

Early Learning 2.0 Training: Spring 2019

Information for Redelivery

Training Structure

This 6-hour training is designed to be taught in order, but can be broken down and taught in sections as long as there is a plan to cover contents in entirety. The training should be delivered to pre-K teachers, teacher assistants, special education teachers, voluntary pre-K (VPK) Directors, instructional coaches, and principals. The following schedule provides a breakdown of the sections delivered based on full 6-hour training.

EL 2.0_Spring 2019_Final Presentation

- Section 1: Introductions, Orientation to Handouts, and the Power of Play (1 hour 15 minutes)
- Section 2: Teacher's Role in Play (45 minutes)
- Section 3: CLASS Instructional Supports within Play, and Tower Building Activity (1 hour 30 minutes)
- Pinky Promise Video (3 minutes 31 seconds)
- Section 4: Strategies to Guide Conversations, Conversation Vignette Activity, and Curriculum Connections Activity (1 hour)
- Section 5: Increasing Interactions, Open-ended Questioning Activity, and Stepping-up Questioning Techniques Activity (1 hour)

In order to be prepared for this training, you will need:

- a training space which allows all participants to have table space.
- participants to be able to work in table groups.
- numbered handouts printed and copied for all participants.
- activity materials prepared and placed with tables (per table include: 100 Dixie cups, 25 pipe cleaners, tape, package of straws, 8 coffee filters, deck of playing cards, play dough, and any other building type of material you'd like to include).
- the PowerPoint and videos available for projection.
- a projector, screen, audio (for videos), and a presenter (often called a "clicker") to advance the slides.

Note Structure

The PowerPoint file for each section contains notes for each slide in the "notes" section. There is embedded meaning throughout the notes to help guide redelivery.

- The text included in the note sections is meant to be said aloud to participants. This "script" does not have to be followed word-for-word, but is designed to aid the facilitator in preparation for training.
- Additional text labeled as "notes" provides contextual informational for the facilitator that can be used to reinforce concepts or to build on ideas shared by participants.
- Information is also provided about video links and access.