

**Best Practices in ECE:
Prekindergarten Guide
Webinar 1 of 2
2023**

- Supports and timelines
- Background Information
- Usability, Functionality and Walkthrough
- Connections to the PK Guidelines and the Best Practices Guides
- Next Steps
- Questions, Survey and Certificates

Early Childhood Education Best Practices



TEA's vision is to prepare every child in Texas for success in college, career, or the military. This vision is built through a foundation for knowledge and skills in reading, math, and other developmentally appropriate subjects that serve the whole child in early childhood education.

In partnership with families, schools, and communities, the Early Childhood Education Division at TEA provides best practices guidance, resources, and support that are aligned to effective early learning opportunities.



Prekindergarten
Best Practices



Kindergarten
Best Practices



Administrator
Support

Learning Objectives

- **Review current supports and timelines that align to implementation of the 2022 Texas Prekindergarten Guidelines in the 2023-24 school year.**
- **Understand the functionality and usability of the Best Practices in ECE: Guide for Prekindergarten, Kindergarten, and Administrators supporting ECE classrooms.**
- **Review connections between the 2022 Texas Prekindergarten Guidelines and the Best Practices in ECE: PK Guides-Developmentally Appropriate Practices, Research Based Best Practices, Supporting Emergent Bilingual students and Special Populations-to support high-quality ECE programs in the state.**
- **Explore next steps for technical support with the Prekindergarten Guidelines through the Best Practices in ECE: Guides with upcoming webinars and office hours.**

Training Rollout



Best Practices in ECE: Guide-Training Rollout

Webinar 1 of 2: Foundations

- DEVELOPMENTALLY APPROPRIATE PRACTICES
- RESEARCH BASED BEST PRACTICES
- SUPPORTING CHILDREN WITH DISABILITIES
- SUPPORTING EMERGENT BILINGUAL CHILDREN

Webinar 2 of 2: Learning Environments

- CLASSROOM ORGANIZATION AND ROUTINES
- PHYSICAL ARRANGEMENT
- LEARNING CENTERS/ **STATIONS (K only)**
- OUTDOOR LEARNING ENVIRONMENTS (PK only)
- ACTIVITY/LESSON PLANNING AND CURRICULUM IMPLEMENTATION
- DAILY SCHEDULE (PK only)

Webinar 1: Administrators

- ALL CONTENT

Background Information



“Best Practices in ECE: Guide” Background Information

- 1. Parts of the introduction section of the 2015 TXPKG were taken out to provide a condensed version of the 2022 TXPKGs, with a focus on skills and outcomes. The decision was made to compile that content as a separate resource.**
- 2. PKG focus groups determined the need for more support with best practices in Kindergarten and guidance for ECE Administrators.**
- 3. The content in these guides required:**
 - **A review of current research in the ECE field**
 - **A condensed and easily accessible format (webpages)**
 - **Exemplars**

Prekindergarten Guide

- **Purpose:**
 - Support **educators** in providing effective, high-quality instructional practices in early childhood classrooms
- **Audience:**
 - Teachers/Teacher Assistants
 - District/Site Coaches/Instructional staff that support Prekindergarten classrooms

Usability, Functionality and Walk Through

Best Practices in ECE: Guide-Usability

Flexibility...

- to update as needed

Ability

- to print specific pages as needed

Capability

- to link from or link to

Early Childhood Education Best Practices



TEA's vision is to prepare every child in Texas for success in college, career, or the military. This vision is built through a foundation for knowledge and skills in reading, math, and other developmentally appropriate subjects that serve the whole child in early childhood education.

In partnership with families, schools, and communities, the Early Childhood Education Division at TEA provides best practices guidance, resources, and support that are aligned to effective early learning opportunities.



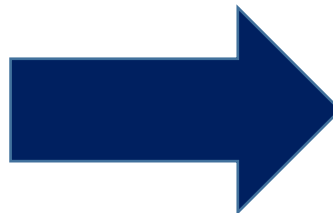
**Prekindergarten
Best Practices**



**Kindergarten
Best Practices**



**Administrator
Support**



Prekindergarten Best Practices



Introduction

At TEA, our vision is to prepare every child in Texas for success in college, career, or the military. This vision is set forth by building a foundation for knowledge and skills in reading, math and other developmentally appropriate subjects that serve the needs of the whole child in early childhood education. In partnership with families, schools, and communities, the Early Childhood Education Division at TEA provides support, resources, and guidance that are aligned to effective early learning practices and support the foundational framework for creating a high-quality early childhood educational program.

The content and guidance provided includes key alignment to the:

- [Texas Prekindergarten Guidelines](#)
- [Early Childhood Program Self-Assessment Prekindergarten](#)
- Current research in early childhood education

The information provided is not intended to replace locally adopted instructional materials, nor is it designed to override district policies. Rather, this information can be used to support the design and implementation of a high-quality prekindergarten program.

Resources

- [Developmentally Appropriate Practices in Early Childhood Education](#)
- [Research-Based Best Practices for School Readiness](#)
- [Supporting Children Receiving Special Education Services in the Early Childhood Setting](#)
- [Supporting Emergent Bilingual Children in the Early Childhood Classroom](#)

Guiding questions:

As a teacher, how am I going to utilize these guides in my instructional practices?

As a coach/instructional staff member, how am I supporting my prekindergarten teachers in providing best practices in their classroom?

How am I going to use these guides to support the 2022 Texas Prekindergarten Guidelines?



Connections to the PK Guidelines



Connections to the Prekindergarten Guidelines

The Best Practices in ECE: Prekindergarten Guide helps educators align instructional practices with the 2022 Texas Prekindergarten Guidelines by:

Building a bridge between the learning environment and
PKG child skills and outcomes

Creating an
environment that
supports
developmentally
appropriate practices

Supporting learning
through research-
based strategies

Providing support to
our emergent bilingual
and special population
children

Developmentally Appropriate Practices

Play-Based

- Child-led opportunities and play experiences based on strengths

HQ Curriculum

- Aligned to the Prekindergarten Guidelines

Progress Monitoring

- Formative and summative assessment used to develop learning and drive instruction

Partnerships

- Staff
- Parents
- Community

Connections to the Prekindergarten Guidelines- Developmentally Appropriate Practices in PreK

In Action...



Using TPG Domains and Outcomes to determine **play-based** opportunities in the high-quality prekindergarten environment



Referencing TPG Outcomes and Child Behaviors with a **curriculum** to activity plan and/or determine lesson plan outcomes for culturally, linguistically, and ability-based experiences



High-quality PK3 and PK4 prekindergarten classrooms continuously **progress monitor** to adjust instructional practices that meet every child's ability-based needs



Building **partnerships** with key stakeholders to build a network of support for the high-quality prekindergarten classroom

Research Based Best Practices in PreK

Power of Play

Zone of Proximal Development

Differentiated Instruction

Gradual Release

Connections to the Prekindergarten Guidelines- Research Based Best Practices in PreK

IN ACTION...

Power of Play

- Benefits the development of the whole child through various types of play



Zone of Proximal Development

- Use play schema through the existing level of development to build independence in learning

Differentiated Instruction

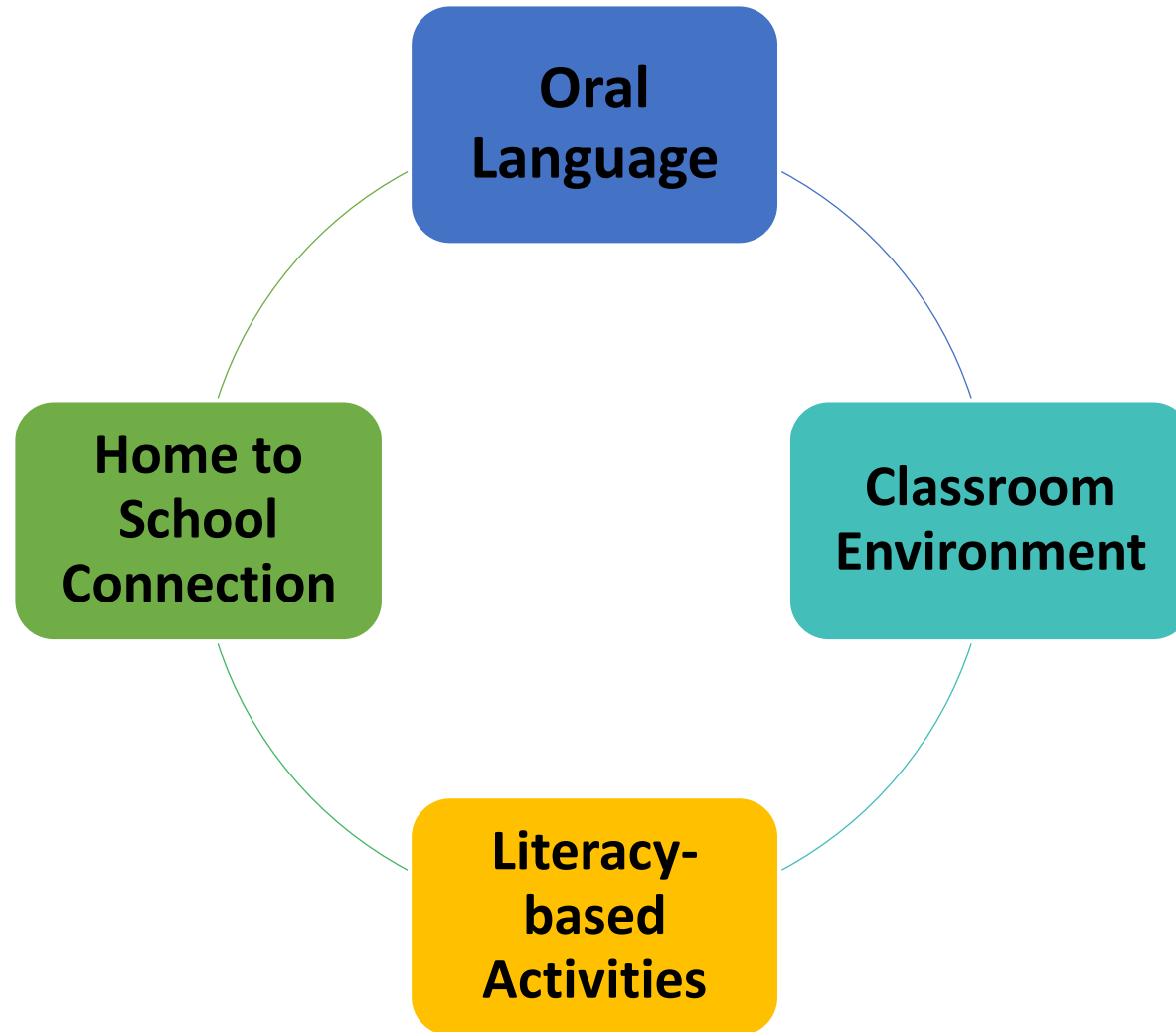
- Scaffold: gradual reduction in the amount of support as the child becomes more independent

Gradual Release

- I do,
- we do
- you do



Support for Emergent Bilingual students in PreK



Connections to the Prekindergarten Guidelines- Support for Emergent Bilingual students in PreK

Oral Language

Oral language in the supportive EB classroom looks like:

- Providing multiple daily opportunities to **expand and extend language input and output-** e.g., **question of the day**
- Use knowledge of the **stages of language development** in planning instruction with a focus on oral language and vocabulary development- e.g., **read alouds**
- **Modeling language** rather than making **corrections-** e.g., S: “I goed to the park.” T: “Oh, you went to the park?”
- Intentionally plan learning experiences that include **partner work** to encourage children's efforts at communicating- e.g., “**pair share**” or “**turn and talk**”
- Provide emphasis on **specific language features-** e.g., **targeted sounds (alliteration), word analysis (rhyming), vocabulary (in specific languages), comprehension (with visual context)**

Connections to the Prekindergarten Guidelines- Support for Emergent Bilingual students in PreK

A supportive EB classroom environment looks like:

**Classroom
Environment**

Differentiated Instruction

- **Based on language, culture and learning needs (e.g. visual cues)**

Incidental Learning

- **Natural, meaningful, motivating, interesting, interactive**

Social Interaction and Communication

- **Facilitate an environment that encourages communication and social interaction**

Connections to the Prekindergarten Guidelines- Support for Emergent Bilingual students in PreK

A supportive Literacy-Based EB classroom looks like:

**Literacy-
based
Activities**



Providing books and environmental print in the home language and English that are culturally and linguistically sustaining.



Providing instruction in an explicit manner with modeling of simple language and use of appropriate scaffolding during literacy-based activities.

Connections to the Prekindergarten Guidelines- Support for Emergent Bilingual students in PreK

A supportive home to school connection in the EB classroom looks like:

**Home to
School
Connection**

Encourage families to continue development of the home language while acquiring English. Provide support as necessary (e.g., bilingual books)



Families without experience with U.S. schools may need extra support (e.g., class newsletters in both languages, visual supports, etc.)

Support for students in Special Education in PreK



Best Practices in ECE: Prekindergarten Guide

Pause and Reflection

Reflect

- How do these (foundation) Best Practices PK Guides support your current role in the PK classroom?

Plan

- What are some next steps you will take with the PK Guidelines and the Best Practices Guide in your classroom?

Next Steps

*Any
Questions?*



Contact us:

**TEA - Early Childhood
Education Division**
ECE Support Portal



