**VPA**

Trainer’s Agenda

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Facilitator** | **Content/Activity** | **Materials**  |
| 60-90 minutes before training |  | Set up: * Set up registration table
* Place participant folder on table or handout at registration if someone is there to monitor
* Set up LCD, computer & speaker TEST SOUND BEFORE SESSION BEGINS
* Place tabletop materials as listed in notes section on tables
* Blow up balloons, 1/pair + extras and set aside
* Mark yarn pathway on floor with tape (see Activity Plan 6 for directions)
* Place rhythm sticks on tables, 2/person
* Place yarn ropes on each table, 1/person + a 3-4 extras
* Place hoops in open space in several piles for quick distribution
* Prep music
* Extra props can be left by trainer table or in open space area – trainer’s choice
* Post parking lots charts on the wall – 1 on each side of the room

Optional Trainer Resources:* The Alignment of the California Preschool Learning Foundations with Key Early Education Resources (CDE, 2012)
* Transitional Kindergarten Implementation Guide – A Resource for Public School District Administrators and Teachers (CDE, 2013)
* Developmentally Appropriate Practices in Early Childhood Programs, Serving Children from Birth through Age 8(NAEYC, 2009)
* Desired Results Developmental Profile—Kindergarten (2015)
* California Common Core State Standards (CDE, 2013)
 | * AV set up –computer, LCD, speakers, power strip, ex. cords, CDs, trainer’s toolbox
* See inventory sheet for individual table briefcases
* Put table boxes **under** table
 |
| 30-45 minutes before training |  | **Registration** | * Stick on name tags, dark color marker for name tags, pens, and sign-in sheets
 |
| 8:30-8:35 a.m.Slide 1 |  | **Welcome**Welcome, logistics, parking lots, walk through folders, handouts, agenda | * HO: Power Point slide
 |
| 8:35-8:40 a.m.Slide 2 |  | **Objectives:*** Gain understanding of key concepts from the *California Preschool Learning Foundations, Volume 2 and the California Preschool Curriculum Framework, Volume 2—*Visual and Performing Arts domain, Drama strand.
* Observe, read, and discuss the developmental continuum for music and develop strategies that will guide instruction and learning in Transitional Kindergarten (TK).
* Practice using the Preschool Learning Foundations and Preschool Curriculum Framework to intentionally plan developmentally appropriate, cultural, and inclusive strategies that promote the development of skills, knowledge, and behaviors related to drama.
 |  |
| 8:40-8:43 a.m.Slide 3 |  | **Dramatic Play** |  |
| 8:43-8:45 a.m.Slide 4 |  | **Key Guiding Principles** |  |
| 8:45-8:55 a.m.Slide 5  |  | **Activity 1: Guiding Principles Tell a Story****OUTCOME:** Participants learn guiding principles and participate in a community building activity.  | * Preschool Curriculum Framework (PCF), Vol. 2, pp. 42-45
* Drama story sticks (guiding principles written on popsicle sticks)
* Handout 1: Guiding Principles
 |
| 8:55-9:30 a.m.Slides 6-20 |  | **CDE Publications and Resources that Support TK Implementation** | * Handout 2: Foundations Map
* Handout 2b: Alignment Document
 |
| 9:30-9:35 a.m. Slide 21 |  | **Partner with Families** |  |
| 9:35-9:40 a.m.Slide 22 |  | **Drama Engages the Whole Child** |  |
| 9:40-9:45 a.m.Slide 23 |  | **Universal Design for Learning** |  |
| 9:45-9:50 a.m.Slide 24 |  | **Dramatic Play** |  |
| 9:50-9:55 a.m.Slides 25-26 |  | **The Language Literacy Connection** |  |
| 9:55-10:15 a.m. Slides 27-28 |  | **How to Connect the Story of Drama (PART 1 and 2)****Activity 2: Connecting the Story of Drama****OUTCOME:** Participants reflect on and connect the reading to the personal teaching style they utilize when using drama to bring stories to life.  | * Preschool Curriculum Framework (PCF), Vol. 2, pp. 88-89
* Preschool Learning Foundations (PLF), Vol. 2, p. 15
* Handout 3: How to Connect the Story of Drama
 |
| 10:15-10:20 a.m.Slides 29-30 |  | **DRDP-K (2015** | * Handout 3: How to Connect the Story of Drama
 |
| 10:20-10:30 a.m.Slide 31 |  | **Foundations Video Example** |  |
| 10:30-10:35 a.m. Slides 32-34 |  | **English Learners** |  |
| 10:35-10:50 a.m.Slide 35-36 |  | **Activity 3: Expanding Drama with English-Language Development Strategies****OUTCOME:** Participants reflect on their reading of the vignettes and strategies in the Preschool Curriculum Framework and make connections to the personal teaching style they utilize when using drama to bring stories to life. | * Preschool Curriculum Framework (PCF), Vol. 2, p. 91
* Handout 4: Visual and Performing Arts (VPA) Highlighted English-Language Development Strategies
 |
| 10:50-10:55Slides 37-39 |  | **Environment** |  |
| 10:55-11:10 a.m.Slide 40 |  | **Activity 4: It’s Just Fabric…or Is It?****OUTCOME:** Participants determine how to enhance drama opportunities by increasing the variety of materials available in their classroom.  | * Scarves
* Large scraps of fabric
* Cue cards
 |
| 11:10-11:15 a.m.Slide 41 |  | **Suggested Drama Materials** | * Handout 5: Suggested Arts Materials
 |
| 11:15- 11:25 a.m. Slides 42-43 |  | **The Helicopter Technique** |  |
| 11:25-11:40 a.m.Slide 44 |  | **Activity 5: Helicopter Technique ̶ Fish Bowl****OUTCOME:** Participants participate in the helicopter strategy and reflect on how to apply that strategy in their classroom.  | * Handout 6: Domain Reflection
* Handout 7: Helicopter
 |
| 11:40-11:45 a.m.Slide 45 |  | **Key points of the helicopter technique** |  |
| 11:45-11:50 a.m.Slide 46 |  | **What Will You Fit in Your Schedule Next Week?** |  |
| 11:50-12:00 a.m.Slide 47 |  | **“Quick whip”****Questions and Answers****Thank you for Coming!** |  |