



Texas School Ready is a part of the Children's Learning Institute

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# Alignment to HB 4 Training Requirements



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The Children's Learning Institute at The University of Texas Health Science Center at Houston (UTHealth) was founded in 2003 and serves as the Texas State Center for Early Childhood Development. Currently, CLI impacts children, families, and teachers across Texas and the country through our research, clinical programs, statewide early childhood initiatives, parenting programs, and teacher mentoring programs. CLI has managed the implementation and ongoing enhancement of the Texas School Ready Project since 2003. To learn more about the Texas School Ready Project, visit our website: [www.texaschoolready.org](http://www.texaschoolready.org).



**Texas School Ready!**

Texas School Ready Project

Children's Learning Institute at UTHealth

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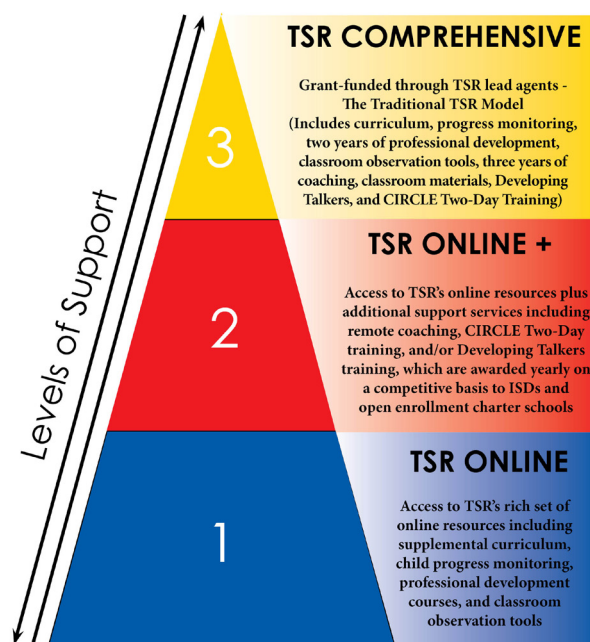
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## Overview

Texas School Ready (TSR) is a comprehensive, 3-tiered preschool teacher training program that combines ongoing professional development, child progress monitoring, teacher observation and goal-setting tools, and supplemental curriculum. Beginning in 2003, the traditional and most intensive tier, TSR Comprehensive, has served more than 25,000 preschool teachers from public schools, Head Start programs, and child care programs across the state of Texas. In collaboration with the Texas Education Agency, TSR's electronic resources (TSR Online) became freely available to all Texas public school districts and charter schools at the start of the 2015-2016 school year.



Throughout the history of our program, TSR has expanded and refined the training opportunities provided to participating teachers. TSR plans to continue this expansion and refinement of resources to ensure our tools provide the highest quality professional development to teachers preparing their students for kindergarten and success in school. The purpose of this document is to outline the alignment between HB 4 training requirements for prekindergarten teachers with past, current, and future TSR resources and participation. Specifically, this document details:

- Training provided to TSR Comprehensive participants, past and present, and how this training can be applied toward HB 4 training requirements;
- Current eCIRCLE Professional Development provided through TSR Online, with additional information for how districts can use the online resources to provide face-to-face training; and
- CLI's new initiative to provide free training for teachers to receive their Child Development Associate (CDA) Credential™.

## HB 4 Rule Analysis and Application Guidelines

The High Quality Prekindergarten Grant Program established by House Bill 4, 84th Texas Legislature, will allow districts and charters to receive funding for eligible prekindergarten students participating in high quality programs. TAC#102.1003e (proposed text) outlines the requirements teachers must meet in order to provide instruction in a high quality

prekindergarten program. In addition to being certified to teach in the state of Texas (under TEC Chapter 21, Subchapter B), each teacher must also have additional training or credentials in order for the program to qualify for funding. The application for the grant program specifies six mechanisms for satisfying the additional education requirements, including:

- 1. a Child Development Associate (CDA™) credential;**
2. a certification offered through a training center accredited by Association Montessori Internationale or through the Montessori Accreditation Council for Teacher Education;
3. at least eight years' experience of teaching in a nationally accredited child care program;
4. a graduate or undergraduate degree in early childhood education or early childhood special education;
- 5. documented completion of the Texas School Ready Training Program (TSR Comprehensive);** or
- 6. be employed as a prekindergarten teacher in a school district that has ensured that:**
  - a. prior to assignment in a prekindergarten class, teachers who provide prekindergarten instruction have completed at least 150 cumulative hours of continuing professional education (CPE) over a consecutive five-year period;
  - b. teachers who have not completed the required training prior to assignment in a prekindergarten class complete the first 30 hours before the end of the 2016-2017 school year and complete the additional CPE hours in the subsequent four years in order to continue providing instruction in a high-quality prekindergarten program classroom;
  - c. at least half of the training hours required above include experiential learning, practical application, and direct interaction with master teachers or instructional coaches; and
  - d. training used to meet the requirement above addresses all ten domains in the *Texas Prekindergarten Guidelines (updated 2015)* in addition to other relevant topics related to high-quality prekindergarten.

This document details how the Texas School Ready training opportunities (past, current, and future) may be used by districts and charters applying to the high quality prekindergarten grant program to satisfy the additional teacher qualification requirements specified above. The TSR resources specifically align well with options 1, 5, and 6.

## **Past and Present TSR Comprehensive Participants**

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TSR Comprehensive is a 3 year intensive teacher intervention that includes a core set of 26 trainings (Table 1- See Appendix) totaling **128.5** hours of professional development. An additional 8 courses, 35.75 hours, have also been made available to participants in given years (Table 2- See Appendix).

To date, more than 25,000 teachers have participated in TSR Comprehensive [previously known as the Texas Early Education Model (TEEM) and Texas School Ready (TSR)], many of whom were Texas public school teachers. Additionally, public school teachers who participated in Texas School Ready through the Prekindergarten Early Start grant program (PKES) may also qualify.

To help districts and charters satisfy H.B. 4 teacher training requirements (through option 5), the Children’s Learning Institute is able to verify participation in TSR Comprehensive from 2008-present. Prior TSR Comprehensive teachers completing two or more years of the program, who are unable to locate their CPE certificates for the training they received, will be able to apply to the Children’s Learning Institute to receive a certificate verifying their completion. More information about the process to request TSR completion certificates will be posted at [www.texaschoolready.org/hb4](http://www.texaschoolready.org/hb4).

## **TSR Online: eCIRCLE Online Professional Development Opportunities**

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Through TSR Online, public and charter school teachers have the opportunity to earn high quality training hours by utilizing CLI’s eCIRCLE courses library. The eCIRCLE Online Professional Development represents more than 80 hours of online courses featuring extensive video-based demonstrations of effective instructional practices, as well as application-based assignments and activities. Courses are housed on CLI Engage, CLI’s eLearning platform. CPE certificates are generated and stored on CLI Engage after successful completion of a course. The courses were developed by the Children’s Learning Institute and have been used by teachers participating in the TSR Comprehensive model for more than a decade.

eCIRCLE Online Professional Development covers a broad range of topics aligned with the Texas Prekindergarten Guidelines and include research-based key predictors of language and literacy development. Courses are also offered in emerging areas of early childhood instruction including science, technology, engineering, and math (STEM). A block of 5 courses cover responsive instruction areas of study including classroom management, social and emotional learning, Pre-kindergarten response to instruction, English Language Learners and Understanding Special Needs. Leadership courses on effective use of data and coaching practices are also included. (See the appendix for a description of each course.)

### **Customization of eCIRCLE Course Context**

There are two main ways courses in the library can be delivered to teachers:

1. By default, all teachers enrolled in TSR Online have access to the self-instructional version of eCIRCLE courses. This allows teachers to access the information on their own, when they want/need to;
2. CLI Engage also offers a unique opportunity for school districts, charters, and Education Service Centers to offer these same eCIRCLE courses through a facilitated model that combines self-study with face-to-face activities and interactions with a course facilitator or master teacher. This allows the content to be delivered in a more customized manner, meeting the needs of the district and teachers.

CLI has designed detailed facilitation guides for all of the online courses that delve deeper into interactively exploring and processing the research and strategies. These guides are provided at no cost to approved facilitators after a brief vetting process. The facilitator uses the guides to chart a path for the cohort of participants. The following delivery models are recommendations for school districts to consider when determining training plans from their teachers to meet HB 4 training requirements using eCIRCLE courses:

### **Face-to-Face Sessions**

This delivery model allows for participants to come together in a face-to-face setting and participate in the courses as a group, covering one or two sections of each course. These sessions are designed to be one-two hours in length and be held at regularly scheduled intervals, such as weekly or every other week throughout the year. Activities for participants to practice in the classroom between sessions are included.

### **Extended Face-to-Face Sessions**

In this model, participants meet together for a full, six to eight hour day of professional development and cover multiple sections of each course. These sessions may take place during scheduled professional development days, on additional days set aside specifically for eCIRCLE classes, release days, etc. As in the shorter face-to-face sessions, activities for participants to implement in the classroom are included as part of the agenda.

### **Hybrid Sessions**

The hybrid session combines a face-to-face session with additional assigned, self-paced learning. The participants meet together face-to-face to cover one or two sections of the course. At the end of the session, the facilitator assigns additional course sections to be covered independently by the participants and completed by a specific deadline. The face-to-face learning sessions are one or two hours in length and spaced out sufficiently to allow participants ample time to complete the independent course work between sessions.

### **Self-Paced Courses**

In this delivery model, no face-to-face sessions for participants are offered. The eCIRCLE facilitator determines specific content to be covered and assigns it to participants for independent study. A discussion board can be included in this model.

**This set of resources will help districts applying for grant funding to meet the additional training requirements (under option 6b-d) for teachers who do not have one of the other credentials or 150 hours of training prior to becoming a prekindergarten teacher.**

## **Utilizing TSR Professional Development**

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If your teachers do not have one of the additional credentials to qualify for the grant program, they may also qualify by participating in high quality professional development opportunities.

Through TSR Online, teachers at school districts and charter schools have an opportunity to complete the required 30 hours of training (all aligned to the Texas Prekindergarten Guidelines) for free during the 2016-17 school year. CLI Engage houses 15 eCIRCLE online courses, used in TSR classrooms for over ten years; these courses have been proven to improve teachers' content knowledge in these important skill areas, and can be completed self-paced or through facilitated sessions. Additionally, Texas school districts can apply for their teachers to receive free CIRCLE Two-Day Training, a well-known face-to-face training aligned to the Texas Prekindergarten Guidelines, through TSR Online+.

## **TSR Online+**

All Texas school districts and charter schools are encouraged to apply for additional support for their prekindergarten teachers through TSR Online+ through a competitive application process. The TSR Online+ 2016-17 application will open in April 2016. Through funding from the Texas Education Agency, the Children's Learning Institute (CLI) provides the necessary training and materials included as part of these additional support services at no cost, but CLI does not reimburse public school districts or charter schools for the time or expense incurred to receive these services. For 2016-17, school districts may apply for CIRCLE Two-Day Training, a 15-hour face-to-face training in foundational early childhood concepts, in addition to other services. School districts and charter schools that applied for the High Quality Prekindergarten Grant Program will be prioritized for TSR Online+ awards.

## **Sample Training Plans**

Below are several examples for your teachers to utilize TSR's free trainings to meet the grant program's requirements, but the opportunities are not limited to these proposed implementations. We encourage your district/charter to consider these sample training plans and how TSR's training options might fit into your district/charter's established early release days, waiver days, or new teacher academies.

### [Sample Training Plan 1](#)

Teachers complete 15 hours of face-to-face training through the CIRCLE Two-Day Training, and additional hours of online, self-instructional training using eCIRCLE courses to meet the minimum requirement of 30 hours. (Your district/charter is encouraged to apply for your teachers to receive free CIRCLE Two-Day Training through TSR Online+.) See Table 4 for more information.

### [Sample Training Plan 2](#)

Teachers complete 15 hours of face-to-face, facilitated training of eCIRCLE courses, using free facilitation guides provided by TSR to your district/charter. Teachers will also complete additional hours of online, self-paced training using eCIRCLE courses to meet the minimum requirement of 30 hours. See table 5 for more information.

## **CIRCLE CDA Training Program**

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Beginning in Fall 2016, TSR will offer the CIRCLE CDA Training Program to all TSR Online participants. Through the CIRCLE CDA Training Program, preschool teachers can earn all 120 training hours needed to apply for the CDA-Preschool Endorsement for free. The CIRCLE CDA Training Program utilizes eCIRCLE courses, supplemented with additional online courses to fulfill all content knowledge required to successfully achieve a Child Development Associate (CDA) Credential™. Like the eCIRCLE online courses, the CIRCLE CDA Training Program could also be facilitated through face-to-face sessions using TSR-provided facilitation guides. The CIRCLE CDA Training Program is being piloted in Spring 2016, the full set of courses, facilitation, and supplemental guides will be available to all TSR Online users in fall 2016.

There is no cost to teachers participating in the CIRCLE CDA Training Program. However, each teacher will be required to purchase the CDA Value Package with Preschool Competency Standards Book. The book can be purchased from The Council for Professional Recognition for \$95. Also, each teacher will be responsible for submitting the non-refundable/non-transferable application fee of \$425 that must be submitted with the CDA application to the Council for Professional Recognition.

Given the 150 training hour requirement outlined in HB 4, districts and teachers may opt to complete the Child Development Associate Credential (option 1) to satisfy this requirement.

### **Course Descriptions**

Teachers participating in the CIRCLE CDA Training Program will complete 80 hours of eCIRCLE online professional development courses in the following areas: Foundations for Responsive Instruction, School-wide Improvement, Early Language and Literacy Instruction, and STEM Instruction. CDA Supplemental guides will accompany the existing eCIRCLE courses to ensure that all of the required key topics areas for the CDA is covered.

CLI is currently creating 40 hours of new online courses to supplement eCIRCLE and prepare teachers for the CDA in the following areas: Guidance, Health, Safety, Families, Physical Development, Creative Arts, Program Management and Professionalism. All of these courses align with the ten domains in the Texas Prekindergarten Guidelines (updated 2015); the exception is Families and Professionalism which aligns with the foundational matter found in the Texas Prekindergarten Guidelines.

Courses will be available as self-instructional and hybrid model classes with facilitation guides. Hybrid model classes will allow for experiential learning, practical application, and direct interaction with master teachers. The facilitation guides will be available with the courses in the fall. Table 3 (See Appendix) details the courses for the CIRCLE CDA Training Program, the CPE content areas, and alignments to the Texas Prekindergarten Guidelines domains and the Core Competency areas.



## **Appendix: Training and Course Descriptions**

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### **CIRCLE 2-Day Training**

The CIRCLE 2-Day Teacher Training is a face-to-face introduction to the foundational, research-based concepts underpinning the Texas School Ready project and the CIRCLE line of professional development tools. The goal of the training is to provide a strong knowledge base of early childhood development and quality instructional strategies that support it, so that moving forward teachers feel comfortable exploring eCIRCLE online courses and the CIRCLE Activity Collection on their own.

### **eCIRCLE: Letter Knowledge**

Learning letters is a child's first step toward developing early literacy skills and understanding the concepts of reading and writing. The letters of the alphabet are a child's window to the world of written words and written expression; by exposing children to letters, you lead them to understand that spoken thoughts and ideas can be communicated exactly the same way in writing. They begin to understand that letters make sounds and combine to make words; words combine to make sentences; and sentences, whether they are written or spoken, communicate ideas. This course introduces key letter knowledge concepts, strategies, and practices.

### **eCIRCLE: Phonological Awareness**

Research tells us that young children who can hear the individual sounds in words generally develop into good readers. Research has also shown that phonological awareness in Spanish helps children develop phonological awareness skills in English. This course demonstrates effective strategies for teaching this concept of phonological awareness and provides examples of effective instructional strategies for teachers to develop meaningful phonological awareness activities in both languages.

### **eCIRCLE: Building Vocabulary**

Vocabulary instruction for pre-kindergarten children involves striking a balance between making the most of every teachable moment and ensuring that the classroom and activities are engaging, meaningful, and fun. This course introduces key vocabulary and early literacy concepts, strategies, and practices. The course highlights CIRCLE's philosophy on vocabulary planning, themes, and activities appropriate for three- and four-year-olds.

### **eCIRCLE: Prekindergarten Response to Intervention**

This course focuses on understanding Pre-kindergarten Response to Intervention (P-RTI). It includes evidence-based instructional practices that support school readiness by using a tiered model for providing instruction at increasing levels of intensity and measuring children's response to instruction. P-RTI frameworks can enhance existing practices with clear decision-making criteria for evaluating instructional quality and the fit for each child.

### **eCIRCLE: Read Alouds**

Through read alouds in English and Spanish, children build essential language and literacy skills while imagining other times and places, considering new concepts and ideas, and following up on their interests and curiosity. Effective read alouds are critical to developing literacy in young learners. Read alouds in early childhood classrooms require both planning and practice, and research shows that the results are well worth the effort. By building read alouds from the ground up—from selecting books in both languages through designing book-related center activities—teachers ensure that their students will have an engaging, meaningful and fun introduction to books, stories, and the written word. This course highlights CIRCLE’s philosophy regarding the preparation and leadership of read alouds for three- and four-year-olds.

### **eCIRCLE: Setting the State for Children’s Talk**

Children’s talk, in many ways, sets the foundation for all the other teaching and learning that takes place in a pre-K classroom. Through listening and talking, children explore ideas, form understandings, solve problems, make decisions, and build relationships. Although children’s ability to talk is often taken for granted, vibrant and articulate verbal communication skills in both English and Spanish can be modeled, supported, scaffolded, and taught. This course covers key written expression concepts and highlights CIRCLE’s philosophy on scaffolding talk.

### **eCIRCLE: Social and Emotional Learning**

Social emotional skills are really important in terms of thinking about school success. Part of what that means is for children to be able to sit still, listen to instructions, focus on activities, have relationships with peers and their teachers. Social and emotional learning gives children sense of self and purpose, and having a class community allows children to practice positive relationships with teachers and other children. This course covers key strategies for incorporating social and emotional learning into preK classrooms.

### **eCIRCLE: Classroom Management**

Classroom management is as much about relationships as it is about routines; it is as much about warmth and community as it is about structure. Research indicates that children in classroom environments that are planful, playful, and purposeful begin to develop a lifelong love of learning. The course highlights the design, structure, evolution, and management of one teacher’s real preK classroom.

### **eCIRCLE: Written Expression**

From their first attempts to control a crayon to the first time they express themselves with conventional writing, a child’s journey through the stages of written expression is long, complex, rich, and exciting. At the pre-K level, the goal of writing instruction is to introduce children to why we write, when we write, and what we write, as much as how we write; to help children begin to develop fine motor skills; and to help children understand that their words, thoughts, and ideas can be communicated to others in writing. The overall goal of this course is to understand the importance of written expression and how to foster children’s written expression development.

### **eCIRCLE: Discovering Early Childhood Science**

Early childhood teachers have a unique opportunity to extend children’s natural curiosity and passion for hands-on exploration by helping them to record and repeat investigations, use tools for observation and measurement, and think more deeply about the physical world. In turn, research demonstrates that science learning at the preschool level promotes development in other domains, including language and literacy abilities, problem solving, and reasoning skills. This course designed to introduce the foundations of science methods and teaching science at the preschool level.

### **eCIRCLE: Early Childhood Mathematics**

Young children have a natural curiosity about how the world works. They intuitively look for ways to understand their material world as well as the world of ideas. In mathematics, young children enjoy counting things, exploring shapes and patterns, sorting and organizing collections, and comparing shapes and sizes. Early childhood teachers can build upon this natural interest and provide systematic support for young children’s mathematical development. This course highlights two basic strategies for providing mathematics instruction in early childhood classrooms: 1) planning and implementing 10–15–minute, focused mathematics lessons with small groups of children, and 2) seamlessly weaving informal mathematics instruction into daily routines.

### **eCIRCLE: Effective Mentoring Strategies**

This course is designed to prepare mentors for this extremely rewarding—and extremely complex—role. Through a series of video examples and practice activities, this course will introduce you to the key components of mentoring, as well as tools and strategies that will help mentors guide teachers of varying levels of experience. The course highlights mentors supporting early childhood teachers’ efforts to promote social-emotional development, early literacy, and math and science skills.

### **eCIRCLE: English Language Learning**

The population of ELLs in United States schools has increased dramatically during the last two decades. One fifth of the school-age population speaks a language at home other than English (U.S. Department of Education, 2003). By the year 2030, approximately 40 percent of the population in U.S. schools will be comprised of language-minority students (Thomas & Collier, 1997). This course is designed to help pre-K teachers meet the needs of this fast-growing population. Topics include common program models used to serve ELLs, the impact of sociocultural issues on the education of ELLs, the stages of language development and second language acquisition, instructional strategies to support language development, and the importance of family engagement, and strategies for building school- family partnerships.

### **eCIRCLE: Understanding Special Needs**

In this course, you will learn about the types of children who might be identified as having “special needs.” While there is a broad range of children who fall within the special needs category, this course will focus on those children who struggle with their behavior, attention,

emotional responses, or receptive and expressive language. Topics include characteristics of the most common regulation difficulties and ways to evaluate and provide instruction to children with special needs.

### **eCIRCLE: Leading School-wide Improvement**

Center directors and principals of early education centers play a central role in identifying professional development needs and ensuring access to needed resources. As advocates for the school community, center directors and principals support mentoring efforts, establish professionalism, and foster the implementation of new strategies at their schools and centers. Putting into place an evaluation cycle that includes classroom observation around instructional practices will help you sustain the benefits of your professional development efforts and help you identify new areas for growth. This course uses introduces key concepts, tools, and best practices for using classroom observation to identify the needs of your staff and align your improvement plans with resources.

**Table 1. Training Hours for Past TSR Participants (2003-2013)**

Title	Type	Hours of Instruction	CPE(s)	Pre-K Guidelines 2015	Core Competency Area(s)
Two-Day CIRCLE Training: Best Practices Language Development Phonological Awareness Mathematics Book Reading Written Expression Letter Knowledge	Training	15	Instructional Strategies Diversity/ Special Populations	Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing, Mathematics, Social and Emotional Development, Social Studies	Responsive interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3), Skill Development (4) - Language and Communication, Emergent Literacy Reading and Writing, Mathematics
Intentional Teaching and Lesson Planning	Training	2	Instructional Strategies	All domains	Child Growth and Development (1), Responsive interactions and Guidance (2), and Learning Environments, Planning Framework, Curriculum, and Standards (3), Skill Development (4) - Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science
Progress Monitoring	Training	8	School Leadership & Administration-Data Analysis	All Domains	Child Growth and Development (1), Responsive interactions and Guidance (2), and Learning Environments, Planning Framework, Curriculum, and Standards (3), Skill Development (4) - Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science
Classroom Observation Tool (COT) and Short Term Goal Reports (STGR)	Training	4	Instructional Strategies	All Domains	Responsive interactions and Guidance (2), and Learning Environments, Planning Framework, Curriculum, and Standards (3), Skill Development (4) - Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science
Making the Most of Web Reports	Training	2	Instructional Strategies, School Leadership & Administration - Data Analysis	All Domains	Child Growth and Development (1), Responsive interactions and Guidance (2), and Learning Environments, Planning Framework, Curriculum, and Standards (3), Skill Development (4) - Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science

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Title	Type	Hours of Instruction	CPE(s)	Pre-K Guidelines 2015	Core Competency Area(s)
Developing Talkers	Training	15	Instructional Strategies	Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing, Language and Communication	Responsive interactions and Guidance (2), and Learning Environments, Planning Framework, Curriculum, and Standards (3), Skill Development (4) - Language and Communication, Emergent Literacy Reading and Writing
Texas Prekindergarten Guidelines Training: Introduction and Orientation Investigating the Five Domains Integration in the Classroom	Training	6	Instructional Strategies	All Domains	Responsive Interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3), Skill Development (4) – Social and Emotional Development, Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science, Social Studies, Creativity and Fine Arts
Setting Up Your Classroom	Video	1	Instructional Strategies	All Domains	Child Growth and Development (1), Responsive interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3)
Filming Your Classroom Walk-Through and Classroom Environment Checklist	Video	1	Instructional Strategies	All Domains	Child Growth and Development (1), Responsive interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3), Skill Development (4)
Taking a Closer Look: Building Vocabulary, Part 1	Video	1	Instructional Strategies	Language and Communication, Emergent Literacy: Reading	Child Growth and Development (1), Skill Development (4) - Language and Communication, Emergent Literacy: Reading and Writing
Classroom Management	Facilitated Online Course	4	Instructional Strategies	Social and Emotional Development, Social Studies	Responsive interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3)
Setting the Stage for Children’s Talk	Facilitated Online Course	6	Instructional Strategies	Language and Communication, Emergent Literacy: Reading	Skill Development (4) – Language and Communication
Leading School-wide Improvement	Online Course	2.5	School Leadership & Administration		Administrators: Implementing a Developmentally Appropriate Curriculum and Environment
Effective Mentoring Strategies	Online Course	4	Instructional Strategies	All Domains	Skill Development (4) - Emergent Literacy: Reading and Writing, Language and Communication, Mathematics, Science

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Title	Type	Hours of Instruction	CPE(s)	Pre-K Guidelines 2015	Core Competency Area(s)
Introduction to CLI	Facilitated Online Course	1	School Leadership & Administration		Administrators: Implementing a Developmentally Appropriate Curriculum and Environment
Read Aloud	Facilitated Online Course	6	Instructional Strategies	Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing	Skill Development (4) – Emergent Literacy: Reading and Writing
Building Vocabulary	Facilitated Online Course	6	Instructional Strategies	Language and Communication, Emergent Literacy Reading	Skill Development (4) – Language and Communication
Phonological Awareness	Facilitated Online Course	6	Instructional Strategies	Emergent Literacy Reading	Skill Development (4) – Emergent Literacy: Reading and Writing
Letter Knowledge	Facilitated Online Course	6	Instructional Strategies	Emergent Literacy Writing, Physical Development	Skill Development (4) – Emergent Literacy: Reading and Writing
Written Expression	Facilitated Online Course	6	Instructional Strategies	Emergent Literacy Writing, Physical Development	Skill Development (4) – Emergent Literacy: Reading and Writing
English Language Learners	Facilitated Online Course	4	Diversity/Special Populations	Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing	Learning Environments, Planning Framework, Curriculum, and Standards (3) and Skill Development (4) – Language and Communication and Emergent Literacy: Reading and Writing
Social and Emotional Learning	Facilitated Online Course	4	Instructional Strategies & Classroom Management	Social and Emotional Development	Skill Development (4) – Social and Emotional Development
Prekindergarten Response to Intervention (P-RTI)	Facilitated Online Course	4	Diversity/Special Populations	Language and Communication, Emergent Literacy Reading, Emergent Literacy Writing	Learning Environments, Planning Framework, Curriculum, and Standards (3) and Skill Development (4) – Language and Communication and Emergent Literacy: Reading and Writing
Understanding Special Needs	Facilitated Online Course	4	Diversity/Special Populations	Social and Emotional Development	Child Growth and Development (1) and Responsive Interactions and Guidance (2)
Discovering Early Childhood Science	Facilitated Online Course	4	Instructional Strategies	Science	Skill Development (4) – Science
Early Childhood Mathematics	Facilitated Online Course	6	Instructional Strategies	Mathematics	Skill Development (4) – Mathematics
<b>TOTAL</b>		<b>128.5</b>			

**Table 2. Additional Training Hours for Past TSR Participants (2013-Present)**

Year Added	Title	Type	Hours of Instruction	CPE(s)	Pre-K Guidelines 2015	Core Competency Area(s)
2013	Texas Infant, Toddler, and three-Year-Old Early Learning Guidelines	Training	7.75	Instructional Strategies	All Domains (3 year olds)	Responsive Interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3), Skill Development (4) – Social and Emotional Development, Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science, Social Studies, Creativity and Fine Arts
2013	BEECH Training Modules: (1) Strategies for Responsive Caregiving that Help Build Language (2) Responsive Caregiving: Building Behavior, Language, and Literacy Skills (3) Support Children’s Progress in Cognitive and Social-emotional Development (4) Build Learning into All Parts of the Day	Online Courses	20	Instructional Strategies	All Domains	Responsive Interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3), Skill Development (4) – Social and Emotional Development, Language and Communication, Emergent Literacy Reading and Writing, Mathematics, Science, Social Studies, Creativity and Fine Arts
2013	Managing the Early Childhood Classroom	Replacement Teacher Self-Paced Online Course	1	Instructional Strategies	Social and Emotional Development, Social Studies	Child Growth and Development (1), Responsive interactions and Guidance(2), and Learning Environments, Planning Framework, Curriculum, and Standards(3)
2013	Language Development	Replacement Teacher Self-Paced Online Course	1	Instructional Strategies	Language and Communication, Emergent Literacy: Reading	Child Growth and Development (1), Skill Development (4) – Language and Communication, Emergent Literacy: Reading and Writing

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Year Added	Title	Type	Hours of Instruction	CPE(s)	Pre-K Guidelines 2015	Core Competency Area(s)
2013	Read Aloud	Replacement Teacher Self-Paced Online Course	1	Instructional Strategies	Language and Communication, Emergent Literacy: Reading & Writing	Child Growth and Development (1), Skill Development (4) - Language and Communication, Emergent Literacy: Reading and Writing
2013	Letter Knowledge	Replacement Teacher Self-Paced Online Course	1	Instructional Strategies	Language and Communication, Emergent Literacy: Writing	Child Growth and Development (1), Skill Development (4) - Language and Communication, Emergent Literacy: Reading and Writing
2013	Phonological Awareness	Replacement Teacher Self-Paced Online Course	1	Instructional Strategies	Emergent Literacy: Reading	Child Growth and Development (1), Skill Development (4) - Language and Communication, Emergent Literacy: Reading and Writing
2013	Written Expression	Replacement Teacher Self-Paced Online Course	1	Instructional Strategies	Emergent Literacy: Writing	Child Growth and Development (1), Skill Development (4) - Language and Communication, Emergent Literacy: Reading and Writing
2014	Let's Make a Mess	Training	2		Social and Emotional Development, Language and Communication, Mathematics, Science, Physical Development	Skill Development (4) – Social and Emotional Development, Language and Communication, Mathematics, Science, and Creativity
	<b>TOTAL POTENTIAL HOURS</b>					
			<b>35.75</b>			

**Table 3. CIRCLE CDA Training Program**

CIRCLE CDA Course	CDA Supplemental Guide	CPE	Pre-K Guidelines 2015
Competency Goal Guide	N/A	N/A	N/A
CIRCLE CDA Introduction		N/A	N/A
	Learning Environment	Instructional Strategies & Classroom Management (4)	Social and Emotional Development Domain (all subdomains) Language and Communication Domain; Emergent Literacy – Reading Domain; Emergent Literacy – Writing Domain; Technology Applications Domain; Mathematics Domain; Science Domain; Social Studies Domain: Past and Present Skills & Relationship with Others
CIRCLE CDA Safety	N/A	Instructional Strategies (5)	Physical Development and Health: Personal Safety and Health Skills
CIRCLE CDA Health	N/A	Instructional Strategies (5)	Physical Development and Health: Personal Safety and Health Skills
CIRCLE CDA Physical	N/A	Instructional Strategies (5)	Physical Development and Health: Gross & Fine Motor Development
CIRCLE CDA Creative	N/A	Instructional Strategies (5)	Fine Arts Domain: Art Skills; Physical Development and Health: Fine Motor Development; Language and Communication Domain
	Cognitive	Instructional Strategies (16)	Mathematics Domain; Science Domain; Social Studies Domain: Economic Skills
	Communication	Instructional Strategies (16)	Language and Communication Domain; Emergent Literacy – Reading Domain; Emergent Literacy – Writing Domain; Technology Applications Domain
	Self	Instructional Strategies (4)	Social and Emotional Development Domain: Self-Concept Skills & Relationship with Others
	Social	Instructional Strategies & Classroom Management (4)	Social Studies Domain: Past and Present Skills, Relationship with Others, Citizenship, Geography Skills
CIRCLE CDA Guidance	N/A	Instructional Strategies & Classroom Management (7)	Social and Emotional Development Domain: Self-Regulation Skills
CIRCLE CDA Families	N/A	School Leadership & Administration: Increasing and Maintaining Parent Involvement (10)	N/A (In the foundational matter of the PreK Guidelines professionalism is discussed. This content aligns with the Parent Engagement Strategies as outlined by HB 4.)
CIRCLE CDA Program Management	N/A	Instructional Strategies & Classroom Management School Leadership & Administration (30)	Social and Emotional Development Domain (all subdomains); Language and Communication Domain; Emergent Literacy – Reading Domain; Emergent Literacy – Writing Domain; Technology Applications Domain; Mathematics Domain; Science Domain; Social Studies Domain: Past and Present Skills & Relationship with Others; Physical Development and Health: Gross & Fine Motor Development

**Continued on the next page.**

CIRCLE CDA Course	CDA Supplemental Guide	CPE	Pre-K Guidelines 2015
CIRCLE CDA Professionalism	N/A	School Leadership & Administration: Ethics and Standards of Conduct. (9)	N/A (In the foundational matter of the PreK Guidelines professionalism is discussed.)
CIRCLE CDA Professional Portfolio	N/A	Instructional Strategies, Classroom Management, Diversity and Special Needs, School Leadership & Administration (19)	Social and Emotional Development Domain (all subdomains); Language and Communication Domain; Emergent Literacy – Reading Domain; Emergent Literacy – Writing Domain; Technology Applications Domain; Mathematics Domain; Science Domain; Social Studies Domain: Past and Present Skills & Relationship with Others; Physical Development and Health: Gross & Fine Motor Development

**Table 4. Sample Training Plan 1**

Example training plan for teachers to gain foundational knowledge in early childhood domains and meet HB4 initial 30 hours of training requirements by end of 2016-17 school year, utilizing face-to-face CIRCLE Two-Day Training and self-instructional eCIRCLE courses.

Course Title	Course Section	Face-to-Face Contact Hours	Self-Instructional Contact Hours
CIRCLE Two-Day Training: Day 1	BEST PRACTICES	3	
CIRCLE Two-Day Training: Day 1	ORAL LANGUAGE	2	
CIRCLE Two-Day Training: Day 1	PHONOLOGICAL AWARENESS	2	
CIRCLE Two-Day Training: Day 2	MATH	2	
CIRCLE Two-Day Training: Day 2	LETTER KNOWLEDGE	2	
CIRCLE Two-Day Training: Day 2	BOOK READING	2	
CIRCLE Two-Day Training: Day 2	WRITTEN EXPRESSION	2	
eCIRCLE Classroom Management	Sections 1, 2, and 3		1
	Sections 4 and 5		1
	Sections 6, 7, and 8		1
	Section 9 and 10		1
eCIRCLE Phonological Awareness	Sections 1 and 2		0.5
	Sections 3 and 4		2
	Sections 5 and 6		2
	Sections 7 and 8		1.5
eCIRCLE Building Vocabulary	Section 1		0.5
	Sections 2 and 3		1.5
	Sections 4 and 5		2
	Sections 6 and 7		2
<b>SUBTOTAL</b>		<b>15 hours</b>	<b>16 hours</b>
		<b>TOTAL</b>	<b>31 hours</b>

**Table 5. Sample Training Plan 2**

Example training plan for teachers to gain foundational knowledge in early childhood domains and meet HB4 initial 30 hours of training requirements by end of 2016-17 school year, utilizing face-to-face CIRCLE Two-Day Training and a combination of both self-instructional and facilitated delivery of eCIRCLE courses.

Course Title	Course Section	Face-to-Face Contact Hours	Self-Instructional Contact Hours
CIRCLE Two-Day Training: Day 1	BEST PRACTICES	3	
CIRCLE Two-Day Training: Day 1	ORAL LANGUAGE	2	
CIRCLE Two-Day Training: Day 1	PHONOLOGICAL AWARENESS	2	
CIRCLE Two-Day Training: Day 2	MATH	2	
CIRCLE Two-Day Training: Day 2	LETTER KNOWLEDGE	2	
CIRCLE Two-Day Training: Day 2	BOOK READING	2	
CIRCLE Two-Day Training: Day 2	WRITTEN EXPRESSION	2	
eCIRCLE Classroom Management	Sections 1 and 2		1
	Sections 3 and 4	2	
	Section 5		1.5
	Sections 6 and 7	2	
	Section 8		1.5
	Sections 9 and 10	2	
eCIRCLE Phonological Awareness	Section 1		0.5
	Sections 2 and 3	2	
	Section 4		2
	Section 5	2	
	Section 6		2
	Section 7		1
	Section 8		0.5
eCIRCLE Building Vocabulary	Section 1		1
	Sections 2 and 3	2	
	Section 4		2
	Section 5		2
	Section 6	2	
	Section 7		1
<b>SUBTOTAL</b>		<b>29 hours</b>	<b>16 hours</b>
		<b>TOTAL</b>	<b>45 hours</b>