Session One: Introduction and Orientation
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In this three-hour session, participants will be introduced to the new Texas Prekindergarten Guidelines and learn how the guidelines and a Web-based interactive can be used to help educators make informed decisions about curriculum content. This session will take approximately three hours to complete.

1. Background Information

As Commissioner of Education, Robert Scott, mentions in his welcome letter, the goal of this introductory training is to “share the knowledge and information that has been gathered from extensive research in early language, literacy, math, and social development. The training will introduce you to the new prekindergarten guidelines document and its potential for planning and guiding instruction.”

Specifically, this guide is designed to introduce and orient teachers to the Texas Prekindergarten Guidelines, using a Web-based interactive. This session guide includes a variety of activities, including those that:
- Orient teachers to the structure, format, and content of the revised Prekindergarten Guidelines
- Help teachers connect the content of the guidelines to their own daily activities

2. Session Goals

After completing this orientation session, participants will be able to:
1. Describe the structure and content of the new Prekindergarten Guidelines
2. Be familiar with a Web-based interactive that can help them connect the content of the guidelines to classroom practice
3. Begin to use the guidelines as they plan and to help guide their instruction
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 moving 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!**

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### 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 text

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.
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: Supporting a Child’s Emotional and Cognitive Growth
Think Pair Share (10 minutes)

In this opening activity, participants reflect on how they currently support children’s emotional and cognitive growth.

**Materials**

✓ Chalkboard, whiteboard, or sticky flip chart paper and appropriate writing utensil

**Procedure**

1. As participants arrive, ask them to find a partner.
2. Ask the pairs to consider the following prompt:
   • What are some instructional behaviors or strategies that you use to support children’s emotional and cognitive growth?
   An example might be “responding appropriately to children.”
3. Give participants five to seven minutes to share their thoughts with their partner.
4. On chart paper, create a chart labeled “Ways to support children’s emotional and cognitive growth.”

**Ways to Support Children’s Emotional and Cognitive Growth**

5. Reconvene participants as a large group and ask several volunteers to share their responses to the prompt.
6. Write their responses on the chart paper.
12. Setting the Stage: Explore the Revised Prekindergarten Guidelines  
Activity 2a: What You Will Learn  
Review Goals for This Session (2 minutes)

In this part of the session, review the professional development goals listed in Section 1: Overview.

**Procedure**

Review the goals in Section 1: Overview.

1. Describe the structure and content of the new Prekindergarten Guidelines
2. Be familiar with a Web-based interactive that can help them connect the content of the guidelines to classroom practice
3. Begin to use the guidelines as they plan and to help guide their instruction

13. Setting the Stage: Explore the Revised Prekindergarten Guidelines  
Activity 2b: Hear Commentary  
Responsive Style for School Readiness (15 minutes)

**Materials**

✓ Web-based interactive  
✓ Prekindergarten Guidelines

**Procedure**

1. To connect to the previous activity, this activity looks at a commentary from Dr. Susan Landry commenting on five key interactive teacher behaviors that support a child’s emotional and cognitive growth.
2. Using the Web-based interactive, navigate to the *Introduction* section using the yellow top navigation. In the left-hand navigation, select **Hear Commentary: Responsive Style for School Readiness**.
3. View the video.
4. Next, facilitate a discussion where participants compare the list of behaviors that they generated in the introductory activity with the five behaviors Susan Landry discussed.
   - How do the two lists compare?
   - What steps could you take to move toward behaviors that Dr. Landry recommends?
In this part of the session, participants complete a scavenger hunt through the revised Prekindergarten Guidelines to become familiar with the structure and organization of the guidelines.

**Materials**
- Revised Prekindergarten Guidelines

**Procedure**

1. Ask participants to locate their copy of the Prekindergarten Guidelines.
2. Ask participants the questions below one at a time. Give them the opportunity to look through the guidelines and locate the answer. Once everyone has found the answer, ask for volunteers to share their responses.

**Scavenger Hunt Questions**

1. What is the purpose and goal for the revised Prekindergarten Guidelines?
2. What are two of the recommended ways to involve families in their child’s prekindergarten program?
3. Name three ways the guidelines support instruction for English Language Learners.
4. How do the guidelines support instruction for children with special needs?
5. Name four aspects of the learning environment detailed in the guidelines.
6. What ways are discussed in the guidelines to monitor children’s learning?
7. How do the guidelines promote school readiness?
8. What are the ten domains?
9. Locate the domain for Language and Communication.
   a. What are the three skills within this domain?
   b. Choose one of the three skills. What are the outcomes for that skill?
   c. Choose one of the outcomes within this skill area.
      i. How does the outcome change from “By about 48 months of age” to “End of Prekindergarten Year”?
      ii. What are some examples of child behaviors?
      iii. What are some examples of instructional strategies?
15. Investigate the Content: Exploring the Content of the Guidelines
Activity 3a: Focus on One Domain
Small-Group Share (20 minutes)

In this part of the session, participants explore one of the domains deeply. The domain focused on in this activity is Language and Communication.

Materials
- Revised Prekindergarten Guidelines
- Web-based interactive
- Chart paper and pens/pencils

Procedure

1. Ask participants to locate their Prekindergarten Guidelines. The scavenger hunt completed in the prior activity should have introduced participants to this particular domain.
2. Explain that all ten domains are organized and structured in similar ways. Other sessions will explore the four other domains featured in the Web-based interactive more deeply.
3. Using the Web-based interactive, navigate to the From the Guidelines section using the yellow top navigation. Then select Language and Communication from the left-hand navigation.
4. Divide participants into five groups and ask each group to explore one of the five skill areas (Listening Comprehension, Speaking Skills, Speech Production, Vocabulary Skills, and Sentences and Structure Skills).
5. Have each group watch the video and view the highlights on the See It page. On a chart, have each group make a list of how each outcome for this skill area is implemented in the classroom. The video highlights will provide the outcome information. For example:

<table>
<thead>
<tr>
<th>Speech Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
</tr>
</tbody>
</table>

6. Next, have each group review the Explore More page and discuss each of the “Think About” questions.
7. Have each group review the information in “Add to Your Teaching Toolbox.” Using a quick write, have them respond to the following prompts:
   - Which of the ideas and strategies suggested do you already use as part of your instruction?
   - Discuss your experiences focusing on this skill area in your classroom.
   - What new strategies might you try to include in your teaching as a result of learning more about this skill area?
8. Finally, have each small group discuss each of the three prompts, using their notes from the quick write as the starting point.

16. Investigate the Content: Exploring the Content of the Guidelines
Activity 3b: Focus on One Domain
Whole-Group Discussion (20 minutes)

In this part of the session, each small group shares what they learned about their assigned skill area, and the group discusses instructional strategies they can use to support children moving toward these outcomes.

Materials
✔ Revised Prekindergarten Guidelines

Procedure
1. This activity is the second part of a jigsaw, where each small group shares their knowledge so the whole group will be familiar with the Language and Communication domain.
2. Ask each small group to share the charts from the previous activity and to explain to the group what this skill area is about, the outcomes that are part of it, and what it might look like in the classroom.
3. Facilitate a discussion using the following prompts:
   - In the video examples you looked at, how did the classroom teachers engage children in planful, playful, and purposeful activities to encourage children's understanding and use of language?
   - What kinds of opportunities might arise to model and encourage children’s talk throughout the day?
   - Using the information in the Prekindergarten Guidelines, what are some instructional strategies that you can use to help children work toward outcomes in the Language and Communication domain?
17. Investigate the Content:  
Activity 4a: Focus on Integrating Outcomes  
Small-Group Share (20 minutes)

In this part of the session, participants explore how multiple outcomes within and across domain areas can be integrated and almost all interactions between teachers and children promote multiple skills at the same time.

Materials
✓ Revised Prekindergarten Guidelines
✓ Web-based interactive

Procedure

1. Explain to participants that they are going to look at a classroom example of a teacher integrating outcomes from multiple domain areas into a lesson. To do this, they are going to look at the same video twice.
2. 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.
3. From the See It page, watch the video and let participants watch the lesson unfold.
4. Next, using the Look Closer page, ask the participants to view the video a second time focusing on the specific outcomes featured in the lesson.
5. Have each group watch the video and highlights on the Look Closer page. On a chart, have each group make a list of how each outcome for this skill area is implemented in the classroom. The video highlights will provide the outcome information. For example:

<table>
<thead>
<tr>
<th>Build a House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes</td>
</tr>
</tbody>
</table>
18. Investigate the Content:
   Activity 4b: Focus on Integrating Outcomes
   Webbing Activity (20 minutes)

In this part of the session, participants explore how the classroom teacher integrated multiple outcomes within and across domains into this one activity. Almost all interactions between teachers and children promote multiple skills at the same time.

Materials
✓ Revised Prekindergarten Guidelines
✓ Web-based interactive
✓ Paper and pens/pencils

Procedure
1. Using the chart completed in the prior activity, explain that in this activity, participants will complete a web organizing how the lesson unfolds and connecting to the individual skill domains.
2. Have participants draw a circle in the middle of their paper and label it “Build a House.” Ask participants to identify the different domain areas featured in this activity.
3. Then have participants add to the map, identifying each individual outcome and connecting it to the appropriate domain.
4. Finally, have participants add to each circle with information about what they saw in the specific lesson for meeting that outcome.
5. After participants have completed their webs, facilitate a discussion using the following prompts:
   - How did the classroom teacher weave together and integrate outcomes from multiple domains into this activity?
   - How did the classroom teacher integrate outcomes from within the same domain (e.g., Language and Communication)?
19. Putting It Together
Activity 5: Connect with Your Classroom (10 minutes)

In this activity, participants focus on connecting the prior activities to their classroom by planning how they could build a language-rich activity around a read aloud. They use the Prekindergarten Guidelines for suggestions of new instructional strategies.

Materials
✓ Revised Prekindergarten Guidelines
✓ Paper and pens/pencils

Preparation for the Session
✓ Select an appropriate children’s book for a read aloud
✓ Any necessary props to go along with the story

Procedure
1. Prior to the session, set up an area for a read aloud. If possible, provide soft pillows, quilts, etc. to help make participants comfortable.
2. Tell participants that they are going to have the chance to relax and listen to a story. Explain that they may make themselves comfortable by moving closer, sitting on the floor, etc.
3. Introduce the book’s title, author, and illustrator and present new vocabulary words. Use the pocket chart with the cards as you introduce these components. Ask participants what they think the book may be about or other planned questions. Allow participants to share their first impressions of the book.
4. Read the story with expression and address participants’ thoughts and questions as they arise.
5. Divide participants into five groups. Assign each group one of the domain areas and ask them to use their Prekindergarten Guidelines and make a list of activity extensions, related activities, or instructional strategies they might use in connection with this story. Have each group record their notes on chart paper.
6. When all groups have finished, have each group summarize their discussion and how they would create related or new activities to make use of the activity in the read aloud story.