos in the interactive. There is a link on the page that launches the interactive, or you can download the plug-in at <http://www.apple.com/quicktime/download/>.

Follow the instructions on this site for downloading and installing the plug-in. If you have trouble setting up your computer, email us at teainfo@tea.state.tx.us or call 512-463-9734.

2. Take a Tour of the Interactive

Before facilitating sessions with teachers, we recommend familiarizing yourself with the interactive. Spend time exploring the structure and content available.

4. How to Obtain a DVD Version of the Interactive

To request a copy of a DVD version of the interactive, contact the State Center for Early Childhood Development via email at PREKDVDorders@uth.tmc.edu or call 1-800-315-7204.

5. How to Get Help

To get help accessing the interactive, call 512-463-9734 or email teainfo@tea.state.tx.us.

To get help using the facilitation guide, call 1-800-315-7204 or email questions to circle@uth.tmc.edu

6. Tips for Facilitating Face-to-Face Meetings

Each session guide contains materials and procedures that you can use to help introduce and orient teachers to the content of the Prekindergarten Guidelines. The strategies used in these session guides have been carefully considered to capitalize on the strengths of adult learners and tap into their enormous experience and expertise. Remember that your goal with these activities is to get people thinking and talking!

The information that follows is intended to help you make your face-to-face meetings a successful learning experience for teachers.

Preparation

As a facilitator, you must help teachers become familiar with the content of the Prekindergarten Guidelines, reflect on their own use of the instructional strategies recommended, and make plans for how they can help children move toward achieving the outcomes.

Use each session guide as an outline of everything you need to prepare, conduct, and follow up on each of your face-to-face meetings. Use the

facilitator checklist (found in Section Three) to help you get organized and plan. Using a checklist will help you:

- Stay organized:
 - Determine ahead of time which materials you'll need
 - Connect content from one meeting to the next and from one section of the guidelines to the other sections
 - Keep participants informed of upcoming meetings
- Get to know your content:
 - Preview the guidelines and the interactive content, especially the videos
 - Prepare your agenda before each face-to-face meeting
 - Review the activities and determine how much time to allot to each
- Be comfortable with your tools:
 - Double-check that all your technology (such as Internet connections, LCD projectors, and videos) is in good shape
 - Make sure you feel comfortable operating any technology before meeting with your group

Don't leave home without a checklist!

7. The Four-Step Framework Used in the Session Plans

Since the core of the sessions is about collaboration and discourse among teachers, a four-step approach to encourage meaningful collaboration and discussion is recommended. Each session outlined is organized into a four-step framework that will help you facilitate your face-to-face sessions.

STEP ONE: Reflect on Our Experiences

Each meeting begins with time for participants to reflect upon their experiences. Reflection comes first in the cycle, because we believe that it is the most essential element of learning and often the one that practitioners get to last. Facilitators provide opportunities for teachers to reflect on their prior teaching experiences and/or report on their experiences in implementing specific course lessons or strategies by encouraging them to analyze their successes, identify things they would do differently, and share their conclusions with their peers through discussions.

STEP TWO: Set the Stage

The second step in conducting successful meetings continues to build on participants' background knowledge and at the same time prepares them for learning new material. Facilitators intentionally engage teachers in a discussion or activity related to the new course content to be presented during the session. By intentionally creating a common learning experience related to new content and drawing out or "activating" the rich knowledge that teachers already possess, a firm foundation for building new knowledge and developing new skills is created.

STEP THREE: Investigate the Content

This is the step in the cycle where new content is introduced. Facilitators and participants work together to build new understanding of the content through activities that encourage critical analysis and discussion of the content of the videos and other Web-based course materials.

STEP FOUR: Put It Together

The final step in the cycle supports the application of new understanding by giving teachers a chance to "try it out." In this step, activities are introduced to help teachers apply new knowledge and skills in their classrooms.

8. Working with Adult Learners

Both research and common knowledge agree that adults learn better in peer settings. These sessions are designed to address this through activities that allow teachers to:

- Analyze together the practices featured in the videos
- Share their ideas and expertise with each other
- Reflect on their individual practice
- Provide mutual support to one another as they develop, implement, and refine new teaching practices

Even if you have facilitated adult learning before, it is important and helpful to remind yourself continually that the primary goals of these sessions are to:

- Create a community of learners
- Facilitate the development of content-based knowledge and skills
- Keep the learning process "*planful, playful, and purposeful*" at all times

9. Using Video and Video-Viewing Strategies

The Web-based interactive features commentary and classroom videos designed to meet the needs of adult learners.

1. Features of Classroom Videos

The videos include the following features:

- **Play and Pause**—Clicking the play button beneath the video frame allows you to start and stop the video
- **Highlights**—As some of the videos play, highlights will appear on the right side of the page connecting a scene in the classroom to a specific outcome from the Prekindergarten Guidelines
- **Transcript**—The transcript for each video appears on the bottom of each page, below the video.

2. Video-Viewing Strategies

The videos featured in the interactive provide a focus for discussion and reflection among learning communities. They provide a common experience with many potential stances for viewers that can be reviewed—and analyzed—repeatedly. The authentic, shared learning experience of viewing videos also allows for the creation of a common language for discussion about teaching.

Viewing videos and the activities associated with them can be used to:

- Connect the video content to participants' prior knowledge
- Help viewers focus on specific segments or themes of a video
- Facilitate meaningful discussion among viewers
- Foster classroom application of new insights and skills

Three strategies for video viewing are described below.

- **Single Viewing**
The entire video is viewed without interruption. Activities before viewing help teachers establish purposes for watching. Activities after viewing give teachers the opportunity to ask questions and discuss their reactions.

- **Extended Viewing**

The video is stopped at certain points in order to draw teachers' attention to selected teacher and child behaviors or to features of instruction and classroom environment. The facilitator can highlight key lesson activities, and teachers can make predictions about later activities.

- **Multiple Viewings**

The facilitator shows certain episodes more than once. Revisiting the episodes allows the teachers to view the video for specific purposes. For example, the first time the video is shown, teachers may be asked to focus on instructional strategies. During a subsequent viewing, teachers might be asked to examine child behaviors.

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Section Three: Individual Session Plans

10. Facilitator Checklist

Use this list to help you plan and prepare for leading this session.

1. Before the Meeting

Materials:

- Technology/equipment (LCD projector, screen, computers)
- Miscellaneous items (Post-its, pencils, markers, chart paper, masking tape, dry-erase markers, paper clips, any useful printouts from the Web site)
- Be sure each participant has a copy of the new Prekindergarten Guidelines

The following materials are required for each session:

- ✓ Projection device
- ✓ Computer
- ✓ Internet connection
- ✓ New Texas Prekindergarten Guidelines

2. Preparation and Follow-up (one to two weeks before)

- Confirm technology/equipment and test computers. (Visit the site to be sure the projector/screen/computers are there and are in working order. Be sure to check and see that the video will play and that you have sound.)
- Review the individual session plans
- Review online materials/video
- Create and gather materials

3. Preparation (30–40 minutes before)

- Post daily objectives and agenda
- Hang any needed signs on walls
- Put materials near doorway for participants to collect as they enter (e.g., nametags, handouts)
- Set up projector and organize chairs so that everyone can see
- Set up food if appropriate
- Turn on computers

11. Reflect on Our Experiences

Activity 1: Considering the Five Domains:

List-Group-Label (20 minutes)

In this opening activity, participants list their favorite learning activities in each of the five domains of the Texas Pre-Kindergarten Guidelines, group these activities and share the results. Participants will reflect on their experience of the activity and how their teaching practices/perspectives have changed since their introduction to the Guidelines.

Materials

- ✓ Sticky flip chart paper or poster boards
- ✓ Colored markers

Procedure

1. Post five poster boards on the wall. Each chart should be labeled with one of the domains: **Social and Emotional Growth, Emergent Reading, Emergent Writing, Language and Communication, and Math.**
2. As participants arrive, ask them to jot down a favorite activity for each domain on each labeled poster board.
3. Divide participants into five groups and assign each group to a poster. Provide each group with blank chart paper and ask them to group and label the listed activities. If participants need additional guidance, you might suggest grouping activities by stages of development, type of activity, or type of skills. Encourage participants to be creative. Give each group ten minutes to create their presentation.
4. Reconvene participants as a large group and ask a volunteer from each group to share their activities and organizational structure.
5. Ask volunteers to share their experience with this activity. How was this activity familiar to them? Was it confusing? Did they gain a new perspective?
6. Ask participants to volunteer any new perspectives gained since their first investigation of the Pre-Kindergarten Guidelines. Write their responses on the chart paper.

12. Setting the Stage: Revisiting “Build a House” Activity 2a: Watch “Build a House” case study (10 minutes)

To connect to Session One, participants will again view “Build A House”. This time they will watch the case study and think of extensions across the domains.

Materials

- ✓ Web-based interactive
- ✓ Webs from Session One Training (if available)

Procedure

1. Review the session goals listed in Section 1: Overview.
2. Remind students that while they will be investigating each domain area separately in this session, many classroom activities cross domains.
3. Review the steps participants took in Session One to map outcomes for the “Build a House” case study. They viewed the “Build a House” case and created webs linking the outcomes in the Language and Communication Domain. Ask participants to think of activity extensions in the various domain areas as they revisit “Build a House”.
4. Using the Web-based interactive, navigate to the *Case Studies* section using the yellow top navigation. Then select **Build a House** from the left-hand navigation.
5. From the *Look Closer* page, watch the video.

**13. Setting the Stage: Revisiting “Build a House”
Activity 2b: Develop and Share Extension Activities across Domains (30 minutes)**

Using the information from the video and their prior session, participants will develop extension activities for the “Build a House” activity across domains.

Materials

- ✓ Web-based interactive
- ✓ Prekindergarten Guidelines
- ✓ Webs from Session One Training (if available)
- ✓ Chart paper
- ✓ Markers

Procedure

1. Create a Chart for each domain listing outcomes, video example, extending activity.

Language and Communication

Description of Extension Activity:

Domain Area and Outcomes:

Examples:

2. Ask volunteers to share a few outcomes and examples they saw in the video across domains. Training Session One should have introduced participants to this particular domain. If you have the completed web activities from Session One, or if participants completed Session One recently, this step can be completed quickly. You may choose to list outcomes on the chart paper before the activity begins.
3. Ask participants to volunteer any ideas they may have for an extension activity in the Language and Communication area. Record on the chart.
4. Ask participants to list outcomes related to each idea. Record on chart.
5. Explain to participants that you will assign them to one of four groups. Each group will come up with an extension activity and associated outcomes in their assigned domain using their copy of the Guidelines and/or the web interactive.

6. Separate participants into four groups and assign each group one of the remaining domains: Mathematics, Social and Emotional Development, Emergent Reading and Emergent Writing.
7. Provide each group with paper and markers. Give them ten to fifteen minutes to develop their activity idea and list corresponding outcomes and domain skill areas.
8. Reconvene participants into large group. Ask a volunteer from each group to share their activity idea and outcomes. Ask participants to think about how each activity idea might relate to their assigned domain. Facilitate a quick discussion based on the following questions:
 - Which of the activity ideas presented also promotes outcomes in your assigned domain? How?
 - If not, what could you add or change to promote these outcomes?

14. Investigate the Content: Exploring the Emergent Reading and Emergent Writing Domains

Activity 3a: Focus on Emergent Reading and Emergent Writing: Small Group-Share (30 minutes)

In this part of the session, participants will explore the remaining four domains. The focus in this activity is the Emergent Reading and Emergent Writing Domains.

Materials

- ✓ Revised Prekindergarten Guidelines
- ✓ Web-based interactive
- ✓ Chart paper
- ✓ Different colored markers or pencils
- ✓ Chart displaying the four steps listed in Step 10 of this activity

Procedure

1. Display chart paper around the room with outcomes listed for each of the Emergent Reading and Emergent Writing, for example:

Motivation to Read	
Outcomes	Classroom Examples/Techniques
1. Child engages in pre-reading and reading-related activities.	
2. Child uses books and other written materials to engage in pre-reading behaviors.	
3. Child asks to be read to or asks the meaning of written text.	

2. Ask participants to locate their Prekindergarten Guidelines.
3. Remind participants that all five domains are organized and structured in similar ways.
4. Using the Web-based interactive, navigate to the From the Guidelines section using the yellow top navigation. Then select **Emergent Reading** from the left-hand navigation.

5. Click on Motivation to Read and select "See it". Watch the video with the whole class.
6. Ask participants to recall classroom examples and techniques they saw in the video. Record their responses on the chart paper.
7. Using a different colored pen for each outcome, ask participants to help link each example to the listed outcomes. Remind participants that many examples will address multiple outcomes.
8. Ask participants to list an additional classroom example from their own classroom experience. Record the idea and link to the outcomes.
9. Divide participants into nine groups and ask each group to explore one of the five remaining skill areas in the two Emergent Literacy domains (Phonological Awareness, Alphabet Knowledge, Comprehension of Text Read Aloud, Motivation to Write, Independently Conveys Meaning, Forms Letter Skills and Concepts about Print Skills). Provide each group with markers or pencils and give the group 20 minutes to complete the activity.
10. Post chart containing the following four steps and review with participants:
 - Watch the video for your skill area and view the highlights on the "See It" page.
 - Review the Explore More page, discuss two of the "Think About" questions and review the information in "Add to Your Teaching Toolbox".
 - Using these resources and your own experiences, list which techniques, instructional strategies or classroom activities you would incorporate in their classroom to promote the outcomes in their assigned skill area on your chart paper.
 - Using a different color and/or line styles for each outcome, connect each outcome with the listed techniques, strategies and activities.

15. Investigate the Content: Exploring the Emergent Literacy: Reading and Writing Domains

Activity 3b: Focus on Emergent Reading and Writing Outcomes Gallery Walk and Small Group Share (20 minutes)

In this part of the session, participants view the work of the other group, reflect on their own past and future teaching experiences and share.

Materials

- ✓ Revised Prekindergarten Guidelines
- ✓ Markers, lined paper, charts from Activity 3a

Procedure

1. Ask participants to view the other groups' charts. Using a pen, each participant will draw an 'X' next to classroom examples they already use in the classroom and a check mark next to classroom examples they would like to try. Give participants 10 minutes to view and mark the charts.
2. Back in their seats, ask each participant to write down his or her five favorite Emergent Reading and Writing classroom examples.
3. Ask participants to share a favorite activity. Facilitate a brief discussion using the following prompts:
 - What outcomes would they expect from these activities?
 - How could a teacher support children in the desired outcomes?

16. Investigate the Mathematics Domain

Activity 4: Focus on the Mathematics and Social and Emotional Development Domains

Show and Tell (45 minutes)

In this activity, participants investigate the skills areas of the Mathematics and Social and Emotional Development domains. In groups, participants will develop and share a math activity that promotes outcomes in their assigned skill areas.

Materials

- ✓ Revised Prekindergarten Guidelines
- ✓ Web-based interactive
- ✓ Paper, pens for each group
- ✓ Math manipulatives (optional)
- ✓ Printed copies of the "Activities" page for the "Mathematics" and "Social and Emotional Development" domains in the web-based interactive

Procedure

1. Split participants into five groups by counting off by five and assign them to one of the following combination skill areas in Mathematics and Social and Emotional Development: **counting skills, adding to/taking away, geometry and spatial sense, measurement skills and classification and pattern skills** and one of the following skill areas in Social and Emotional Development: **self concept, self control, social competence, and social awareness**. Two groups will be assigned to the same Social and Emotional Development skill area.
2. Explain that each group will investigate outcomes in their assigned skill areas in both the Mathematics and Social and Emotional Development domains. They will use the web interactive and the Revised Prekindergarten Guidelines to help develop an activity or classroom example that promotes their assigned skill areas. They will then share their activity idea with the whole group.
3. Explain that each group will have 20 minutes to investigate their skill areas and develop an activity and prepare a 2 minute presentation to the whole group. Each group should attempt to answer the question: "How can we best promote the desired outcomes in our assigned skill areas?"
4. Remind participants that they can navigate the Web-based interactive by clicking on "Mathematics" from the From the Guidelines section. From here, participants can click activities and download a list of activity and

teaching suggestion for each skill area. If there are a limited amount of computers available, you can print out the list for participants. Encourage participants to discuss the “Think About” and “Add to your Teaching Toolbox” sections in Explore More and to be creative in their presentation to the whole group.

5. Back in the large group, give each group two minutes to present their activity idea and explain how their activity idea(s) promotes the outcomes in their assigned skill areas.
6. Facilitate a brief discussion using the following prompts:
 - How could a teacher best promote these outcomes in these activities?
 - What materials or other resources could be used to enhance the activity?
 - How do these activities address outcomes in the other skill areas?

17. Investigate the Domains:
Activity 5: Focus on Integrating Activities
Webbing Activity (20 minutes)

In this part of the session, participants will collect their organizational charts from the reflection stage from the first activity and reconfigure them.

Materials

- ✓ Revised Prekindergarten Guidelines
- ✓ Web-based interactive
- ✓ Charts from Reflection Activity
- ✓ Additional Chart paper

Procedure

1. Using the chart completed in the reflection activity, explain that in this activity, participants will create a new chart linking their activity ideas to Language Arts outcomes and the other skill areas across domains.
2. Ask participants to split into their original groups and revisit their grouping strategy. Provide chart paper and ask them to reorganize the activities by outcomes and/or skill area in a new web. Give participants 10 minutes to complete this activity. Encourage participants to add additional activities to their chart, connecting them to the appropriate skill area or outcome.
3. Facilitate a brief discussion using the following prompts:
 - How do these activities integrate outcomes from multiple domains?
 - How does the teacher support these outcomes?

18. Putting It Together

Activity 5: Connect with Your Classroom (15 minutes)

In this activity, participants connect the domains by creating a classroom routine that integrates outcomes from multiple domains. They use the Prekindergarten Guidelines and web-interactive for suggestions for new classroom routines.

Materials

- ✓ Revised Prekindergarten Guidelines
- ✓ Paper and pens/pencils
- ✓ Charts from previous session activities

Procedure

1. Label a chart paper with the following:

Enhanced Classroom Routines		
Classroom Routine:	Description:	Outcomes:

2. Ask participants to name some common classroom routines. Record them on the chart paper under "Classroom Routine". Examples might include morning circle, greeting, nap time, snack time, and going outside.
3. Ask participants to reflect on the domains they've investigated during the session. Ask participants to think of how they might enhance the first classroom routine listed on the chart to address multiple outcomes across domains. What might that look like? Record the description and outcomes on the chart.
4. Explain that participants will write down an idea for enhancing a common classroom routine to support outcomes in more than one domain. Encourage participants to use the session's activity charts or their prekindergarten guidelines for ideas. Give participants five minutes to write down their idea.

5. Ask participants to share their idea with a partner and offer suggestions for further enhancement considering these questions:
 - What outcomes does the routine promote?
 - How can the teacher better support the child's development of this outcome?
6. Facilitate a brief discussion. Ask participants to reflect on their experiences in the session using the following prompt:
 - Now that you have investigated all of the domains, has your perspective changed? How?