# HighScope and Head Start

## A SHARED VISION OF EARLY LEARNING

Dear Readers,

We are pleased to dedicate this issue of *ReSource* to the perennial relationship between HighScope and Head Start. Head Start is not only the leading federal effort to provide early childhood education to low-income children, but also the premier example used by states, school districts, and community agencies in fashioning their own programs for this purpose. States receiving grants from the new Race to the Top Early Learning Challenge will profit from the lessons of Head Start.

HighScope and Head Start have intertwined histories, and each organization has influenced the other in furthering the goal of high-quality early education for all children. HighScope influenced Head Start, for example, through the HighScope Perry Preschool program, which preceded Head Start programs by several years and helped shape their design and implementation. The findings of the HighScope Perry Preschool Study, which indicate long-term benefits of high-quality programs such as HighScope's to children and society — greater academic success, higher earnings, lower crime rates, and an overall return on investment to society — have been reported at critical junctures in Head Start's history and have proved very persuasive to Congress as it was gauging the value of the Head Start program.

At the same time, Head Start influences HighScope, serving as it does as the national platform for providing early childhood education to children living in poverty. HighScope is the curriculum of choice for many Head Start programs. Head Start has shaped and continues to shape HighScope's advocacy, both by what it does and what it does not do. For example, Head Start's continued lack of sufficient federal funding to serve all eligible children has led to HighScope advocacy to state governments, and to the birth and growth of the prekindergarten movement across the United States.

Now, the weak findings of the National Head Start Impact Study of modest effects on 3- and 4-year-old children lead us to another juncture in the history of Head Start and HighScope. HighScope curriculum and assessment materials and training can help Head Start be all it can be. To get the long-term results of the HighScope Perry Preschool Study, you've got to do what we did that led to these long-term benefits. The results of the Head Start Impact Study underscore this message: Head Start programs must find a way to deliver on their promise. Head Start has made strides towards having more lead teachers with relevant bachelors' degrees; it must make these degrees a requirement and pay teachers competitively with public schools. Head Start requires programs to use an evidence-based curriculum model; it needs to require that these curriculum models have and show results in each and every program. Head Start requires outreach to parents; it must require and support full partnership with parents. Head Start requires assessment of classroom practices and children's progress. It must go the next step of requiring evidence of program quality and children's progress for continued funding. HighScope advocacy continues to insist that Head Start must be all it can be.

We dedicate this issue of *ReSource* to the ongoing improvement of Head Start. In these pages, we look at the shared vision of HighScope and Head Start, evident in the compatibility between the two organizations' approaches to child development and assessment and the ways in which HighScope can help Head Start centers meet their goals and requirements.

We look forward to HighScope's continuing partnership with Head Start, as it leads the way to helping our nation's children be all they can be so our that nation can be all it can be.

Sincerely,

Larry Schweinhart

**THE HIGHSCOPE FOUNDATION** *is an independent, nonprofit organization founded by the late David Weikart in Ypsilanti, Michigan. HighScope's mission is to lift lives through education by engaging in curriculum development, research, training, and publishing and communication.*

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## @HighScope?

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### New!
### New Features Added to *Letter Links Online*

In time for the 2011–2012 school year, HighScope has made updates to *Letter Links Online,* adding new images and user-friendly features. As the result of user requests for more picture choices, we've added over **100 new pictures**, especially for popular letter sounds.

A new **Picture List feature** on the left navigation menu allows users to print all of the picture choices for a selected letter sound. This allows teachers to print out a group of pictures so that their preschoolers can choose which picture they want. Improvements to **image quality** give users sharper printouts of labels and pictures.

Using *Letter Links Online*, which complements HighScope's English and Spanish *Letter Links* books, teachers can create a nametag for each child in their group, select a letter-linked picture (for words in English and Spanish), and print these out in various sizes and combinations. Teachers can also save, store, and print group lists of letter links. For more information, check out our website at highscope.org.

### New Online Workshop!
### Using COR Data to Inform Instruction

Using COR Data to Inform Instruction is a new online workshop designed to help educators understand the different types of reports generated by the HighScope Child Observation Record (COR) and how to use the data from these reports to more effectively support children's development in the classroom.

Because the COR is an authentic assessment tool, teachers observe children in the course of their everyday classroom activities, recording brief notes ("anecdotes") on children's actions and behaviors. The COR anecdotes are compiled and analyzed to provide a comprehensive portrait of each child's developmental gains and of the progress of the group as a whole. Using COR forms and software, a variety of reports can be generated, including data related to classroom gains, high and low scores, number of anecdotes taken, and individual child gain scores.

In this new workshop, teachers learn to use reports to inform their teaching practices, helping them make classroom activities developmentally relevant and to more effectively scaffold children's learning. Teachers and administrators also learn how to use reports to understand more about how their classrooms are supporting children's growth and development; to identify strengths and opportunities for improvement; and to create a classroom improvement plan to work on their identified area for improvement.

### On the Air!
### HighScope's Perry Preschool Study on Public Radio

As a guest on WDET's "The Craig Fahle Show," which aired in southeast Michigan on August 17, HighScope President Larry Schweinhart discussed the implications of HighScope's Perry Preschool Study as part of a broader community discussion about recent violence in Detroit. Schweinhart talked about the role that high-quality preschool programs can play in disrupting a cycle of poverty and violence — leading to higher high school graduation rates and test scores and, decades later, to higher incomes and lower crime rates. As Schweinhart pointed out, "The flip side of crime is engaging in productive rather than anti-social activity." He also stressed that in order achieve the positive, long-term effects of the Perry Study, two elements are essential: qualified teachers and a proven curriculum.

# Still Friends After All These Years

## USING HIGHSCOPE TO IMPLEMENT THE NEW HEAD START EARLY LEARNING FRAMEWORK

*by Ann S. Epstein, PhD*

T he past year has seen important advances in how Head Start and HighScope frame their learning goals for educating young children. Head Start released the new *Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old*[1] (Office of Head Start, 2010) and HighScope rolled out its new Preschool Key Developmental Indicators (KDIs), which comprise the content of the HighScope Preschool Curriculum. The Common Core State Standards for K–12, released by the National Governors Association and Council of Chief State School Officers (2010), while not yet developed for prekindergarten, also address comparable domains of learning. These documents reflect the latest child development research and our current understanding of what constitutes meaningful learning in the early years.

[1] Formerly called the Head Start Child Outcomes Framework.



*The shared learning goals of HighScope and Head Start are evident in the overlap of key content areas and learning domains, including early literacy.*

Head Start and HighScope share a long and proud association that dates back to their early days (1962 for HighScope and 1965 for Head Start). They share a commitment to providing high-quality early childhood education that makes a significant and positive impact on the lives of young children, their families, and the dedicated practitioners who work with them. Head Start settings that implement the HighScope Curriculum, and use its assessment tools, can meet and exceed Head Start Performance Standards for programs and educational outcomes for children.

For Head Start programs that are currently using, or considering using, the HighScope Preschool Curriculum, release of the new Head Start framework raises questions about how the 11 domains and 37 domain elements in Head Start relate to the 8 content areas and 58 key developmental indicators (KDIs) comprising the HighScope curriculum content. Educators also need to know how the components of the new Head Start framework align with the 6 categories and 32 items on HighScope's assessment tool, the Child Observation Record (COR; HighScope, 2003).

In this article, we discuss the extensive overlap between the new Head Start framework and HighScope's Curriculum content and assessment system. For practical reasons of length, these are presented here in broad philosophical strokes and overarching categories. To download complete alignments between the Head Start Child Development and Early Learning Framework and the HighScope Key Developmental Indicators and Child Observation Record, visit HighScope's website at www.highscope.org.

# Questions and Answers About Using HighScope in Head Start Programs

*By Karen "Kay" Rush*  HighScope Early Childhood Specialist

No doubt you have many questions about the ins and outs of implementing the HighScope Curriculum in a Head Start Preschool program. You are not alone! Presented here are some questions and concerns of other Head Start teachers, parents, and administrative staff.

## Learning Environment

**I am a Head Start teacher in the inner city where conditions are poor and poverty and crime are high. Many children in my care have very low self-esteem and a negative image of themselves. How can HighScope tell me that "praise" can hurt my children? Isn't that exactly what they need?**

HighScope is all about giving children what they need. So if the children you serve have low self-esteem and a negative image of themselves, your concern that they would need high self-esteem and a positive self-image is understandable. The question is how to do this most effectively. HighScope demonstrates that using encouragement rather than praise helps to bolster children's self-esteem and self-image.

Many well-intentioned teachers have used praise to improve children's self-esteem and self-image, but the outcome can be just the opposite. Research from the field supports this conclusion. Alfie Kohn (1999), noted author of *Punished by Rewards: The Trouble With Gold Stars, Incentive Plans, A's, Praise, and Other Bribes,* explains the potential damage to children when adults use praise. Children learn to depend on adults for figuring out what is right or wrong, instead of developing this ability themselves. Rather than rely on their intrinsic motivation to learn, learning or "performing" is done in order to please others. Children lose the interest and ability to work and learn on their own. By contrast, children who can evaluate their own performance with encouraging feedback from interested adults remain involved. Moreover, they are self-correcting, that is, they can ask questions of themselves and work to solve problems on their own. Learning is inherently satisfying. Furthermore, "praise" implies judgment. Preschoolers know that if you can judge them favorably, you can also judge them unfavorably. Exploring or trying something new might result in "failure" from the adult's perspective, so children stick with what is safe and has earned them praise before.

To change empty praise statements like "Good job," "Great work," or "Pretty picture," into encouragement, you should make meaningful comments or ask meaningful questions. To do this, ask yourself, before commenting, *What about the job is good? What is in the picture that makes it pretty?* For example, if 4-year-old Shar`Ron, who is used to being praised, comes to you and shows you her newly painted picture, acknowledge her efforts and accomplishments by making genuine comments about her work. Ask her to describe her ideas and her process in making her picture. Focusing on her actions and what she is learning will let her know that you truly care about her and her self-esteem. It will also help her to build a more positive image of herself.

*Using encouragement rather than praise can help to boost children's self-esteem.*

## The Head Start Framework and the HighScope Curriculum

The Head Start framework and HighScope Curriculum share a *common purpose* and *overlapping organization*. The framework "provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child's school and long-term success" (p. 1). Programs use the "essential areas" outlined in the framework's domains to establish school readiness goals, monitor children's progress, align curricula, and conduct program planning. The framework's circular graphic emphasizes that learning is comprehensive and should be integrated, rather than hierarchical. That is, all domains are important and teachers should intentionally scaffold learning across domains throughout the day.

> The Head Start learning framework and the HighScope Curriculum share a common purpose and overlapping organization, with a convergence between Head Start's learning domains and HighScope's content areas.

Likewise, the KDIs comprising HighScope's content serve as early childhood milestones to guide teachers in understanding child development, planning and scaffolding learning experiences, and assessing learning for individual children and the class as a whole. The areas represent the major domains of early learning, while the KDI statements within each content area identify observable behavior indicative of children's knowledge and skills. Words like "essential" in the framework and "key" in the KDIs show that both systems emphasize foundational and meaningful types of learning. The convergence between the Head Start framework

## Table 1. Alignment of Head Start Framework and HighScope Curriculum Content (KDIs)

| Head Start Domains and Domain Elements | HighScope Content Areas and KDIs |
|---|---|
| **Approaches to Learning**<br>Initiative and curiosity<br>Persistence and attentiveness<br>Cooperation | **A. Approaches to Learning**<br>A1. Initiative<br>A2. Planning<br>A3. Engagement |
| **Logic and Reasoning**<br>Reasoning and problem solving<br>Symbolic representation | **A. Approaches to Learning**<br>A4. Problem solving<br>A5. Use of Resources<br>A6. Reflection |
| **Social and Emotional Development**<br>Social relationships<br>Self-concept and self-efficacy<br>Self-regulation<br>Emotional and behavioral health | **B. Social and Emotional Development**<br>B7. Self-identity<br>B8. Sense of competence<br>B9. Emotions<br>B10. Empathy<br>B11. Community<br>B12. Building relationships<br>B13. Cooperative play<br>B14. Moral development<br>B15. Conflict resolution |
| **Physical Development and Health**<br>Physical health status<br>Health knowledge and practice<br>Gross motor skills<br>Fine motor skills | **C. Physical Development and Health**<br>C16. Gross-motor skills<br>C17. Fine-motor skills<br>C18. Body awareness<br>C19. Personal care<br>C20. Healthy behavior |
| **Language Development**<br>Receptive language<br>Expressive language | **D. Language, Literacy, and Communication**<br>D21. Comprehension<br>D22. Speaking<br>D23. Vocabulary |
| **English Language Development**<br>Receptive English language skills<br>Expressive English language skills<br>Engagement in English literacy activities | **D. Language, Literacy, and Communication**<br>D30. ELL/Dual language acquisition |

| Head Start Domains and Domain Elements | HighScope Content Areas and KDIs |
|---|---|
| **Literacy Knowledge and Skills**<br>Book appreciation<br>Phonological awareness<br>Alphabet knowledge<br>Print concepts and conventions<br>Early writing | **D. Language, Literacy, and Communication**<br>D24. Phonological awareness<br>D25. Alphabet knowledge<br>D26. Reading<br>D27. Concepts about print<br>D28. Book knowledge<br>D29. Writing |
| **Mathematics Knowledge and Skills**<br>Number concepts and quantities<br>Number relationships and operations<br>Geometry and spatial sense<br>Patterns<br>Measurement and comparison | **E. Mathematics**<br>E31. Number words and symbols<br>E32. Counting<br>E33. Part-whole relationships<br>E34. Shapes<br>E35. Spatial awareness<br>E36. Measuring<br>E37. Unit<br>E38. Patterns<br>E39. Data analysis |
| **Creative Arts Expression**<br>Music<br>Creative movement and dance<br>Art<br>Drama | **F. Creative Arts**<br>F40. Art<br>F41. Music<br>F42. Movement<br>F43. Pretend play<br>F44. Appreciating the arts |
| **Science Knowledge and Skills**<br>Scientific skills and methods<br>Conceptual knowledge of natural & physical world | **G. Science and Technology**<br>G45. Observing<br>G46. Classifying<br>G47. Experimenting<br>G48. Predicting<br>G49. Drawing conclusions<br>G50. Communicating ideas<br>G51. Natural and physical world<br>G52. Tools and technology |
| **Social Studies Knowledge and Skills**<br>Family and community<br>History and events<br>People and the environment | **H. Social Studies**<br>H53. Diversity<br>H54. Community roles<br>H55. Decision making<br>H56. Geography<br>H57. History<br>H58. Ecology |

## Questions and Answers About Using HighScope in Head Start Programs (continued)

### Daily Routine

**Can my planning strategy and my recall strategy be the same strategy on the same day?**

It can, but because children are active learners, you will want to keep them actively involved in the strategies that you plan. Using the same activities may become boring to the child who really looks forward to learning new ways of doing things. Although children do need repetition, vary the strategies to keep it interesting and to meet the needs of different individuals. For example, for younger children, use a concrete planning strategy, such as having the children bring to the planning area one thing that they will work with or use during work time and say how they will use it. For older children, you may choose to use a more abstract strategy, such as having the children draw or write a story about what they did at work time during recall. If you are planning your strategies based on your children's interests and abilities, you should be able to come up with plenty of planning and recall strategies that are interesting to your particular group of children.

Remember to use props that include what you observed the children in your group using during work time. For example, if you observed a few children in your group using the Matchbox cars in the block area during work time, you may want to incorporate a planning strategy tomorrow where children can drive the Matchbox cars to an area on the map of the classroom of where they will work that day. Also think of your Domain Elements that you want to introduce (such as Geometry and Spatial Sense in the above example). How can you turn those into a brief planning or recall strategy? The purpose of recalling with children is to give them an opportunity to share their experiences, which helps them remember what they have done and see the result of following through on their plans. It is an important time not only for social interaction but also for cognitive development.

### Assessment

**How many anecdotes does HighScope require I take on a preschool student?**

Keep in mind the reasons for taking anecdotes: to observe and plan each day for each child and the class as a whole, to complete the Preschool Child Observation Record (COR) for each child two to three times per year, to share developmental information about children with their parents, and to summarize and document student progress for administrative reporting purposes. The "correct" number of anecdotes is whatever enables you and your program to meet these goalsd. As a general rule, HighScope advises teachers to make several observations per week per child. Sometimes Head Start agencies require a certain number of anecdotes. This policy may be instituted because of administrative concerns that teachers will wait until the last minute (e.g., just before it is time for a child's assessment) instead of making notes throughout the program year.

The best way to facilitate planning, serve children's developmental needs, and communicate with parents and administrators is to take regular notes on children.By looking back at your notes periodically, you can see where you need to fill in anecdotes on a particular child and/or area of development. Then you can be on the lookout for relevant examples.



*Using HighScope's Child Observation Record (COR), teachers gather "anecdotes" that are based on their observations of children's behaviors and systematically rated according to the COR framework.*

domains and the HighScope content areas is summarized in Table 1. (For a downloadable PDF with a detailed alignment of sub-domains and KDIs, visit www.highscope.org.)

> **Building on its decades-long relationship, HighScope can help Head Start programs use the new framework to "reflect Head Start's core values to promote all aspects of child development and learning...."**

Trained staff can then use the comprehensive content each system offers to provide the specific instructional experiences that match the developmental and ability levels of the young children in their programs. For example, HighScope's curriculum manuals (*Educating Young Children* and *Essentials*), in-depth literacy and mathematics curricula (*Growing Readers* and *Numbers Plus*), and teacher idea books and DVDs, all contain detailed teaching strategies for scaffolding early learning in every domain or area of development. (Visit www.highscope.org for more information about these publications, related training options, and other HighScope resources.)

### The Head Start Framework and HighScope Assessment

The Head Start framework "does not provide specific benchmarks or levels of accomplishment for children to achieve during their time in Head Start" (p. 2), but instead "serves as a lens for analyzing data in order to understand child progress and to identify areas that need additional resources and attention" (p. 4). Thus the agency lets programs identify an appropriate assessment tool that addresses the framework's domains, provides data on how well children progress in these domains, and points the way toward providing additional

# Table 2. Alignment of Head Start Framework and HighScope Assessment (COR)

| Head Start Domains and Domain Elements | HighScope COR Categories and Items |
|---|---|
| **Approaches to Learning**<br>Initiative and curiosity<br>Persistence and attentiveness<br>Cooperation | **I. Initiative**<br>A. Making choices<br>C. Initiating play |
| **Logic and Reasoning**<br>Reasoning and problem solving<br>Symbolic representation | **I. Initiative**<br>B. Solving problems with materials<br>**VI. Mathematics and Science**<br>DD. Identifying sequence, change, and causality |
| **Social and Emotional Development**<br>Social relationships<br>Self-concept and self-efficacy<br>Self-regulation<br>Emotional and behavioral health | **II. Social Relations**<br>E. Relating to adults<br>F. Relating to other children<br>G. Resolving interpersonal conflict<br>H. Understanding and expressing feelings |
| **Physical Development and Health**<br>Physical health status<br>Health knowledge and practice<br>Gross motor skills<br>Fine motor skills | **I. Initiative**<br>D. Taking care of personal needs<br>**III. Creative Representation**<br>I. Making and building models<br>J. Drawing and painting pictures<br>**IV. Movement and Music**<br>L. Moving in various ways<br>M. Moving with objects |
| **Language Development**<br>Receptive language<br>Expressive language | **V. Language and Literacy**<br>Q. Listening to and understanding speech<br>R. Using vocabulary<br>S. Using complex speech patterns |
| **English Language Development (if appropriate)**<br>Receptive English language skills<br>Expressive English language skills<br>Engagement in English literacy activities | **V. Language and Literacy**<br>GG. Speaking and communicating [in English] |

| Head Start Domains and Domain Elements | HighScope COR Categories and Items |
|---|---|
| **Literacy Knowledge and Skills**<br>Book appreciation<br>Phonological awareness<br>Alphabet knowledge<br>Print concepts and conventions<br>Early writing | **V. Language and Literacy**<br>T. Showing awareness of sounds in words<br>U. Demonstrating knowledge about books<br>V. Using letter names and sounds<br>W. Reading<br>X. Writing |
| **Mathematics Knowledge and Skills**<br>Number concepts and quantities<br>Number relationships and operations<br>Geometry and spatial sense<br>Patterns<br>Measurement and comparison | **VI. Mathematics and Science**<br>Z. Identifying patterns<br>AA. Comparing properties<br>BB. Counting<br>CC. Identifying position and direction |
| **Creative Arts Expression**<br>Music<br>Creative movement and dance<br>Art<br>Drama | **III. Creative Representation**<br>I. Making and building models<br>J. Drawing and painting pictures<br>K. Pretending<br>**IV. Music and Movement**<br>N. Feeling and expressing steady beat<br>O. Moving to music<br>P. Singing |
| **Science Knowledge and Skills**<br>Scientific skills and methods<br>Conceptual knowledge of natural & physical world | **VI. Mathematics and Science**<br>Y. Sorting objects<br>AA. Comparing properties<br>EE. Identifying materials and properties<br>FF. Identifying natural and living things |
| **Social Studies Knowledge and Skills**<br>Family and community<br>History and events<br>People and the environment | **VI. Mathematics and Science**<br>DD. Identifying sequence, change, and causality<br>FF. Identifying natural and living things |

instructional resources as needed. These are precisely the features of the HighScope's Preschool Observation Record (COR), whose categories and items are derived from the same essential learning areas as the Head Start framework and the HighScope Curriculum. (See the overall alignment in Table 2. For a downloadable PDF with a detailed alignment of sub-domains and KDIs, visit www.highscope.org). The Preschool COR is an observation-based assessment instrument designed to measure children's progress in key categories critical for school success. Each category contains between 3 and 8 items, and each item has 6 developmental levels ranging from the simplest to the most complex. Scoring is based on objective anecdotal notes that teachers compile during the normal daily routine, so that assessment is seamlessly integrated with teaching and planning. The results can be analyzed and shared with various audiences, including teachers, parents, administrators, and policymakers.

Moreover, the *What Next?* companion books to the COR provide specific strategies teachers can use to support and gently extend (that is, to scaffold) early learning at each scoring level. Subscribers to the online COR (www.OnlineCOR.net) have access to a section with related articles, links to special sections of the HighScope website, access to items from the *What's Next* books to aid in lesson planning, and other resources to help teachers and


*The creative arts, including music and movement, are integral to both the HighScope and Head Start learning frameworks.*

administrators learn more about assessment in general and, specifically, how to use the COR more effectively (see related article, p. 15).

> **The categories and items of HighScope's Preschool Observation Record (COR) are derived from the same essential learning areas as Head Start's framework and the HighScope Curriculum.**

Building on its decades-long relationship, HighScope can help Head Start programs use the new framework to "reflect Head Start's core values to promote all aspects of child development and learning in early childhood programs" (p. 2). In addition to the aligned curriculum content, HighScope can provide all programs wishing to implement the comprehensive framework with related professional development activities and appropriate assessment tools. Head Start and HighScope — friends with one another, friends with children and families. ■

### References

HighScope Educational Research Foundation. (2003). *Preschool Child Observation Record,* 2nd edition. Ypsilanti, MI: HighScope Press.

National Governors Association and Council of Chief State School Officers. (2010, June). Common Core State Standards. Downloadable at http://www.corestandards.org/

Office of Head Start. (2010, November). *The Head Start Child Development and Early Learning Framework: Promoting positive outcomes in early childhood programs serving children 3–5 years old.* Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

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# Assessing Adult-Child Interactions

## HOW HIGHSCOPE CAN HELP HEAD START CENTERS GET TO THE HEAD OF THE CLASS

*by Sandy Slack*

Positive adult-child interactions help to create a supportive climate in which children grow in trust, autonomy, and initiative.

**T**he Classroom Assessment Scoring System (CLASS), an observational tool designed to assess the effectiveness of teacher-student interactions in prekindergarten through grade three classrooms (Pianta, La Paro, & Hamre, 2008) is used in Head Start centers and other programs throughout the country to evaluate the quality of the educational services they provide to young children. Specifically, the CLASS assesses three domains (emotional support, classroom organization, and instructional support) of effective interactions between teachers and children.

Teachers and administrators in HighScope settings may wonder how the CLASS relates to the HighScope Curriculum in general and the Program Quality Assessment (PQA; HighScope, 2003) in particular. The PQA, a rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs, looks at all program components, including classroom items (learning environment, daily routine, adult-child interaction, and

curriculum planning and assessment) and agency items (parent involvement and family services, staff qualifications and staff development, and program management). To maximize the usefulness of the PQA to Head Start programs, HighScope has aligned the PQA and the newly revised Head Start Performance Standards (see related article, p. 5.) A look at the overlap between the CLASS and the HighScope Curriculum and the PQA on all three CLASS domains shows the compatibility of the two approaches in terms of how they each conceptualize and assess early childhood education. In fact, based on this alignment, Head Start centers that rate highly on the PQA should also score

well on the CLASS.

Both the CLASS and the PQA are tools that can be used to increase intentional adult behaviors that support children's learning across all areas of development. The goal of the CLASS is the same as every HighScope classroom and program using the PQA: to increase the measurable quality of programs for children to ensure their social and academic development.

### Adult-Child Interactions in the HighScope Setting

One of the hallmarks of HighScope's Preschool Curriculum has been its ongoing commitment to high-quality, positive adult interactions with children. As a key component of HighScope's Wheel of Learning, Adult-Child Interaction includes *interaction strategies, encouragement,* and a *problem-solving approach to conflict.* Adults using the HighScope Curriculum practice positive interaction strategies with children throughout the day — sharing control with children, focusing on children's strengths, forming authentic relationships, supporting

children's play, and adopting a problem-solving approach to social conflict. These elements help to create a supportive climate in which children grow in trust, autonomy, initiative, empathy and self-confidence (Hohmann, Weikart, & Epstein, 2007). HighScope's approach to adult-child interaction involves practices such as joining children as partners in children's chosen play themes, utilizing open-ended comments and questions to facilitate children's thinking and evaluation of their own work, predicting outcomes of their own play and choices, wondering how and why things function as they do, and connecting their play to real life and home. Participating as partners includes following children's ideas and intentions and conversing in a give-and-take style, as in the following scenario:

■ *After a visit to the art museum where the class saw huge balloon sculptures with lights illuminating the balloons, the teachers put small blown-up balloons, tape, and flashlights in the block area. During work time, several children tape balloons to the long blocks and shine the flashlights on them.*

**Teacher:** "I see you're making sculptures just like we saw yesterday at the Maier Art Museum. There are brochures in the book area with pictures of what we saw at the museum."

**Child #1:** (Goes to the book area and brings back a brochure) "See, ours is just like the one up high."

**Teacher:** "It does look like the sculpture that hung from the ceiling. How is your sculpture different from the one we saw yesterday?"

**Child #1:** "Ours is on the floor."

**Child #2:** "And we have a block — not that long thing."

*HighScope teachers form authentic relationships with children, sharing control with them and supporting their play.*

**Teacher:** "Oh, not that long metal pole we saw. I wonder why the man who made it, he's the sculptor, used that long metal pole."

**Child #1:** "I bet they could hang it easier than our block."

**Teacher:** "Oh, I see in the picture in the brochure the pole is hanging from these round hoops at the end. The block doesn't have any round hoops."

> **The CLASS is simply another tool using slightly different words to describe the intentional adult scaffolding and support strategies that are integral to the HighScope Curriculum.**

**Child #2:** "Yeah, and we like ours on the floor anyway."

**Teacher:** "You like yours just the way you've made it, on the floor with the wooden block!"

**Child #1:** "Yup, and we're gonna make more."

In this scenario, the adult is building on the interests of the children to link the concepts and language being modeled to what the children are doing and noticing.

The *intentional* HighScope teacher engages in authentic conversation with children, supporting their thinking about what they already know and how they decided to create what they made.

These very basic HighScope strategies are the same adult behaviors that the CLASS observes and assesses. The CLASS is simply another tool using slightly different words to describe the *intentional* adult scaffolding and support strategies that are integral to the High-Scope Curriculum. In the HighScope framework, "Active learning depends on positive adult-child interactions" (Hohmann, Weikart, & Epstein, 2007, p. 6). Similarly, CLASS is based on research that suggests "that interactions between students and adults are the primary mechanism of student development and learning" (Pianta, La Paro, & Hamre, 2008, p. 1).

### Connecting Quality Interactions to Academic Success

The development of the CLASS tool was based on research that showed the connection between benefits to children's academic and social skills and quality interactions with teachers (Curby, LoCasel-Crouch, Konold, Pianta, and Howes et al., 2009). Research also showed that students in pre-K through

grade five classrooms tended to experience moderate to high levels of effective interactions on the first two domains of the CLASS assessment (LoCasale-Crouch, Konold, Pianta et al., 2007); that is, teachers were pretty good at providing *emotional support* (e.g., creating a positive climate, being sensitive to children's needs and perspectives) and establishing a calm and coherent *classroom organization* (e.g., providing ample and diverse materials, managing the classroom as a productive environment for learning). These program features are highly compatible with the HighScope Curriculum (e.g., focusing on children's strengths and building authentic relationships, using encouragement instead of praise, and using the active learning ingredients of materials, manipulation, and choice). Children's development in these areas is scaffolded (supported and gently extended) in the key developmental indicators (KDIs) that address approaches to learning, physical health and development, and social and emotional development. The CLASS areas are also reflected in the PQA classroom sections that cover the learning environment, daily routine, and curriculum planning and assessment. This is the reason why HighScope classrooms that score well on these sections of the PQA should also score well on comparable areas of the CLASS.

Research also indicated, however, that preschool educators in general were not as strong in providing children with the *instructional support* they need to be competent as they go on to elementary school (LoCasale-Crouch, Konold, Pianta et al., 2007). As a group, early childhood educators tend to do less well with providing young children with the *intentional* support and scaffolding of concept development, prompting of higher level thinking, and language modeling. Similarly, teachers often comment that the adult-child interaction section of the PQA is the most challenging, as are implementing the other two ingredients of active learning: child language and thought, and adult scaffolding. Likewise, early educators are challenged

to provide substantive content in the other HighScope KDIs areas, that is, language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.

HighScope is explicit in describing the *intentional* adult behaviors that support and scaffold children's learning. Although we use different words to describe the same adult behaviors that the CLASS describes as "adult behavioral markers," HighScope also provides teachers with an understanding of child development and the teaching strategies needed to provide young children with comprehensive instructional support in content areas such as literacy, mathematics, science, and social studies as well as social-emotional, creative, and physical development.

**The CLASS: "Concept Development:** Adults use instructional discussions and activities to promote children's higher-order thinking skills and cognition and focus on understanding rather than on rote instruction" (Pianta, La Paro, & Hamre, 2008, p. 61).

**The CLASS: "Quality of Feedback:** Assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation" (Pianta, La Paro, & Hamre, 2008, p. 61).

**The CLASS: "Language Modeling:** Captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques" (Pianta, La Paro, & and Hamre, 2008, p. 61).

HighScope has been on the cutting edge of meeting the instructional support needs of young children since its inception as the Perry Preschool Program. HighScope training, lesson plans, and resources have given those of us using the HighScope Curriculum the inside track on the national movement to improve the quality of early childhood education. The HighScope *intentional* adult support strategies, which have been honed over the years, ensure that adults in high-quality HighScope classrooms use instructional support strategies that effectively lay the foundation

## Concept Development

| CLASS adult behavioral markers | HighScope strategies |
|---|---|
| **Analysis and reasoning**<br>▪ Why/how questions<br>▪ Problem solving<br>▪ Prediction/experimentation<br>▪ Classification — comparison<br>▪ Evaluation | Adults use open-ended questions across the daily routine to support children's thinking. While teachers plan small- and large-group activities that might explicitly focus on science or math, opportunities for this type of inquiry and learning can occur during work time, outside time, or any other time of the day. At such times, we might say, for example, "Why do you think…?" and/or "How do you think….?"; "What do we have in the room that you could use…?"; "I wonder what will happen if….?"; "How did you sort…?": "I see you used longer blocks….?"; "Tell me about what you did that you liked the most." |
| **Creating:**<br>▪ Brainstorming<br>▪ Planning<br>▪ Producing | Teachers stock the areas with many open-ended materials that children use during work time to explore and create representations. Children plan and recall about their work. |
| **Integration**<br>▪ Connects concepts<br>▪ Integrates with previous knowledge | In the scenario described earlier, the adult was intentionally connecting concepts to previous real-life experiences the children had had. Often children's home cultures become the springboard for classroom activities. Likewise, reading books, recalling work-time activities, or having conversations during meals and snacks provide many opportunities for children to connect what they see, hear, and do to other experiences inside and outside the classroom. |
| **Connections to the real world**<br>▪ Real-world applications<br>▪ Related to students' lives | |

## Quality of Feedback

| CLASS adult behavioral markers | HighScope strategies |
|---|---|
| **Scaffolding**<br>■ Hints<br>■ Assistance | Adults in HighScope classrooms scaffold (support and extend) children's learning. Teachers form partnerships with children, putting themselves on the children's physical level and following children's ideas and interests; they listen for and encourage children's thinking, conversing with children about what they are doing and thinking; they make comments that repeat, amplify, and build on what the child says. For example, an adult might say, "Help me remember what happened in the story," or "Yes, you're using the red crayon. We saw a red barn on our trip to the farm!"<br><br>[See HighScope's DVD, "Adult-Child Interactions" for more scaffolding strategies.] |
| **Feedback loops**<br>■ Back-and-forth exchanges<br>■ Persistence by teacher<br>■ Follow-up questions<br><br>**Prompting thought processes**<br>■ Asks students to explain thinking<br>■ Queries responses and actions<br><br>**Providing information**<br>■ Expansion<br>■ Clarification<br>■ Specific feedback | HighScope teachers use conversations focused on children's interests to assist children in thinking about what, how, and why they are doing, creating, and exploring. The same open-ended questions that support concept development in the previous chart help children make connections between their actions and their thinking. Asking children "How do you know that…" is another useful open-ended question. HighScope teachers "say what they see" children doing, repeating children's words and extending them with specific words and comments that relate directly to what children are doing. This expands and helps clarify concepts and information the child is experiencing. |
| **Encouragement and affirmation**<br>■ Recognition<br>■ Reinforcement<br>■ Student persistence | The encouragement strategies HighScope teachers utilize with children include personal, specific, descriptive comments that increase children's own motivation. Children's internal or intrinsic motivation leads to higher levels of persistence. |

## Language Modeling

| CLASS adult behavioral markers | HighScope strategies |
|---|---|
| **Frequent conversation**<br>■ Back-and-forth exchanges<br>■ Contingent responding<br>■ Peer conversations<br><br>**Open-ended questions**<br>■ Questions require more than a one-word response<br>■ Students respond<br><br>**Repetition and extension**<br>■ Repeats<br>■ Extends/elaborates<br><br>**Self- and parallel talk**<br>■ Maps own actions with language<br>■ Maps student action with language<br><br>**Advanced language**<br>■ Variety of words<br>■ Connected to familiar words and/or ideas<br>■ Student persistence | HighScope teachers use conversations in which they respond to children interests and concerns as the basis for their interactions. In supporting/scaffolding children's learning, adults use new vocabulary, model skills, and occasionally introduce new ideas in the context of children's play.<br><br>Open-ended questions, such as those in the first two dimensions of the Instructional Support domain of the CLASS in the charts above, are a tool used to expand children's thinking and their language skills.<br><br>Adults model by talking out loud to describe what they are doing and they "say what they see" children doing (mapping).<br><br>Adults use familiar words as a context to introduce new words. Adults introduce new ideas to give children practice with important curriculum skills and concepts. These ideas grow naturally from and support children's play ideas because adults are play partners, not play directors. This leads to children persisting with their ideas and play at new levels of development. |

for children's future school and life success. The CLASS is another assessment that will validate the adult-child interaction strategies that we use every day in our classrooms. ■

> **The development of the CLASS tool was based on research that showed the connection between benefits to children's academic and social skills and quality interactions with teachers.**

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**Sandy Slack is a HighScope Field Consultant.**

# OnlineCOR Update: Child Assessment and More

*by Dianna Luke*



*For schools or centers with multiple sites located miles apart, OnlineCOR can produce program data from all locations.*

**S**ince the OnlineCOR made its debut in 2008, this Internet-based version of HighScope's authentic child assessment tool, the Child Observation Record (COR), continues to evolve with new features and enhancements to meet the needs of its growing base of users. In addition to new reporting features, parent links, and expanded access to resources for teachers and administrators, the OnlineCOR now features a new Level 0 Score for the Preschool COR to provide a more continuous rating scale between the Infant-Toddler COR and Preschool COR. This feature has been research-validated and is especially useful when assessing children who have not yet met Level 1, and for children with special needs. The new Level 0 score makes it possible to assess all children, no matter what their developmental level.

## COR Features

The Child Observation Record (COR) is an observation-based, authentic assessment tool that provides systematic assessment of young children's knowledge and abilities in all areas of development. The Preschool COR (HighScope Educational Research Foundation, 2003a) is used to assess children from the ages of two-and-a-half to six years old. The Infant-Toddler COR (HighScope Educational Research Foundation, 2002), is designed for programs serving children between the ages of six weeks and three years. Because children develop at different rates, the two measures overlap in the age range covered. Available in print, CD-ROM, and OnlineCOR versions, these two authentic instruments can be used by any programs (not just those using HighScope) that serve children in these developmental ranges, including children with special needs (Epstein, 2007).

Unlike many traditional test-based assessment systems that target narrow skills used in artificial contexts, the COR focuses on the broad cognitive, social-emotional, and physical abilities that are nurtured in developmentally appropriate educational programs. The patterns revealed through COR observations can help teachers and administrators determine how best to strengthen the program to meet each child's developmental needs, as well as those of the group as a whole. Teachers or caregivers spend a few minutes each day, recording their notes on printed forms or in computer files, and then classify and rate them according to the COR categories, items, and levels. COR "anecdotes" — brief notes teachers make about significant episodes of young children's behavior — are gathered over time and

## OnlineCOR FAQs

For teachers and administrators who are wondering if the OnlineCOR can assist you in your setting, the following frequently-asked questions address several classrooms situations and describe how OnlineCOR can offer support.

**1. How do I track the progress of my ELL students and also share this information with the child's family?**

OnlineCOR provides two extra items that may be scored to track receptive and expressive language skills. The Resources section also provides a comprehensive description of each level within Listening and Understanding and Speaking and Communicating to guide teachers in working with ELL students. This progress is also available for the Family Report — families can see how their child is progressing in acquiring English language skills.

**2. Can OnlineCOR help me as I prepare to meet with families and share about their child's progress?**

OnlineCOR has all your data — you decide what to include and all uploaded portfolio attachments are available in the child's electronic Journal. Not only will you be organized — you can add personal comments to the Family Report as well as observations from the family following your meeting. However, the best part of the Family Report is that OnlineCOR provides real evidence of what you're sharing with the family.

This information is provided automatically based on teachers' anecdotes/scores. Each category field is also editable — teachers can add comments, if desired. Real, supporting evidence (vs. general subjective comments) indicates the date an event occurred and often includes the child's actual language. Anecdotes included in the report may be selected by the teacher when Family Reports are created.

**3. How can I be sure I'm offering appropriate activities to all the children in my classroom?**

By reviewing OnlineCOR classroom reports, teachers can easily see the range of developmental levels represented. The Activities section of OnlineCOR offers suggested activities and materials to support all children at all developmental levels. As teachers enter notes on a regular basis, child and classroom profiles can be viewed to guide planning and support all children. Many reports can be viewed and/or printed — these range from comprehensive reports showing every child, every item, and every reporting period to others that focus on one item level only (such as VI. Mathematics and Science, Item Y. Sorting Objects).

**4. Some of the children in my classroom are also served by specialists; can they be involved in the assessment process?**

OnlineCOR pricing is based solely on the number of children served; unlimited adults may share in the assessment process, including specialists. The specialist caseload can be added to OnlineCOR when teachers and specialists enter notes about children they both serve; this information can be shared between staff. This is especially convenient when specialist services may occur in another building or on a day/time when your class is not in session. An added bonus is that families who join the online community can also view anecdotes entered by specialists (along with teachers), again, offering a "team" approach to their child's developmental progress. When teachers and specialists share this information with each other, it helps build on a child's latest developmental milestones and provides a convenient information-sharing process for school/center staff.

**5. Can the Preschool COR be used in Head Start? How does the COR align with the Head Start Child Development and Early Learning Framework?**

The Preschool COR was developed with Head Start requirements in mind, and it is highly compatible with Head Start's approach to child development and assessment. The COR categories, items, and levels align with the Domains, Elements, and Indicators of the Head Start learning framework. The CD-ROM and Web versions of the COR automatically translate COR data into Head Start outcomes reports. Head Start programs can thus use the COR to expedite their assessment and reporting process.

**6. Can COR assessment be used for children with special needs?**

The Preschool and Infant-Toddler CORs are based on developmental levels, not chronological age. Using a combination of the Infant-Toddler and Preschool COR, you can measure the full developmental range of a child with special needs. Through data analysis, based on a nationally representative sample of children, HighScope has developed a scientifically based way to translate and align COR with the Office of Special Education Programs (OSEP) scores and required OSEP reports. This reporting system, OSEP Reports for COR, is available on a CD-ROM to be compatible with the Manual or CD-ROM versions of COR. OnlineCOR subscribers will have built-in OSEP reports. OSEP reports for COR translates COR scores into the ECO 7-Point scale score and creates the reports you need to be in compliance.

**7. Can I use the COR to assist me in developing an IEP (Individualized Educational Plan)?**

As special education programs increasingly move toward forming objectives that reflect developmentally appropriate practices, they find that the traditional methods for assessing and writing IEPs for the children in their programs are unsatisfactory. This may be solved by organizing procedures for child observation, assessment, and IEP development around the COR. Teachers who have tried this with the COR have reported positive results. These teachers report that IEPs look a bit different. They not only include such traditional IEP areas as gross- and fine-motor development, language, concepts, self-help, and social-emotional development, but also highlight such nontraditional areas as problem solving, expressing emotion, and expressing initiative.

systematically rated according to the COR framework. These observational anecdotes are the basic units of information that are compiled and analyzed to provide a comprehensive portrait of each child's developmental gains and of the progress of the group as a whole. Teaching staff gather information to complete the COR in the course of everyday program activities, so COR assessment is seamlessly integrated with early childhood teaching and planning. Using COR forms and software, a variety of reports may be generated from this information.

> **Using a combination of the Infant-Toddler and Preschool COR, you can measure the full developmental range of a child with special needs.**

## Why Go Online with COR?

The OnlineCOR makes teachers' and administrators' jobs easier by streamlining record keeping, report writing, and tabulation, allowing users to save time managing anecdotes, reporting on individual children, planning activities, and reporting on group progress. OnlineCOR offers teachers and administrators convenience and flexibility — child, classroom, and program data can be reviewed anytime, anywhere. For schools or centers with multiple sites located miles apart, OnlineCOR can produce program data from all locations. OnlineCOR also offers **comprehensive child assessment** by giving users the option of either the Infant-Toddler COR or the Preschool COR for every child. Teachers may choose the tool that best meets each child's current developmental level and record his or her growth over time. As an assessment tool that focuses on children's strengths rather than deficits, OnlineCOR tracks what a child *can* do through **real evidence** — observations recorded by teachers (anecdotal notes),



*Observational anecdotes are the basic units of information that are compiled and analyzed to provide a comprehensive portrait of each child's development.*

which provide a complete developmental profile for each child. (For more information about the COR categories, as well as resources and research supporting the tool, go to our home page at www.highscope.org and click on Assessment.)

In addition to offering a complete developmental profile for each child, OnlineCOR can also guide teacher planning and track program goals. Families receive a comprehensive growth profile of their child and can even join the online community to view their child's information at their convenience. Program administrators can produce reports at many levels to see progress of the program as a whole or review specific site information.

## OnlineCOR Close Up

OnlineCOR has evolved over the past three years — many of the updates are the result of comments from educators who use OnlineCOR on a daily basis. HighScope's goal continues to be to make OnlineCOR a user-friendly tool that helps programs meet the needs of the children they serve. Below are a few of the many enhancements added to the online assessment:

**New Level 0 Score for Preschool COR —** A new Level 0 has been added to Levels 1–5, providing teachers with a new way to identify children's skills and measure their progress during the school year. This feature has been research-

validated and will be especially helpful when assessing children who have not yet met Level 1, and for children with special needs. Preschool COR Level 0 also helps bridge the two assessment tools — the Infant-Toddler COR and Preschool COR — so that teachers have a more continuous rating scale to recognize the strengths of all children. According to Sarah Ford, an OnlineCOR user who teaches in the Preschool Program for Children with Disabilities (PPCD) in Texas, "I have often had to leave a valid anecdote unscored because it did not meet the level one criteria. It is wonderful to now have a way to validate the progress that all my students are making."

- **Parent Invitation —** Families can now join the online community and view their child's anecdotes and uploaded items such as photographs, video clips, and more. Parents and caregivers can also communicate with teaching staff through this online link — a feature that facilitates and strengthens the school-home connection. (Additional features will be added to the Parent Corner this fall.)

- **New Report Features —** Report options have been expanded. Many reports can be grouped according to demographic items as well as matched data sets. User-defined fields are available if you wish to create customized reports relevant to your own program or setting. OnlineCOR meets all federal reporting requirements such as Head Start Outcomes and Office of Special Education Programs (OSEP). It is also aligned with state pre-K standards and reports may be created linking your COR data with specific state pre-K standards. (Some report features are available only with the OnlineCOR Premium Plan).

- **New Resources for Teachers and Administrators —** Users now have access to expanded resources, including reference documents and articles, HighScope's online forums, and ideas shared by participants/instructors

# Teacher's Corner

# Building Blocks to Math Learning

*by Polly Neill*

Have you ever heard someone say: "Block areas invite mathematical exploration?" Sure, you have, but wait…. Do you think children plan to go to the block area with math on their mind? Do they look at the blocks and see geometric objects that have mathematical names such as *rectangular prism* or *cube*? Is it Mariah's intent to learn about shapes when she tells Michelle (her teacher) that she is going to build a "horse barn?" When Kayla and Rex construct their train tracks so that they go under the table and then back over the tracks, are they thinking about spatial relations? Probably not. The block area holds all the raw material children need to pretend, challenge, discover, and learn. When observant adults provide scaffolding and occasional gentle extensions, children are able to internalize the math concepts they learned during a previous small-group time, at home, or in the course of their play.

**When children begin to build stages, castles, ships, and other structures, they are beginning to explore concepts associated with balance and symmetry.**

Why is the block area such an obvious space for mathematical exploration? When children begin building with the blocks (with or without the pretend-play materials) they are actually beginning to experiment with mathematical concepts

*Children learn to identify, name, and describe shapes through their block play and building projects.*

such as geometry, measurement, number, symmetry, patterns, and more. Nearly 15 years ago, Harriet Cuffaro wrote:

> The harmonious relationship between and among blocks based on the size of the unit blocks makes this material a natural for learning about math which is about relationships. Blocks become tools that invite mathematical thinking. Patterns, geometric shapes, part-whole relationships, fractions, adding, dividing, subtracting are all experienced and practiced in the natural process of building. (1995, p. 37)

The block area is an inviting space to young children. Even those who have had limited experience with them "enjoy taking blocks off shelves, heaping them into piles, lining them up, stacking them, loading them into cartons, dumping them out, carrying them, and fitting them carefully back on the shelves" (Hohmann, Weikart, & Epstein, 2008, p. 126). As a result of these experiences, children get hands-on data about math concepts such as *more, less, few,* and *many.* As children develop and become more accustomed to the shape, feel, and weight of the different types of blocks available to them, they begin to explore

*These children discuss a structure they are planning to build in the block area.*

the world of construction and, in the process, both experiment with space and eventually confront mathematical problems presented by spatial relationships. When children begin to build stages, castles, buses, fire engines, ships, houses, drive-through restaurants, movie theaters and more, they are beginning to explore concepts associated with balance and symmetry. Children also will add materials from other interest areas such as pretend-play materials (e.g., toy people, animals, food) to provide the additional details they need to fill out their plan. Consider the following scenario (note that the bracketed numerals refer to the corresponding key developmental indicators in Mathematics; see box opposite page):

*During work time in the block area, Xavier was looking for some of the big rectangular unit blocks to finish enclosing his dog house. The only blocks he could find were the cylinders. He turned to Becky (the teacher) and said, "Becky, I need **more** of the **big** ones to finish my house [KDI 36]. There are only these dumb **round** ones left" [KDI 34]. Becky turned and looked at the blocks Xavier was referring to, saying "You mean the **cylinders**?" [KDI 34]. "Yeah," said Xavier unhappily, "those ones." Becky thought for a minute, looked around, spotted something and said to Xavier with a smile, "I have an idea that might give you another way to think about your problem. Let's take a closer look at the picture on the side of the block shelves." [The picture shows some Greek or Roman ruins with collapsed*

*columns illustrating that they were constructed by putting one cylindrical piece of stone on top of another.] Xavier looked at the picture, "That's a wreck, it's falling **down**! [KDI 35]. There are huge rocks everywhere." Becky asked him if he noticed anything different about some of the rocks. "Yeah, that one is sort of **round** and those are **round** too and are standing **on top of** each other!" [KDIs 34, 35]. Becky waited as he studied the picture a moment longer. Suddenly his face brightened and he said, "I know, I can get **all** those **round** ones left on the shelf" [KDIs 34, 39]. "The **cylinders**?" asked Becky [KDI 34]. "Yeah, yeah," he nodded, "and put them **on top of** each other and then finish my dog house" [KDI 35]. Becky stood up, saying, "It sounds like you have it all figured out."*

> **Children's experiences with blocks give them hands-on data about math concepts such as *more, less, few,* and *many.***

Later that day, when Becky was planning for the following day with her coteacher, Shannon, she described her earlier interaction with Xavier and said she was thinking about doing a small-group time activity around three-
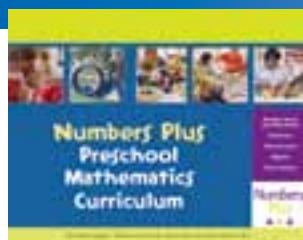
## Materials Lists for the Block Area

### Must Haves…

Large hollow blocks, ramps, boards
Unit blocks
Small blocks
Cardboard blocks and/or blocks made from boxes and milk cartons
Ropes and pulleys
Pieces of carpet, cardboard
Sheets, blankets, tarps
Interlocking train tracks and trains
Cars of various sizes and types
Trucks of various sizes and types
Multiracial doll house people
Other vehicles
Things to measure with
Steering wheels

### Wouldn't It Be Nice…

Tents (indoors and outdoors)
Big magnets
Flat boards
Doll house and furniture
Barn and farm animals
Other vehicles (planes, motorcycles, buses)
Plastic rain gutters
Floor plans (free from house builders)
Maps

### Useful Materials From Other Areas

Packing boxes, large appliance boxes (borrowed from the house area)
Logs or tree stump rounds (from outdoors)
Different sized pieces of fabric
Things to write and draw with (carpenter's pencils, clipboards, graph paper, carbon paper)
Variety of things for measuring
Carpenter's aprons
Work boots

# Professional Development

## @HighScope

### Workshops —

Learn more about the HighScope educational approach by attending workshops, customized training, HighScope Regional Conferences, or the HighScope International Conference. Topics include all the major elements of the HighScope approach — active learning, adult-child interaction, the daily routine, HighScope key developmental indicators, and assessment using the Child Observation Record (COR).

### Courses —

Designed for more in-depth curriculum training, courses range from one week to seven weeks in length. They include curriculum training designed for teachers and administrators and adult training courses designed to prepare participants to be HighScope trainers for their programs.

### Advanced Courses —

Recommended for those who have taken the HighScope Curriculum and/or Training of Trainers (TOT) courses. These courses offer in-depth, sophisticated work with **content areas,** such as literacy, mathematics, science, visual arts, movement and music, the Preschool Child Observation Record (COR), and the Preschool Program Quality Assessment (PQA). They also cover a wide range of **processes,** such as mentoring, evaluation, and working with children and adults in full-day programs and multiage, bilingual, and intergenerational settings.

**For more information on HighScope's Teacher, Trainer, and Program Certifications, please visit our website at highscope.org**

## WORKSHOPS

HighScope offers the following workshops and courses in Ypsilanti, Michigan.

### Introduction to the HighScope Curriculum for Infants and Toddlers

This week-long workshop is designed to provide teachers with an overview of the successful HighScope Infant-Toddler Curriculum. This is a perfect opportunity for anyone working with infants and toddlers, including Early Head Start teachers, Head Start teachers, program administrators, and parents.
**June 18–22 or August 20–24, 2012 • $500/person**

### Introduction to the HighScope Curriculum for Preschool Teachers: Basic Principles and Strategies

This workshop provides teachers with a one-week overview of the components of the HighScope Preschool Curriculum. Discussion will focus on curriculum content areas, valid and reliable assessment, the HighScope daily routine, team building, effective adult-child interaction strategies, and more.
**June 25–29 or July 23–27, 2012 • $500/person**

## Spotlight on Training from HighScope

### Customized Workshops by HighScope

Because classrooms and child care programs are unique, we offer unique training solutions. HighScope staff are available to visit programs and provide classroom observation, feedback, and mentoring. One HighScope staff member can visit and provide support for two to three classrooms per day. Strengths and opportunities identified in these sessions help drive curriculum and professional development plans for teachers and supervisors. With input from teaching staff, parents, and others, HighScope can design a course agenda to deliver to 15 workshop participants. Fees for customized services are $1,200/day plus travel expenses.

## Online Courses

- Preschool or Infant-Toddler Child Observation Record (COR) **$240/person**
- Using COR Data to Inform Instruction **$120/person**
- Assessing Program Quality Assessment (PQA) **$120/person**
- Large-Group Time **$120/person**
- Small-Group Time **$120/person**
- Lesson Planning **$65/person**
- Work Time **$65/person**
- Planning and Recall Times **$120/person**
- Numbers Plus Preschool Mathematics Curriculum **$215/person**
- Infant-Toddler Conflict Resolution $**215/person**
- Supporting Attachment in Infants and Toddlers **$120/person**
- Infant-Toddler Treasure Baskets: Materials to Support Heuristic Play **$65/person**
- Physical Development: Gross and Fine Motor **$125/person**

**For course schedules, go to highscope.org
> Training & Conferences > Training Schedule.**

## Education Through Movement Summer Training

This one-week course promotes a basic understanding of the Education Through Movement (ETM) program. Key areas include HighScope movement and music key developmental indicators, fundamentals of motor development, an effective teaching model (Separate, Simplify, Facilitate) and successful methods for integrating movement and music into other curriculum areas. This training will be held at the DaySpring Episcopal Conference Center in Parrish, Florida. For more information, please visit highscope.org or call Karen Sawyers at 734.485.2000, ext. 224. Early Registration: **$995 if paid in full by March 31,** 2012; after March 31 the Registration Fee is $1,095, (includes training fee, 6 nights' lodging, and 18 meals). **July 15–21, 2012 • $995/person (includes tuition, lodging, and meals)**

## Preschool Curriculum Course (PCC)

*(Conducted over two summers)*

The four-week Preschool Curriculum Course is designed to prepare teachers and caregivers to implement the HighScope Curriculum in their early childhood programs. **$3,135/person**

**Week 1 – Fundamentals in the HighScope Preschool Curriculum**
**July 30–August 3, 2012**

**Week 2 – Children in the HighScope Preschool Environment**
**August 6–10, 2012**

**Weeks 3–4 Summer 2013**

## Training of Trainers (TOT)

*(Conducted over two summers)*

Prerequisite is the Preschool Curriculum Course or equivalent. The three-week Training of Trainers course is designed for those who have already completed extensive training in the HighScope Curriculum and wish to extend their skills to training adults in the educational approach. The course is held over two summers at HighScope's headquarters in Ypsilanti, Michigan — two weeks the first summer and one week the second. Those successfully completing the course earn certification as HighScope Trainers with an endorsement in the HighScope Preschool Curriculum. **$3,960/person**

**Week 1 – Developing and Presenting**
**Workshops July 16–20, 2012**

**Week 2 – Observation/Feedback**
**July 23–27, 2012**

**Week 3 Summer 2013**

## New Courses!

### Working With Children With Challenging Behavior

Some children arrive in pre-K with a history of trauma and challenges — physical abuse, neglect, psychological problems, autism, and Down syndrome. Conflict arises in the classroom because these children have particular needs. In this workshop, we'll address specific strategies to reach all children, defuse behavior problems and bullying when they occur, and promote harmony among children through encouragement and by providing choices.
**July 9–12 or Aug 13–16, 2012 • $400/person**

### Promoting Academic Content in Pre-K Classrooms

In constructivist programs, children are provided with opportunities to have input into the learning process by making choices during all parts of the day. During group times, teachers often introduce concepts in mathematics, language arts, science, and social studies. In this workshop, we'll address how to plan small-group time using HighScope's key developmental indicators, common resources available in the classroom, and more.
**July 16–19 or Aug 6–9, 2012 • $400/person**

### HighScope and Early Head Start — A Perfect Match

The HighScope approach for infants and toddlers is utilized in Early Head Start and other early childhood programs throughout the United States and abroad. In this workshop, we'll discuss meeting our youngest students' basic needs and when it is appropriate (and how) to begin to prepare them for pre-K. Topics discussed include establishing and maintaining a consistent caregiving routine, team building with other adults, and transitioning students to pre-K.
**June 4–7 or June 25–28, 2012 • $400/person**

### Promoting Language Development for English Language Learners

Research indicates that pre-K–aged children whose native language is other than English can become proficient in English in two years or less. Speaking to children in their native language and English is only one of many strategies for promoting development of language skills. In this workshop, we'll discuss what research says about language development and strategies HighScope implements to promote growth in children's native language and English.
**June 18–21 or July 30–Aug 2, 2012 • $400/person**

### Assessment "Boot Camp"

Collecting authentic data and using it to drive instruction is critical to the success of teachers who serve children ages 0–5 in an early childhood program. In this workshop, we'll examine the HighScope Child Observation Record (COR), a research-validated instrument that measures student growth and aids teachers in making plans based on data collected through the COR. We'll also look at the HighScope Program Quality Assessment (PQA), a research-validated instrument that allows program managers to evaluate specific components of their educational program for effectiveness, and the Early Literacy Skills Assessment, a research-validated assessment for early reading.
**July 9–12 or July 30–Aug 2, 2012 • $400/person**

**For more information on HighScope's professional development options, customized on-site training, or certification, please contact Gavin Haque at 734.485.2000, Ext. 218, via e-mail at training@highscope.org; or visit our website at highscope.org.**

**To register for training, call 734.485.2000, Ext. 234, fax 734.485.4467, or register online at highscope.org.**

dimensional shapes and their names. Shannon agreed, saying she also had noticed several other children in Becky's group playing with the castle blocks. Since this was the children's first introduction to the terms for these 3-D shapes, Becky planned to use the basic unit blocks the children were familiar with (being sure to include cones, cylinders, cubes and spheres along with the rectangular prisms) and add some animals or Lego people. Becky and Shannon discussed that Becky could talk to each child about what they were doing with the materials, using the terms for these shapes (e.g., sphere, rectangular prism, cube, cylinder, cone, etc.) and observing whether any of the children used these terms or were familiar with them. Becky and Shannon also talked about cutting out pictures of structures that incorporated these different shapes and using them some time in a small group with the blocks (keeping the people and animal figures as backup materials).

In the days following Becky's small-group time, she or Shannon tried to be sure that one of them was always close to the block area to provide support to children who were trying out the new terms they had learned during small-group time, or who were using some of the more unusually shaped blocks in place of a typical block, or simply be available to use the terms to help the children remember (e.g., "Liander, you put the cone at the top of all those cylinders!") [34]. ■

**References**

Cuffaro, H. K. (1995). *Experimenting with the world: John Dewey and the early childhood classroom.* New York: Teachers College Press.

Hohmann, M., Weikart, D. P., and Epstein, A. S. (2008). *Educating young children: Active learning practices for Preschool and child care programs.* (3rd ed.). Ypsilanti, MI: HighScope Press.

**Polly Neill is an early childhood specialist at HighScope.**

in HighScope's online courses on a range of topics (e.g., small-group time, planning time, etc.).

> **Program administrators can produce reports at many levels to see progress of the program as a whole or review specific site information.**

Additional new features planned for the 2011–2012 school year include

- **An Interactive Teacher Planning Form —** Create your own daily plan — access expanded activities/materials from our activities library, create your own favorites, add reminders about individual child plans, and more.
- **Access to the New OnlinePQA!** OnlinePQA will be available within the OnlineCOR application or as a separate online product. The PQA is an instrument designed to evaluate the quality of your program and identify staff training needs (an additional fee will be required). When used together, program goals can be developed to improve child and program outcomes. ■

**References**

Epstein, A. S. (2007). *Essentials of active learning in preschool.* Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2002). *Child Observation Record (COR) for infants and toddlers.* Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2003a). *Preschool Child Observation Record (COR).* Second Edition. Ypsilanti, MI: HighScope Press.

**Dianna Luke is an assessment product specialist at HighScope.**

*The patterns revealed through COR observations can help teachers and administrators determine how best to strengthen their program to meet each child's developmental needs, as well as those of the group as a whole.*