Roadmap to Developmentally Appropriate Practice

Implementing HighScope Step By Step

Using the Ready School Assessment

HighScope in the Caribbean
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New Numbers Plus

HighScope’s new Numbers Plus Math Curriculum is scheduled for release this spring and will be available at the HighScope International Conference May 6–8. Numbers Plus is a comprehensive set of detailed plans for small- and large-group early childhood mathematics activities, with ideas for extending learning throughout the program day. Developed under a grant from the Institute for Education Sciences, U.S. Department of Education, and aligned with the standards of the National Council of Teachers of Mathematics, the 120 activities in Numbers Plus are divided into five content areas: Number Sense and Operations, Geometry, Measurement, Algebra, and Data Analysis. The new Numbers Plus Curriculum, developed by HighScope Senior Director of Curriculum Development Ann S. Epstein, PhD, supplements the HighScope educational model or any similar developmentally appropriate program. For more information, see page 24.

International Conference Speakers Address Key Issues in Early Childhood

HighScope is pleased to announce that the keynote speaker at this year’s International Conference, May 6–8, 2009 in Ypsilanti, Michigan, is Sue Bredekamp, PhD, a leading early childhood education specialist from Washington, DC, who serves as a consultant on topics such as early literacy, curriculum, teaching, and professional development. From 1981–1998, Dr. Bredekamp served as director of accreditation and professional development at the National Association for the Education of Young Children (NAEYC). She is the primary author of NAEYC’s highly influential and best-selling publication Developmentally Appropriate Practice in Early Childhood Programs (1986 and 1997 editions) and coeditor with Carol Copple of the 2009 revision (see related article, p. 7). Dr. Bredekamp served as a consultant to the Head Start Bureau from 1999 to 2000, and she was a member of the Committee on Early Childhood Mathematics of the National Research Council, National Academy of Sciences from 2007 to 2008. Her professional experiences include teaching and directing child care and preschool programs for children ages two through 6 and training child care personnel at a community college.

Letter Links Online

Letter Links, HighScope’s name-based learning system for young children that pairs a child’s printed nametag with a letter-linked picture, is now available online. The online program, which complements the English and Spanish Letter Links books, allows teachers to create a nametag for each child in their group, select a letter-linked picture, and print these out in various sizes and combinations quickly and easily. Users may select letter-linked pictures for words in both English and Spanish. The program also enables teachers to save, store, and print group lists of letter links. For more information, see page 25.

Me, You, Us: Social-Emotional Learning in Preschool

This new book from HighScope has been designated as a comprehensive member benefit book by the National Association for the Education of Young Children (NAEYC). Covering 11 separate topics of social-emotional learning, from developing a positive self-identity to creating and participating in a democracy, Me, You, Us features a foreword by educator Lilian Katz and offers teaching strategies and suggestions for professional development. For more information and details, see page 25.
Dear Readers:

Since 1986, one of the most widely referenced frameworks for best practice in early education has been the set of guidelines for developmentally appropriate practice (DAP) published by the National Association for the Education of Young Children (NAEYC). This month in ReSource, we look at the 2009 revision of this fundamental guide, Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Third Edition, coedited by early childhood experts Sue Bredekamp and Carol Copple, and the compatibility of HighScope principles and practices with the updated guidelines. Dr. Bredekamp will be our Keynote Speaker at the 2009 HighScope International Conference, May 6–8.

Most early educators are familiar with the DAP framework; however, many face challenges in the classroom when it comes to putting these principles into practice. Our lead feature, Roadmap to DAP, looks at the five key areas of practice outlined in NAEYC’s new position statement and explores in detail how the HighScope Curriculum can help educators meet these guidelines in the classroom to establish a developmentally appropriate program.

In a related article, we outline an approach to adopting the HighScope Curriculum one step at a time. HighScope’s new step-by-step process breaks down the curriculum into manageable pieces, or modules, each with recommended resources and training. Educators can implement HighScope gradually and with each step get closer to developmentally appropriate practice.

In this issue, we also look at two HighScope projects in the Eastern Caribbean — once again illustrating how our educational model adapts to diverse cultures. As part of a UNICEF-supported program, and with the goal of establishing a high-quality curriculum in four countries, we have provided HighScope training to small groups of teachers and educational officers in selected settings; these sites will serve as a model for future national implementation of HighScope’s preschool curriculum. Our other project in the Eastern Caribbean region involves the Roving Caregivers Early Childhood Home Visiting Programme. Through this effort, which targets at-risk infants and toddlers, caregivers make home visits to families in rural communities, sharing information with them and modeling appropriate child care strategies. HighScope is providing the program with training materials, ongoing training support, and program assessment. Our goal is to facilitate the shift from the existing directive curriculum model to one that is more interactive and developmentally appropriate.

Finally, in this issue, we feature an article about HighScope’s Ready School Assessment (RSA), written by Rhea Williams-Bishop, executive director of SPARK Mississippi and the deputy director of the Southern Regional Office of the Children’s Defense Fund. SPARK (Supporting Partnerships to Assure Ready Kids) is an initiative of the W. W. Kellogg Foundation. In an article titled SPARK Mississippi: Why We Use HighScope’s RSA, Williams-Bishop talks about how five school districts in the Mississippi Delta region are using the RSA to get their schools ready for children.

Through these articles, we hope you see how HighScope is and can be a resource to you. Our goal is to help you make your early childhood program or school all it can be so that the children you serve can be all they can be.
Features

Roadmap to DAP: Using HighScope to Meet NAECY’s New Guidelines . 7
The 2009 edition of Developmentally Appropriate Practice is here, with updated guidelines for best practice in early childhood education. HighScope can help educators ensure that what actually happens in their classrooms is, in practice, developmentally appropriate. Beth Marshall

HighScope Step By Step ........................................ 12
Here’s a new way for programs to master the basics of the HighScope Curriculum in three steps — working at their own pace, on their own terms, within their own budget. Kathleen Woodard

Establishing Curricula in the Caribbean .................... 13
In a joint project with UNICEF, HighScope has become the main partner in developing and implementing a high-quality early education program for vulnerable children in four Eastern Caribbean countries. Sian Williams

SPARK Mississippi: Why We Use HighScope’s RSA .......... 20
SPARK Mississippi strives to ensure that children in five school districts are ready for school and that schools are ready for children. Executive director Rhea Williams-Bishop explains why HighScope’s Ready School Assessment is such an important tool in this process. Rhea Williams-Bishop

Departments

What’s New @ HighScope . 3
News on the foundation’s latest products and projects.

Letter from the President ..................................... 4
From Dr. Larry Schweinhart, HighScope President.

Teacher’s Corner ............................................. 6
Tips on how to plan, carry out, end, and follow up on small-group activities. Ann S. Epstein

Products & Services for Educators

Training @ HighScope ........................................ 22

HighScope Professional Development Programs — 2009. .. 23

New Products ............................................... 24

Featured Products .......................................... 26

Ordering Information ........................................ 31

HighScope International Conference 2009 ............ Back Cover
The following article is excerpted from the new HighScope publication Small-Group Times to Scaffold Early Learning (see p. 25 for more information).

At small-group time, adults introduce children to new materials, ideas, and activities. Both children and adults actively engage with the materials and ideas in a variety of ways. Small-group time gives teachers an opportunity to observe and interact daily with the same group of children and provides children with regular peer contact and interactions. This consistency strengthens relationships and creates a supportive educational environment that extends the learning experiences children have during the other parts of the day.

What Happens Before, During, and After Small-Group Time?

Adult planning. As part of daily team planning, teachers decide what they will do with the children during small-group time. (If there is more than one group in the classroom, each often does a different activity.) Teachers may get ideas for small-group time from many sources, including:

- Curriculum content
- Children’s interests
- New, unexplored, underused, or favorite materials
- Local traditions and community events
- Teacher idea books and other curriculum materials

Preparing ahead of time. Once they have a plan clearly in mind, teachers get ready for small groups ahead of time, often in the morning before children arrive. With advanced teacher preparation, children do not have to wait to get started and can make good and interesting use of every minute of the session. Getting ready means two things. First is gathering the necessary materials, usually a set for each child and teacher; often teachers also make available shared and/or backup materials, and these are also prepared before children arrive. Second, since groups generally meet in an area used for other activities too, the materials are stored in a place where the adult can get to them easily and quickly as soon as small-group time begins.

Carrying out the activity. When planning and preparing for small-group times, teachers think about the beginning of the... continued on page 19

To prepare for this activity, teachers set up a “store” in the classroom, arranging groups of small items in bins, baskets, or on a table. During the activity, children roll the die, determine the number of dots, and then go “shopping” to buy the corresponding number of items at the store.
The purpose of this position statement is to promote excellence in early childhood education by providing a framework for best practice. Grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness, the framework outlines practice that promotes young children’s optimal learning and development. Since its first adoption in 1986, this framework has been known as developmentally appropriate practice.

— Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8 (Copple & Bredekamp, 2009, p. 1)

Simply stated, developmentally appropriate practice (DAP) refers to those teaching practices that ensure that young children learn and develop to their fullest potential. As most early childhood educators know, however, developing practices that promote optimal learning and development for all children can be an elusive goal. As the revised third edition of Developmentally Appropriate Practice in Early Childhood Programs (Copple & Bredekamp, 2009) makes clear, “whether or not what actually happens in the classroom is, in practice, developmentally appropriate is the result of myriad decisions at all levels — by policy makers, administrators, teachers, and families about the care and education of young children” (p. 16).

In order for educators and families to make the best decisions possible for the children and families they serve, it is critical that they have the support and resources of a proven curriculum model — one that has research-based evidence of effectiveness. In other words, its practices have been proven by research to work, resulting in positive outcomes for young children. Using a proven (validated) model, “means you get all of the following ingredients and instructions: a set of appropriate teaching practices for adults, a list of learning objectives for children, research tools to measure whether the program is meeting its goals, and a staff training model to make sure teachers understand and use the curriculum correctly” (Epstein, 2007). By providing an educational framework with resources and training, HighScope offers such a model, and it can provide early childhood programs with a roadmap that leads them step by step to DAP.

**Guidelines for DAP**

The new edition of Developmentally Appropriate Practice in Early Childhood Programs reflects developments in the landscape of early childhood education that have occurred since the last statement was published in 1997, such as issues related to culture and second language learning as the number of immigrant families has increased; the growing number of children with special needs who participate in typical early child-
hood settings; and the field’s ongoing challenge to develop and train qualified teachers, among others (Copple & Bredekamp, 2009). Many of these same developments have shaped HighScope’s efforts related to the content of its preschool curriculum, research projects, and training.

In its updated position statement, NAEYC offers guidelines that address the kinds of decisions early childhood educators make in the five key and interrelated areas of practice: 1. Creating a caring community of learners 2. Teaching to enhance learning and development 3. Planning curriculum to achieve important goals 4. Assessing children’s development and learning 5. Establishing reciprocal relationships with families

While this list sounds straightforward, many teachers and administrators struggle with what these practices actually look like in the classroom. Let’s take a closer look at each of the five broad categories that make up DAP for the preschool years and consider how HighScope can help educators get there [Note: DAP also addresses the infant and toddler years, kindergarten, and the primary grades (first through third)].

As the DAP guidelines indicate, establishing positive relationships with adults and other children is critical to children’s development.

In a developmentally appropriate classroom, there is a balance of adult-guided and child-initiated experiences, however, it is up to the teacher to provide the experiences that each child needs.

1. Creating a caring community of learners

This guideline addresses the importance of fostering positive relationships in the classroom and building a community that provides a physical, emotional, and cognitive environment conducive to children’s learning and development (Copple & Bredekamp, 2009). In a DAP classroom, children observe and participate in their community and develop constructive relationships with others; they collaborate and talk with peers and adults; they cooperate to solve problems (p. 16). Teachers help children develop a sense of responsibility and self-regulation; they acknowledge children’s feelings and model skills for resolving conflicts with others.

The HighScope Curriculum puts a high value on children’s social-emotional development — their ability to regulate their feelings and behaviors, interact with peers and adults, and become participating group members. Teachers play a critical role in creating a nurturing and supportive emotional climate where children’s social and civic competence can flourish.

HighScope has five key developmental indicators (KDIs) (see #3) in the area of social and emotional development. The first two KDIs focus on emotional awareness; the remaining three KDIs in this content area (building relationships with children and adults; creating and experiencing collaborative play; and dealing with social conflict) focus on social relations and understanding others. In a HighScope setting, teachers support children’s attempts to manage their emotional needs, offering reassurance, encouraging children to talk about, label, and express their emotions, and modeling self-expressive vocabulary — words such as happy, sad, angry, and scared. Adults in a HighScope classroom also support children’s efforts to express their feelings through role-play, or by painting a story. Moreover, teachers see conflicts as learning opportunities, and they use six conflict-resolution steps to solve problems that arise as a natural and normal part of children’s play: (1) calmly approach the children involved and get down on their level, (2) acknowledge and accept children’s feelings without judgment, (3) listen to each child’s point of view, (4) restate the problem by repeating or rephrasing children’s words, (5) ask the children to suggest possible solutions to the problem, and (6) provide follow-up support when necessary.

As the DAP guidelines indicate, establishing positive relationships with adults and other children is critical to children’s development. HighScope teachers establish authentic relationships with children, playing as partners and having genuine conversations with them, much as they would with another adult. Children sense this respect from adults and, in turn, extend this same kind of respect in their interactions with other adults and children.

Of course, building relationships and a classroom community takes time. Thus, HighScope teachers maintain a consistent group of adults and children that children relate to on a daily basis. One adult typically meets with the same group of children for planning and recall and small-group time.
Adults in a HighScope setting also support children’s developing friendships (e.g., by putting two friends in the same planning and recall group so they can make plans to play together and recall together what they did during work time). They refer children to one another for help solving a problem or as a source of ideas, promoting children’s social development by giving children reasons to interact, and acknowledging their competence in solving problems and taking care of their own and each other’s needs.

Providing materials (e.g., large-sized equipment or play items that require more than one child to manage) and ample space for several children to play together are among the strategies HighScope teachers use to support children’s collaborative play. Adults also encourage children to plan, work, and recall together; for example, at planning time, a teacher might pose a question such as, “Megan and Jonah, what will you need to build your engine?” or make a comment at recall time, such as “José and Tracy, I saw you working in the house area together.”

HighScope teachers learn to acknowledge children’s individual efforts while still building a classroom community. Adults discover that a morning greeting time with an interactive message board can facilitate children’s sense of belonging to a larger classroom community. Special attention is given to including children’s home cultures in the classroom. This includes adding materials to the learning environment, inviting family members to share, and supporting children’s home language use.

2. Teaching to enhance learning and development

This guideline addresses issues of classroom environment, schedules, and daily activities as well as teaching skills and strategies related to supporting children through communication and language, motivation and encouragement, and positive approaches to learning. For example, teachers in a DAP classroom encourage children to choose and plan their own activities to help them develop a sense of initiative; adults pose problems and make comments and suggestions to stimulate children’s thinking; and teachers know how and when to scaffold children’s learning and use various learning formats (e.g., large and small groups) strategically.

This section of NAEYC’s position statement states that developmentally appropriate teaching practices provide an optimal balance of adult-guided and child-guided experiences, however, it is the teacher’s responsibility to stimulate, direct, and support children’s development and learning by providing the experiences that each child needs (Copple & Bredekamp, 2009). According to the statement, teachers make the learning experiences in their classrooms “accessible and responsive to all children and their needs” (p. 19) — including English language learners, children with special needs, and those from different cultures or circumstances.

HighScope provides clear guidelines and strategies for achieving best practices related to this DAP guideline, as indicated by HighScope’s Preschool Wheel of Learning (see box, below). The learning environment, daily routine, and adult-child interac-

The Daily Routine

Drawing on a variety of HighScope settings, this media program shows how adults observe children and support and extend their learning from greeting time through group times, the plan-do-review sequence, transitions, and other parts of the daily routine.

Video: SP-P1340 $34.95
DVD: SP-P1341 $39.95
tion segments of the wheel all fall within this DAP category. At the center, of course, is HighScope’s active participatory learning approach, which echoes the DAP position statement: “HighScope teachers are as active and involved as children in the classroom. They thoughtfully provide materials, plan activities, and talk with (not at) children in ways that both support and challenge what children are observing and thinking. Activities are both child initiated — built upon children’s natural curiosity — and developmentally appropriate, that is matched to children’s current and emerging abilities” (Epstein, 2007, p. 8).

HighScope’s guidance on the learning environment can help teachers plan the layout of their classroom with stimulating and engaging interest areas; choose materials that take into account children’s developmental levels, interests, and family culture; and organize it all so that children can be in control of their environment. A well-organized environment with an abundance of interesting materials promotes learning in all areas of development. Teachers in HighScope settings divide their classrooms into interest areas or learning centers, each with a simple name that makes sense to children and labeled with a sign made of words, pictures, or objects. Materials and equipment are also labeled, logically organized, and grouped according to function or type within the interest areas. The space is inviting to children, offering characteristics such as softness (e.g., stuffed chairs, carpets and throw rugs, cushions and pillows), pleasing colors (e.g., soft pastels, bright colors) and textures, natural light and building materials, and “coziness” — perhaps a nook or pile of pillows where children can find a place to curl up and read a book. The space must also accommodate activities and storage needs and be open and accessible so that children and adults can move freely and teachers have a clear view of children’s activities.

The HighScope Curriculum also helps teachers construct a daily routine that contains all the elements essential for developmentally appropriate practice. With HighScope, teachers learn how to plan meaningful small- and large-group times, how to plan and recall appropriately with preschool children, and how to scaffold children’s learning throughout the day. Another section of the HighScope wheel is specifically dedicated to adult-child interaction. HighScope identifies specific strategies teachers can use to foster supportive adult-child relationships in the classroom, such as sharing control with children by participating as partners in conversation and play (e.g., taking on roles children assign to teachers and following their directions); focusing on what children can do rather than on their “deficits” by planning around their strengths and interests; and forming authentic relationships with children by responding attentively to them, asking and responding to their questions honestly, and giving each child specific feedback (e.g., I see you made red and yellow strips at the top of your painting) and encouragement.

3. Planning curriculum to achieve important goals

This DAP guideline encompasses curriculum essentials, which include comprehensive scope and important goals, coherence and integration, and effective implementation. According to the NAEYC position statement, DAP programs have “comprehensive, effective curriculum that targets the identified goals, including all those foundational for later learning and school success”
HighScope’s key developmental indicators (KDIs) include all of these broad areas of development, encompassing the whole child in a comprehensive curriculum model. The KDIs — child behaviors that reflect developing abilities — are organized into five content areas (which parallel the five dimensions of school readiness identified by the National Education Goals Panel): approaches to learning; language, literacy, and communication; social and emotional development; physical development, health, and well-being; and arts and sciences (math, science and technology, and the arts). Teachers use the KDIs to guide all aspects of their program: setting up the classroom, planning the day, observing children, extending children’s learning, and measuring the children’s progress based on the principles of active learning and the specific content of the indicators (Epstein, 2007).

One of the most difficult things for teachers to implement is appropriate planning. In some cases, teachers plan general activities that children enjoy, but they do not incorporate specific learning content. In other cases, teachers focus on “teaching a concept” without considering the children’s developmental level(s) or the overlap of content areas. For example, a teacher may plan a small-group activity with patterning as a content focus and not recognize or support children who may use the materials in unique ways by counting, making creative representations, or pretending. Thus, there are often two extremes: planning for fun or planning with a narrow content focus. HighScope teachers achieve a balance by creating lesson plans that consider the KDIs and content areas as well as children’s interests and developmental abilities. Adults scaffold learning in the KDI areas throughout the day. They look at how children use the materials, identify the KDIs present in their play, support children at their current levels of development, and offer gentle extensions. Teachers also plan for content areas that may be missing at child-initiated times of the day.

4. Assessing children’s development and learning

This DAP guideline states that assessment of children’s development and learning “is essential for teachers and programs in order to plan, implement, and evaluate the effectiveness of the classroom experiences they provide. Assessment is also a tool for monitoring children’s progress toward a program’s desired goals” (Copple & Bredekamp, 2009, p. 22). According to the position statement, “the experiences and the assessments are linked, (the experiences are developing what is being assessed, and vice versa)” (p. 22). Unless teachers know where children are in relation to learning goals, teachers cannot be “intentional” in supporting children’s learning and development.

As part of the HighScope Wheel of Learning, assessment is an important part of the curriculum. The Child Observation Record (COR), developed by HighScope, is an observation-based instrument 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. [The Infant Toddler COR (HighScope Educational Research Foundation, 2002) is designed for programs serving children between the ages of six weeks and three years.]

The COR can be used in any developmentally appropriate preschool program. It is a systematic, observation-based assessment instrument, addressing children’s development in six major domains; initiative, social relations, creative representation, movement and music, language and literacy, and mathematics and science. 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
I have to choose from a list of approved curricula and I’m interested in yours. Where do I begin and how much will it cost?

We have some of your materials, but I think we need help in really understanding how to do HighScope. Can you help?

These are the kinds of questions we hear at HighScope from educators every day. One by one, states across the country are making, or are planning to make, an investment in preschool education. Some are adding this new pre-K initiative to their K–12 systems, but in many states the demand exceeds the amount of space or other resources the public school systems can supply. So states are turning to private centers to help them provide service to a wider group of children. In the interest of accountability, states are requiring that all centers — public and private alike — choose from an approved list of curricula to be implemented in their centers. This is where the questions begin.

Many curriculum suppliers give educators the impression that if they buy their curriculum “box” or “kit,” they will have everything they need for successful curriculum implementation — with little or no training required. However, research suggests that the implementation of any high-quality curriculum is not something that happens all at once, and effective programs include training as part of their implementation.

As Marilou Hyson points out in Preparing Early Child Professionals (2003), “The kind of professional development that provides that sound base is not accomplished cheaply or easily” (2003, p. 4). Building a strong, successful early childhood program is a process — a journey that starts with a high-quality curriculum that is grounded in research and able to deliver positive child outcomes on a consistent basis. And, it’s a journey that is taken one step at a time.

**HighScope Step By Step**

Preschool programs are all unique, and each setting faces a different set of challenges when implementing a new curriculum. Some programs have an experienced and trained staff and can take on new challenges quickly. Others may have a staff with less experience, who prefer to take things more slowly. And, of course, budgets are always an issue.

To meet the needs of diverse preschool settings and circumstances, HighScope has introduced a new approach to curriculum implementation called HighScope Step By Step: a process that enables programs to master the basics of the HighScope Curriculum in three steps — working at their own pace, on their own terms, within their own budget. Each step is a stand-alone module with recommended products and training. Programs can purchase the modules together or separately. And they can move through them quickly or gradually. For those programs with needs outside of the three steps, HighScope stands ready to help create customized steps.

**Step 1 — Building Awareness**

This initial step helps programs to become aware of the basic elements of the HighScope Curriculum. It includes an overview of all the elements of the curriculum, provides a better understanding of how children learn, and illustrates why active learning is so important. Emphasis is placed on the daily routine and how to create lesson plans that address children’s interests and their current level of development. As programs move through this module, they will also gain knowledge about the HighScope approach to adult-child interaction, an important element in the curriculum.

**Step 2 — Building Knowledge**

This second step focuses on the learning environment and begins to elaborate on each individual element of the curriculum content. It also introduces another critical component of the HighScope Curriculum — the process of plan-do-review.

**Step 3 — Applying Knowledge**

In this step programs learn how to apply the information contained in Steps 1 and 2. It also focuses on the importance of anecdotal notes and how they fit into planning. And, it includes ideas for effective small- and large-group activities.

As programs progress through Steps 1–3, they will build knowledge and skills that prepare their team for each new step. At the end, they will have the option of continuing with more focused learning modules in Step 4 (Advanced Study), and Step 5 (Specialized Focus). Step 4 concentrates on more in-depth study of various content areas such as language and literacy, math, science, social and emotional issues, and movement and music. Step 5 addresses topics such as conflict resolution, working with parents, and child assessment.

The journey of implementing the HighScope Curriculum may take a little time, but the process results in positive child outcomes, a stronger teaching staff, and a truly high-quality program.

Programs interested in exploring HighScope’s Step By Step implementation process should contact Kathleen Woodard at kwoodard@highscope.org, or 1.800.587.5639, ext. 255.

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**Step 1: Building Awareness 3-Day Training Option**

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<tr>
<td>How Children Learn</td>
<td>½ day</td>
</tr>
<tr>
<td>Adult-Child Interaction</td>
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<td>Getting Started With HighScope</td>
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**Step 2: Building Knowledge 3-Day Training Option**

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<tr>
<td>Planning and Recall Time</td>
<td>1 day</td>
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<td>Work Time</td>
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**Step 3: Applying Knowledge 4-Day Training Option**

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<td>Large-Group Time</td>
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<tr>
<td>Anecdotal Note Taking</td>
<td>½ day</td>
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<tr>
<td>Program Quality Assessment (PQA)</td>
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For HighScope Step By Step product lists, go to our Web site at highscope.org.

Kathleen Woodard is HighScope’s Director of Marketing and Communication.
In the early 1980s, the twin Caribbean islands of St. Kitts and Nevis took decisive action on early childhood development. You might well ask why this twin-island nation — the smallest nation in the Americas — had the foresight to develop early childhood services in a systematic way. There is not one answer but rather a series of partial answers, which have as much to do with the vision of particular individuals as the policies of government. It is certainly the case that the government at the time was concerned with social reform and had a vision of developing the nation by putting in place sustainable education systems. There were also some remarkable people in the country who were informed and energetic about early childhood development. These factors, along with funding from the United States Agency for International Development (USAID), which allowed HighScope to undertake a three-year collaborative program with the St. Kitts-Nevis Ministry of Education (MOE) to provide child care services, helped to change the course of early childhood development in the country.

From 1981 to 1983, HighScope worked with the government of St. Kitts and Nevis to undertake a comprehensive assessment of needs and available options for early childhood development, and to present strategies for making more and better services available. HighScope assisted in designing and equipping two new centers constructed by the government, and an existing facility was expanded and remodeled. In addition, HighScope staff members and representatives of the Ministry of Education of St. Kitts and Nevis conducted a joint training program for staff of government centers and private providers and provided them with an audiovisual training package. Strong leadership by Leonie James over the next decade, followed by her successor Vanta Walters and her team in the 1990s and 2000s, embedded the initial training provided in the HighScope Curriculum into ongoing training for staff. Governments since the initial investment in the 1980s have maintained a system for salaries, training and development, licensing, standards and monitoring, and the provision of equipment and materials for centers.

Establishing Curricula in the Eastern Caribbean

With its history as a durable curriculum model in St. Kitts and Nevis, HighScope is now engaged in a UNICEF-sponsored project (supported by the Italian government through the UNICEF Office for Barbados and the Eastern Caribbean) designed to establish a curriculum for preschool children ages three to five in St. Kitts and Nevis and three other Caribbean countries: Antigua and...
Barbuda, Dominica, and Grenada. In 2008, HighScope first visited the four countries to review local curriculum materials in use, to discuss the learning outcomes and goals approach with stakeholders, and to identify tasks for local personnel related to developing materials that most effectively reflect this approach. (Interestingly, during one visit, HighScope specialists discovered that St. Kitts and Nevis were using an outdated version of the HighScope Curriculum; see sidebar, p. 15.) Later in the year, HighScope visited to review the pilot efforts and plan with local stakeholders how the curriculum approach would be expanded to broader classroom and program settings, teacher and caregiver training, and parent and public education. Other countries in the UNICEF Multi-Country Programme of the Eastern Caribbean participated via Web site communications to share best practices, experiences, and lessons.

By December of 2008, HighScope had provided training to small groups of selected practitioners in each of the four countries in the key components of HighScope’s preschool curriculum. Education officers responsible for the development of the services in each country were also trained and were putting in place the materials and equipment needed for improving the learning environments in 2009.

HighScope and UNICEF are confronting many challenges in this joint project. The preschools in the Eastern Caribbean are generally privately run and serve low-income communities; resources for equipping preschools and for training on a long-term basis have to be sourced; trained leaders and managers in services are in short supply. We are trying to get it right in a few preschools in each country and to use this experience as impetus for national development over time.

**Preschools in the Caribbean**

What are Caribbean preschools like? The profile of the preschools in Caribbean countries might at first glance seem to resemble those in some parts of the United States. Eighty-seven percent of services in 14 countries recently surveyed in the region are provided by community organizations, churches, and private operators. Quality of services is generally dependent on what community-based and private operators can provide, and the providers in turn are dependent on what the market, namely parents, can afford. It is not surprising that there are varying care and quality conditions. Where service providers are operating on a shoestring, they offer very little training for staff and cannot remunerate at a level to attract qualified and experienced staff. On their own, they do not have the capacity to make improvements and do not necessarily have the incentive or the obligation to do so. The challenge confronting governments in the region therefore is to work with a largely private sector in early childhood services to improve the life chances of children. This is where HighScope’s experience will be of the greatest value.

The challenge is not as great at it undoubtedly would be in a region that did not value education for all its citizens. The people of the Caribbean value education highly, and early childhood education in particular has had a longer history in the region than either secondary or tertiary education. The earliest preschools predate the abolition of slavery. The Moravian and Methodist Churches established infant schools for children ages three to eight years in the late 1700s. Their aim was to evangelize. The philosophy of these preschools was that individuals should learn to read so they could understand the Bible for themselves, and the priority was given to the younger children under the age of six (from ages six to eight, children generally went to work on the estates).

Preschools today in many ways still resemble these committed beginnings. The determination to succeed in teaching basic skills to very young children is reflected in the modality of whole-group instruction and the formality of classroom arrangements. Now the preschools serve other pressing needs.

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functions. In the postwar period, the Caribbean was affected by the major shifts in women’s employment out of the home and the yard away from the support of extended family networks. There was a rapid expansion of preschool services by private and charitable interests. The new and pressing demand was for a more custodial form of care rather than preschool education. Therefore, preschools today reflect this duality: they are both places for keeping children safe while the parent is at work and places where the “teachers” provide the children with instruction to get them “ready for school.”

Improving Children’s Life Chances

However, the challenge goes beyond establishing a high-quality curriculum model in existing preschools to expanding access to preschools of quality to those who have none at all. Access to services across the region varies widely from 59 to 95 percent. Either the poor find themselves unable to access services, or they access services of poor quality. Although generally classified as middle income countries by the World Bank, Caribbean nations have very low economic growth. By the end of 2003 “14 of 15 Caribbean countries ranked in the top 30 of the world’s highly indebted emerging market countries . . . with seven among the top 10.”

This economic performance is further compromised by the countries’ vulnerability to

In 2008, HighScope early childhood specialists visited each of the four countries in the UNICEF-sponsored preschool project (Antigua and Barbuda, Dominica, Grenada, and St. Kitts and Nevis) to discuss the current status of their curricula (i.e., level of implementation) and to establish a baseline of data of that would indicate the quality of their programs’ early childhood services. Based on their observations and notes, the HighScope specialists, along with trained Caribbean educational officers, completed the Program Quality Assessment (PQA) tool in a small sample of settings across the four countries. The results of the PQA findings agreed with the ECERS findings (see p. 18) in that across the different areas assessed — for example, the learning environment, daily routine, and adult-child interactions — St. Kitts and Nevis scored higher in comparison to the three other countries. However, these findings also showed the degree of implementation of the HighScope Curriculum in St. Kitts and Nevis. The specialists discovered that St. Kitts and Nevis were using a very old version of the HighScope Curriculum, The Cognitively Oriented Curriculum, with which they were trained back in the 1980s.

Over the years, programs in St. Kitts and Nevis had continued using the HighScope Curriculum, but teachers were being trained by a training school called SERWOL, which used a thematic and direct-instruction approach to teaching young children. Vanta Walters, coordinator of the early childhood department in the Ministry of Education in St. Kitts and Nevis, stated during our visit that this combination has created great confusion, with teachers not knowing the purpose of what they are doing and why. Presently, one can see clear evidence of components of the HighScope Curriculum in the classrooms, particularly in the daily routine (e.g., plan-do-review, large- and small-group time) and the learning environment (i.e., classrooms are divided into areas, materials are labeled). What is so unique about this process is that even though St. Kitts and Nevis had not maintained communication with HighScope or received curriculum or training updates since the 1980s, the quality of their early childhood services was still higher compared to countries that had not used the HighScope Curriculum.

Currently, the four countries are completing the final work of the Eastern Caribbean and UNICEF project, participating in a Materials Study that involves training teachers in how to use materials appropriately with children and how to engage children in the use of materials. Each country has also decided to adopt the HighScope Curriculum, in addition to a supplemental guide, also provided by HighScope, to supporting young children’s spiritual development. Three model classrooms in each country will begin implementing the HighScope Curriculum. These settings will then serve as demonstration classrooms where others can visit and observe the curriculum in action. They will also provide an example of high-quality child care and education for policymakers and the Ministries of Education.

Educational officers and teachers in each country received a one-week overview of the HighScope Curriculum training and are now implementing this in their model settings. Each project coordinator will attend the HighScope International Conference in May 2009 to further their knowledge and understanding of the HighScope Curriculum and training as well as to see it in action in HighScope’s Demonstration Preschool. A meeting will be held with country coordinators, UNICEF, and HighScope to discuss future work and training in each of the countries. Three other Caribbean countries (St. Vincent and the Grenadines, Montserrat and Turks, and Caicos) have been invited by UNICEF to attend to discuss future work in their countries.

— Shannon Lockhart
HighScope Early Childhood Specialist

Building a HighScope Program: Family Child Care Programs

In this book, learn how family child care providers successfully adapt their homes into active learning spaces, work with a mixed-age group, find time to observe children and develop lesson plans, find suitable professional development opportunities, and address many other challenges unique to family child care.

SP-P1283 $12.95

2 Sahay, Ratna (2005), Stabilisation, Debt and Fiscal Policy in the Caribbean. IMF Working Paper WP/05/26
hurricanes and other natural disasters. The impact of hurricanes on the early childhood sector was amply demonstrated by the impact of Hurricane Ivan in Grenada in 2004. The hurricane destroyed 45 percent of the preschools. All the remaining centers were significantly damaged. In addition, furniture and materials were destroyed by exposure to water and wind. Children were also much traumatized.3

On the social front, the countries are being increasingly challenged by high incidences of HIV/AIDS, rising crime, and drug trafficking. The average HIV/AIDS prevalence rate is 2.1 percent, with a range of between 0.1 and 6.1 percent. This has placed the Caribbean second only to Sub-Saharan Africa in terms of HIV prevalence rates. It has also placed a number of new issues on the development agenda, including that of providing for increasing numbers of orphans, estimated at between 4 percent and 15 percent of children at the end of 2003.

The context within which preschool programming is located is therefore one in which the Caribbean governments are operating under significant fiscal constraints, while having to contend with a range of social and economic challenges, all demanding urgent attention. Although governments have committed to action to strengthen and improve services under the Caribbean Plan for early childhood development (1997), they have faced real constraints in doing so. Priority has been given to developing systems for licensing, certification, and monitoring of services. In 2004, eighteen countries in the Caribbean Community and Common Market (CARICOM) developed a common strategy for curriculum development in early childhood by working together to construct a common Learning Goals and Outcomes framework across six strands of development: wellness, resilience, valuing culture, effective communication, intellectual empowerment, and respect for self, others and the environment. However, not all these countries have the capacity to develop a curriculum or to implement one, and less than a quarter of them have early childhood teacher training. By 2007, only a handful of countries had either national plans or policies or governance structures.

The St. Kitts and Nevis Story

The St. Kitts and Nevis story4 of the early 1980s is an example of a productive mix of inputs: the vision and policy of government; the availability of funds from an external source to supplement national resources; the systems to sustain the inputs over the long term; the valuable experience and the practical application of that experience to the St. Kitts and Nevis context by HighScope; and the quality of the leadership, commitment, and energy for the “long haul” of the Kittitian and Nevisian early childhood leaders.

The challenge goes beyond establishing a high-quality curriculum model in existing preschools to expanding access to quality preschools to those who have none at all.

Why is the St. Kitts and Nevis story of collaboration with HighScope important today for many other Caribbean countries? The main answer is that the curriculum model that the country learned from HighScope appears to be the main engine for sustaining the quality of the service provided in the early childhood centers today. I say “appears” as there has not been a research study undertaken to compare centers that use the HighScope approach compared with those that do not and that has controlled for all the other variables. However, there have

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5 Antigua Barbuda, Dominica, St. Vincent and the Grenadines, Grenada, St. Lucia, Montserrat, the Bahamas, Jamaica, St. Kitts and Nevis
Roving Care for Infants and Toddlers
HighScope joins a home visiting project in the Eastern Caribbean

The following article is adapted from The Roving Caregivers Early Childhood Home Visiting Programme — Guide for Training Rovers (2nd ed.) by Julie Hoelscher.

As part of an effort to improve early childhood services for at-risk infants and toddlers in the Eastern Caribbean, HighScope is working with the Roving Caregivers Programme (RCP), a home visiting project in Dominica, Grenada, St. Lucia, St. Vincent, and the Grenadines. HighScope will provide a supplemental guide to the program, with the goal of helping local educators shift curriculum and training from a directive model to a more interactive, guided-participation model for home visits and group activities. HighScope is also providing training and technical assistance to RCP regional supervisors, which will enable them to train and provide observation and feedback to Rovers as they implement the new model.

The Roving Caregivers Programme is a non-formal early childhood intervention for families with children from birth through age three who do not have access to formal early childhood education. Caregivers or “Rovers” work in their home communities and make regular home visits, on foot, to families within the rural community. The visits involve sharing information with families about early development, health, and safety as well as engaging children in play and specific learning activities. Rovers model appropriate adult strategies to support children’s cognitive, emotional, social, and physical development during a play period with a child or group of neighborhood children. The Rovers also bring parents together monthly to build relationships, provide encouragement, participate in parent education, and develop ideas for generating income. Training is central to the RCP — rovers and parents are trained to use developmentally appropriate practices in early care and education.

Assessment of the programme is ongoing and is documented in the following manner: Rovers plan and report on their home visits. Activities are planned for children using the Caribbean Learning Outcomes and the HighScope key learning experiences for infants and toddlers (see sidebar for a sample activity). Supervisors complete written performance evaluations for each Rover and provide targeted feedback, training, and support.

Initially, the Roving Caregivers programme began in 1992 in the parish of Clarendon, Jamaica, as part of the Teenage Mothers Project. This project has since evolved into the Rural Family Support Organization (RuFamSo). The home visiting project was designed to provide early stimulation to the young child and mother, and to provide training to a cadre of young caregivers, often chosen based on the recommendations of secondary school personnel. Funding for the project was provided by the Bernard van Leer Foundation, the United Nations Children’s Fund (UNICEF), and the Environmental Foundation of Jamaica (EFJ).

In 2007, CCSI contacted the HighScope Educational Research Foundation to further develop the Roving Caregivers Programme. Specifically, HighScope was asked to update current training materials in care and education to reflect current research and best practices, to provide measurable program assessment, to provide training to Roving Caregiver supervisors, and to supply ongoing training support.

Today, the RCP has been replicated in the countries of Dominica, Grenada, St. Lucia, and St. Vincent. The project continues to be supported by the Bernard van Leer Foundation, whose mission is to provide opportunities for children up to age eight who are growing up in socially and economically difficult circumstances. Funding is provided through partnerships with public, private, and community-based organizations. From these funds, the Roving Caregivers project in the Eastern Caribbean is supported through the Caribbean Child Support Initiative (CCSI) and managed by the Caribbean Centre for Development Administration (CARICAD).

HighScope’s work with the RCP draws on its long history of research into infant-toddler development and on the research-based components of its Infant-Toddler Curriculum — including proven teaching practices, curriculum content, assessment tools, and a training model. The Roving Caregiver’s Early Childhood Home Visiting Programme Guide for Training Rovers (2nd ed.) provides adult training activities in active participatory learning, adult-child interaction, and family relationship building.

— Julie Hoelscher
HighScope Early Childhood Specialist

Sample Unit Activity

Each activity unit includes sections on Family Messages, Infant Activities, Toddler Activities, Family Relationship Building/Toy Making; and Packing-up Messages.

Learning Activities for Infants: 20 minutes

• Tie a string to a bottle. Show the infant how to pull the string to reach the bottle.
• Provide metal or plastic jar lids, bells, and plastic containers for the infant to play with.
• Allow the infant an opportunity to bang a shaker on a hard surface.

Learning Outcomes: Resilience — Continue to explore what they can do on their own and what they can do if given support. Intellectual Empowerment, Learning for Application to Real Situations and Problem Solving — Become more mobile and therefore more familiar with a wider group of toys, objects, and people. Learning for Creativity and Imagination — Make associations between objects and their functions or uses.

Photo courtesy of Bernard van Leer Foundation
been national surveys over the last eight years in nine Caribbean countries\(^6\) using the Early Childhood Environments Rating Scale, Revised Edition (ECERS-R, 1998),\(^5\) which have shown on every item in the scale that the early childhood centers in St. Kitts and Nevis score consistently higher than in other countries in the region. The surveys showed that the majority of early childhood development services in other Caribbean countries failed to meet a minimal level.

What is of special significance for other Caribbean countries when considering the differences in their scores to those in St. Kitts and Nevis is that the scores in St. Kitts and Nevis were higher in both the government-owned and the privately operated centers. Although there are marked differences in quality between private and government-owned provision in St. Kitts and Nevis, almost every center in the private sector has provided minimal or good quality environments. Therefore, the improvements in quality achieved in St. Kitts and Nevis have been felt across the sector and not only in the government-owned centers.

The contribution of HighScope to the curriculum developed in St. Kitts and Nevis is strongly associated by the early childhood practitioners in the country with the quality of learning environments. As Janet Brown wrote in 2000 to David Weikart, former President of HighScope, the HighScope Curriculum on St. Kitts and Nevis still looked like HighScope. Jeanne Montie acknowledged in 2006 that “This is, no doubt, due to the continuing commitment of the Ministry of Education and the individual teachers and administrators.”\(^7\)

If the HighScope Curriculum works in St. Kitts and Nevis, it is likely to be just as useful elsewhere in the region. The St. Kitts and Nevis staff seem to be self-assured in the structures and principles adopted and clear about what the curriculum aims to achieve and how. Despite the economic and social pressures in St. Kitts and Nevis, similar to other Caribbean countries, compounded by the lack of preschool teacher training in the country, there is a robust loyalty to the main principles of the HighScope Curriculum. Therefore, when the UNICEF Eastern Caribbean Office was successful in obtaining funds from the government of Italy for the improvement of early childhood education in four countries\(^8\) of the Caribbean, it invited HighScope to assist with curriculum development in those countries, focusing especially on identifying and putting into use the materials early childhood centers would need and providing training in each country. HighScope has become the main partner in each of the four countries in the development of a high-quality program for vulnerable, poor children. The main aim is to make the programs accessible in two or three centers to provide the impetus for change in the early childhood sector as a whole in each country.

This article is based on a presentation made at the 2008 HighScope International Conference, Ypsilanti, Michigan.

Sian Williams is the Caribbean Early Childhood Development Adviser, UNICEF Jamaica Office.

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\(^{6}\) The Early Childhood Environment Rating Scale (Revised) is one of the most widely used observational measures for describing characteristics of early childhood care and education environments based on current definitions of best practice and on findings from research relating practice to child outcomes in learning and development. It has been shown in studies worldwide to have good predictive validity.


\(^{8}\) Antigua Barbuda, St. Kitts and Nevis, Grenada, Dominica
session, that is, how they will introduce and distribute the materials. They think about the middle, or how they will support and extend children’s learning. And they think about the end, that is, how they will bring the activity to a close, clean up materials, and make the transition to the next part of the day’s routine.

Beginning. Children arrive eager to begin work so teachers engage them as soon as they arrive at the gathering place. Teachers make a brief introductory statement or offer a simple challenge, such as Today we have boxes in different sizes and some small, medium, and large bears. I wonder what we can do with them; or Let’s see what we can find out about this book by looking at the picture on the cover.

Middle. Once children have begun to work with the materials, the teacher’s role is to pay attention to their actions and ideas, scaffold learning, and encourage them to interact with and learn from one another. Adults do this by closely attending to each child, getting down to their physical level, watching and listening to them, imitating and building on their actions, and following their leads. They converse with children, asking questions sparingly, encouraging children to solve problems, and referring them to one another for ideas and assistance. Teachers also support children’s highly individual use of materials and their observations about what they are doing and learning. In fact, one indication of an effective small-group time is the sheer variety of ideas the children come up with, often surprising their teachers!

End. Letting children know when small-group time is about to end with a two- or three-minute warning gives children control over how to bring the session to closure. Some may be ready to stop while others may want to store what they are doing to continue at work time the following day. Also, while small-group time has a predetermined ending, children will nevertheless finish what they are doing at different times. On any given day, some children will be done with the materials and activity quickly, while others will want to linger. Teachers therefore schedule the day so children can move (transition) to the next segment as they are ready.

Perhaps the best indication that a small-group time has been successful is when children continue to use the materials and explore the ideas in their own ways.

Following up. Children — and teachers — emerge from small groups with many ideas about how to continue and extend the excitement and learning that occurred during an activity. Based on what teachers see and hear from children, they may add new materials to the classroom, plan related small- or large-group activities, use part of the activity as a basis for a planning or recall strategy, or take an idea and use it as the spark for an engaging transition. Perhaps the best indication that a small-group time has been successful is when children continue to use the materials and explore the ideas in their own ways during work/choice time or other parts of the daily routine. Parents can often provide comparable materials and experiences with their children at home as well.

Small-Group Times to Scaffold Early Learning

Small-group time in a HighScope setting is based on the practices of active participatory learning, as children engage in activities that build on their natural curiosity and interests. This book presents 52 small-group activities based on five curriculum content areas to support children at different developmental levels.

SP-P1370 $25.95
SPARK Mississippi is one of seven grantees of the Supporting Partnerships to Assure Ready Kids (SPARK) initiative of the W. K. Kellogg Foundation, whose goal is to help create a seamless transition into school for vulnerable children ages three to eight. The SPARK strategy is based upon the belief that the stronger and more effective the alignment among various partners, the greater the learning outcomes for children. The SPARK program in Mississippi is housed at the Southern Regional Office of the Children's Defense Fund in Jackson. The CDF is one of the leading national proponents of policies and programs that provide children with the resources they need to succeed. The organization champions policies that will lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education, and a moral and spiritual foundation.

Following the guiding principles of the Children's Defense Fund and the W. K. Kellogg Foundation, SPARK Mississippi strives to ensure that the vulnerable children in our districts are ready for school and that our schools are ready for children. A $5 million initiative, SPARK Mississippi has served over 800 Mississippi children ages three to eight who reside mainly in the Delta region, a predominantly rural area of the state overwhelmed by poverty, unemployment, low-performing schools, and high dropout rates. Additionally, SPARK Mississippi serves children in the Pearl area, which is a part of the Jackson Metropolitan area of the state. In these areas, SPARK is fostering readiness for success by calling upon communities, families, and schools to share in the responsibility of getting kids ready for school. Our focus is to link local early care and education with schools and the broader community by helping to establish partnerships that include parents, schools, child care and early education providers, child advocacy groups, Head Start providers, faith leaders, state and local government agencies, and businesses.

Getting Schools Ready

While SPARK’s major tagline is “Ready Kids and Families, Ready Communities, and Ready Schools,” a critical step in getting a school ready for children is defining what a “ready school” actually is. While some states are adopting formal definitions of “school readiness,” educators do not necessarily always agree on which curricula, teaching practices, and learning environments comprise a ready school. In an effort to create a more concrete definition of the term “ready school,” the Kellogg Foundation made a grant to HighScope to develop a concrete assessment tool and resources. HighScope’s Ready School Assessment (RSA) is a questionnaire and rating scale for profiling a school’s readiness. The assessment centers on eight dimensions of schools’ readiness — Leaders and Leadership; Transitions; Teacher Supports; Engaging Environments; Effective Curricula; Family, School, and Community Partnerships; Respecting Diversity; and Assessing Progress.

A few years ago, the director of the Miami-Dade SPARK Project in Florida, Ana Sejek, referred me to HighScope. She had done some work with the foundation and had been very impressed. After having some preliminary discussions with HighScope about the RSA, I set up plans for an initial introductory training on the ready school assessment process, not only with current SPARK staff but also with around 60 educators from the Central Mississippi area. We then had a follow-up training for our local SPARK teams — representatives from each of our local children’s partnerships (LCPs) who help the schools complete the RSA.

SPARK Mississippi has established LCPs in each one of our five communities. These LCPs include government officials, business leaders, child care center teachers and administrators, public school teachers, faith-based leaders, school administrators, parents, and SPARK staff. Together they create plans for improving the quality of early childhood education in their communities. SPARK staff work with the LCPs to create the link between community early care and education programs and the public schools. Schools are fully included in the planning process to improve the quality of community early care and education.

In order to assure that schools are also ready for children, schools can access direct funding for transition and classroom quality improvement in the early grades. A ready school assessment contract and checklist require participating school districts to meet certain requirements and develop a timeline of activities specifically focused on transition plans that ensure school districts work with the members of the ECE programs in their communities. The contract further outlines the development of classroom improvement plans based on evaluation findings. Funding to upgrade individual classroom and overall school environments is allocated based on these plans (www.wkkf.org).

The Importance of Evidence

We thought the RSA was the way for the schools in our districts to go. What impressed us most about this tool is the fact that the RSA is a self-assessment that
To find a self-assessment that required that was the first time that had ever happened. In most of our communities, this early childhood education at least on a quarterly basis. In most of our communities, this was the first time that had ever happened. To find a self-assessment that required that requires evidence. The beauty of the way HighScope has structured the RSA is that participants have to provide documentation to back up what it is they say they have accomplished; they cannot simply check off items from a list. The evidence and documentation required by the RSA takes the assessment to another level; it allows the results to stand up to any researcher or evaluation team that wants verification that participants have actually done what they claim. This is why I say the RSA is one of the best assessments I have seen.

A self-assessment is also much more effective than having an outside person come in to evaluate the school district. In general, most school officials are a bit standoffish when it comes to evaluations and assessments, especially when someone from an outside entity comes in to conduct it. The RSA provides a much more comfortable process, and it is a project participants can buy into because they are doing it themselves with some technical assistance provided as needed.

The fact that you have to have a group of school stakeholders — a school administrator, a community person, a kindergarten teacher, a preschool teacher, and a parent, for example — fits directly with Kellogg’s idea of how SPARK partnerships are developed in order to move forward for children. We require our LCPs to have all these stakeholders around the table discussing issues of early childhood education at least on a quarterly basis. In most of our communities, this was the first time that had ever happened. To find a self-assessment that required that key people be part of a team process, just as we did at SPARK, was icing on the cake for us. It also validated that the way we had designed SPARK in Mississippi, based on a community engagement model, was in line with what the Kellogg Foundation recommended early on for this early education demonstration model.

All of our five districts have been trained to use the RSA and have begun the process. We have completed what we call a pre-assessment; our schools have been gathering their evidence over the past two years and getting adjusted to the self-assessment concept. We are now working closely with HighScope researchers and staff to look at all the input and results, and trying to home in on the areas where the school districts have the greatest needs or weaknesses. We are going to develop a plan — an improvement plan to address and correct these areas of need — and then do a post-assessment in order to show the improvement. We also plan to use the RSA as a major part of our evaluation. We hope that this instrument will help us demonstrate how SPARK has helped these school districts evolve and improve over time.

The results of the RSA vary from district to district, as we expected, but we have a better idea now of the specific areas we have to work on — for example, effective curricula and transitions — to improve school readiness for our children.

Don’t Reinvent the Wheel

One of the best things about HighScope’s RSA is that it is already available. Often the tendency when embarking on a new approach is for organizations to start from scratch by designing something new instead of looking out there to see what already exists. When we saw the RSA, our SPARK team realized that we couldn’t have conceived of a better way to design an assessment tool that would give us solid data on where our schools were in terms of the major school readiness categories. HighScope has the expertise in this area, so it’s more beneficial to us for them to do this part of the work than it is for us to devote all kinds of additional hours, time, money, and resources trying to come up with something new. The same is true for state departments of education and smaller districts with limited resources and manpower. In many cases, the same information gathered for the RSA can be used by these districts to apply for grants and leverage additional funding. It’s important for school administrators to look and see what’s already out there instead of spending a lot of money to reinvent something that doesn’t have to be invented.

SPARK Mississippi is now pushing all of our schools to strive toward Ready Schools certification. We plan to reward our participating school districts as Ready Schools by developing an incentive program (such as a plaque or a banner, additional resources for classroom improvement, for example) so that schools will be motivated to continue the self-assessment process, maintain their certification, and feel that there is some significance in doing it. Ultimately, we want to see this approach taken statewide.

Rhea Williams-Bishop is the Executive Director of SPARK Mississippi and the Deputy Director of the Southern Regional Office of the Children’s Defense Fund.
Training

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 experiences, 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.

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 Web site at highscope.org

Spotlight on Training from HighScope

HighScope is for Elementary-Age Students Too!
- Kindergarten Teachers
- Primary Grade Teachers
- Principals
- Child Care Staff
- Curriculum Specialists
- Mentor Teachers
Wondering what happens to pre-K children when they enter big school? HighScope now offers a workshop that examines the HighScope Curriculum in elementary grade classrooms. Discover what plan-do-review looks like in a K–3 classroom, learn how to plan meaningful content workshops, and gain practical ideas for setting up a learning environment that meets local, state, and regional guidelines and HighScope principles.
Tuition: $695/person
July 13–17, 2009
Offered on site in West Palm Beach, FL

Customized Workshops by HighScope
Classrooms and child care programs are unique. HighScope staff is 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 training plans for teachers and supervisors. With input from teaching staff, parents, and others, HighScope can design a course agenda to deliver to fifteen workshop participants. Fees for customized services are $1,200/day plus travel expenses.

Online Courses
- Large-Group Time for Active Learners, $125/person
- HighScope’s Child Planning and Recall Process, $125/person
- Small-Group Time for Active Learners, $125/person
- Assessing Preschool Program Quality Using the PQA, $125/person
- Child Observation Record (COR), $240/person
Watch highscope.org for dates!
### WORKSHOPS

**Summer 2009**
HighScope offers the following workshops and courses at the foundation’s headquarters in Ypsilanti, Michigan. Workshops provide examination and discussion about a specific component of the HighScope Curriculum. Training Courses provide teachers with all of the technical assistance to fully implement the curriculum and to build the capacity to provide ongoing support to their colleagues.

**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 Curriculum for Infants and Toddlers. This is a perfect opportunity for Early Head Start teachers, Head Start teachers, program administrators, and parents.

**IN543 • July 13–17, 2009 • $500/person**

**Infant-Toddler Child Observation Record (COR)**
In this two-day workshop, participants will work through a multistep approach to the daily process of observing, recording, interpreting, and planning based on infant-toddler development.

**WK547 • July 13–14, 2009 • $225/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 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.

**IN511 • June 22–26, 2009 or July 27–31, 2009 • $500/person**

**Preschool Child Observation Record (COR)**
This workshop provides teachers with background, knowledge, and practical applications of the COR. The Preschool COR focuses on children’s everyday activities rather than isolated tasks used in standardized school readiness and achievement tests.

**WK513 • July 15–16, 2009 • $225/person**

### TRAINING COURSES

**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.

**Week 1**
**Fundamentals in the HighScope Preschool Curriculum**
**TE511 • August 3–7, 2009**

**Week 2**
**Children in the HighScope Preschool Environment**
**TE512 • August 10–14, 2009**

**Weeks 3–4**
**Summer of 2010**
**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 the HighScope Foundation 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.

**Week 1 Developing and Presenting Workshops**
**TR51 • July 20–24, 2009**

**Week 2 Observation/Feedback**
**TR516 • July 27–31, 2009**

**Week 3**
**TR517 • Summer 2010**

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, or via e-mail at training@highscope.org, or visit our Web site at highscope.org.

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

Take a closer look at our newest titles!

We have just introduced some exciting products and classroom resources. Take a moment to read about them and then look at our list of featured products. These are just a few of the many titles featured in our latest catalog.

To see what else we have to offer, visit our online store at highscope.org.

**Numbers Plus® Preschool Mathematics Curriculum**

An exciting way to teach math to young children! The Numbers Plus Preschool Mathematics Curriculum is a comprehensive set of detailed plans for small- and large-group early mathematics activities, with ideas for extending learning throughout the program day. What’s special about Numbers Plus is that children’s mathematical learning is sequenced within activities — each activity has a built-in progression so children of different developmental and ability levels can participate together and have a positive and meaningful learning experience. By actively engaging young children with materials and ideas, Numbers Plus builds on the latest knowledge from research and practice about early mathematics learning and how adults support it.

Aligned with the standards of the National Council of Teachers of Mathematics, and developed under a grant from the Institute for Education Sciences, U.S. Department of Education, the 120 activities in Numbers Plus are divided into five content areas:

- Number Sense and Operations
- Geometry
- Measurement
- Algebra
- Data Analysis

To help you plan and implement Numbers Plus math activities, each kit contains the following items:

- 120 activity cards
- 5 content area dividers
- Teacher’s manual
- 25 English-Spanish parent booklets
  (also available separately)

**Helping Your Young Child Learn About Mathematics**

Mathematics is all around us. Young children, like adults, use math every day without even realizing it. The everyday experiences children have in the early years with math will help prepare them for later learning about topics such as geometry, algebra, and data analysis.

This English-Spanish booklet provides many everyday activities parents can use at home to give their children the mathematics skills to succeed in school and in life. This parent booklet is also a component of the Numbers Plus Mathematics Curriculum.

**Setting Up the Preschool Classroom**

This book is designed to help preschool teachers arrange and equip their classroom or center, including the outdoor play space. In addition to explaining the principles of designing active learning preschool settings, it provides helpful strategies, detailed lists of equipment and materials, and sample classroom layouts to guide teachers in designing an entirely new learning environment or in making improvements to an existing space. The book is organized around specific interest areas (play spaces), with individual chapters on art, block, house, toy, reading and writing, computer, music and movement, sand and water, woodworking, and outdoor areas. Also included in the interest area chapters are suggestions for environments that include children with special needs or that serve seniors along with young children.

**Adult-Child Interaction: Communicating to Support Learning**

In supportive early childhood settings, adults’ nurturing relationships with children serve as the foundation for learning. Through this media program, you’ll gain strategies for interacting with children in three key areas: participating as partners in children’s play; conversing with children; and encouraging learning in curriculum content areas through adult scaffolding. With footage from the HighScope Demonstration Preschool, Part 1 of this program (23 mins.) offers an illustrated summary of strategies in these three areas, and Part 2 (25 mins.) offers a selection of unarrated scenes of adult-child interactions to discuss and consider. Includes viewer guide.

**The Indoor and Outdoor Learning Environment**

To support children’s active learning, adults in early childhood programs set up the learning environment to provide children with plentiful materials and choices about how to use them. This means designing the...
overall learning space with different interest areas and labeling and storage systems that provide children easy access to the items they wish to use in their play. This all-new media program includes examples from a variety of HighScope settings showing how adults can foster children’s initiative and creativity through a supportive learning environment, both indoors and outdoors.

Video: SP-P1358 $34.95
Color video, 40 minutes, viewer guide included. 978-1-57379-357-5
DVD: SP-P1359 $39.95
Color DVD, 40 minutes. 978-1-57379-358-2

Me, You, Us: Social-Emotional Learning in Preschool
Social-emotional learning is key to every child’s ability to manage feelings and to interact successfully with others. Early childhood educators say this skill set is as essential to school readiness as the academic learning areas. This book covers 11 separate topics of social-emotional learning — from developing a positive self-identity to creating and participating in a democracy — and offers numerous teaching strategies and suggestions for professional development. Through a comprehensive approach that draws on extensive research and discussion from the early childhood field, this book helps the thoughtful educator chart a path for young children to develop the social-emotional skills they need to succeed in school and in life. With a foreword by educator Lilian Katz. This book has been designated a comprehensive member benefit book by NAEYC.

SP-P1372 $25.95
A. S. Epstein. Soft cover, photos, 190 pages. 978-1-57379-425-1

Real Science in Preschool: Here, There, and Everywhere
Wondering how to “do science” with preschoolers? This book shows you how authentic, hands-on science learning takes place every day throughout the classroom as well as outdoors. You’ll learn to recognize and support the six behaviors that are part of the preschool scientific method (observing, classifying, experimenting, predicting, drawing conclusions, and communicating ideas) that you’ll see in all types of children’s play. Introductory chapters provide an overview of early science learning and supportive adult-child interactions, while later chapters take you on a tour of classroom interest areas to find the science learning going on and consider strategies and materials that encourage children’s ideas. Also includes information on creating science-related group-time activities based on children’s interests and templates for developing your own group-time activities.

SP-P1366 $25.95
P. Neill. Soft cover, photos, 166 pages. 978-1-57379-364-3

Small-Group Times to Scaffold Early Learning
Small-group time in a HighScope setting is based on the practices of active participatory learning, as children engage in activities that build on their natural curiosity and interests. This book presents 52 small-group activities based on five curricular content areas: language, literacy, and communication; mathematics; science and technology; the arts (visual art and music); and physical development, health, and well-being. Each activity follows a standard format with complete activity descriptions to help teachers plan, carry out, and follow up on activities. Early childhood teachers will find many ideas for new materials and ways of interacting with children in educationally meaningful ways.

The book includes step-by-step instructions for each activity; suggestions for how to adapt the activity and materials for children with special needs; content-area summaries describing how children master concepts and develop skills in each domain; and easy-to-read charts with examples of what children at different developmental levels may say and do during activities and suggestions for how adults can support children at each of these levels.

SP-P1370 $25.95
HighScope Early Childhood Staff. Soft cover, 153 pages. 978-1-57379-410-7

Letter Links Online
This online program complements the English and Spanish Letter Links books, enabling you to create a nametag for each child in your group, select a letter-linked picture, and print these out in various sizes and combinations quickly and easily. Users may select letter-linked pictures for words in both English and Spanish. The program also enables teachers to save, store, and print group lists of letter links. Each license is for one classroom’s use. E-mail address required to receive log-in information.

Program license only:
SP-P1373 $19.95 978-1-57379-442-8
Program license with Letter Links book (English):
SP-P1374SET $34.95 978-1-57379-443-5
Program license with Letter Links book (Spanish):
SP-P1375SET $34.95 978-1-57379-444-2

Storybook Talk: Conversations for Comprehension
“Let’s read it again!” is a phrase that teachers and parents are likely to hear often when reading with preschoolers. Storybook Talk shows you how to make reading and rereading a beloved book enjoyable for both children and adults while improving children’s comprehension. The book gives guidance on storybook selection and analysis and offers 63 strategies for inviting child talk during story reading that build children’s vocabulary as well as their ability to connect with stories, retell them, and predict what happens next. Research shows that when adults read interactively with children, the children build skills that motivate them to read and enable them to learn from reading. With Storybook Talk, you can help children experience reading as a source of both information and pleasure!

SP-P1354 $19.95
Educating Young Children: Active Learning Practices for Preschool and Child Care Programs (3rd Ed.)

Completely revised and updated, this manual is still the most complete guide to the HighScope Preschool Curriculum and a classic in the field that no early childhood professional should be without. Written for teachers, administrators, teacher-trainers, college students, and professors, the manual describes indispensable strategies for effective early childhood education. The third edition reflects HighScope’s new curriculum content framework based on 58 key developmental indicators (KDIs) organized in categories that closely parallel state and professional early childhood standards.

Topics include planning the physical setting; establishing a consistent daily routine that includes plan-do-review and small- and large-group times; using adult scaffolding and support strategies to help children acquire essential skills and concepts; establishing family partnerships; and team planning. The book explores in depth the new KDIs that make up the HighScope Curriculum content areas for preschoolers: approaches to learning; language, literacy, and communication; social and emotional development; physical development; mathematics; science and technology; social studies; and the arts. This new edition reflects both the latest research on early learning and time-tested educational practices based on over 40 years of rigorous studies coupled with classroom innovation. Complete with photos, checklists, sample classroom plans, and real-life scenarios. Includes the latest findings of HighScope’s landmark Perry Preschool Study.

Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum

This user-friendly guide presents a comprehensive overview of the HighScope Preschool Curriculum, covering theory, teaching practices, curriculum content, assessment, and training. With an appealing format that includes examples, checklists, teacher anecdotes, and hands-on exercises, this practical guide to implementing HighScope’s active learning approach is suitable for use by all early childhood educators as well as students preparing to enter the field.

Small-Group Times for Active Learners

While small-group-time activities are teacher planned, they are based on children’s interests and developmental levels. In sequences from a variety of HighScope settings, this program illustrates sources of ideas for small-group time, types of materials to use and how to organize them, and strategies teachers employ to support the individual ways in which children use materials throughout small-group time and in follow-up activities.

Large-Group Times for Active Learners (Video & DVD)

Plan successful large-group times that combine fun and learning — this program shows you how! With sequences from large-group times at the HighScope Demonstration Preschool, this program lets you watch HighScope teachers plan, implement, and review a variety of engaging large-group activities that give children opportunities to make choices while participating in developmentally important experiences.

The teachers also discuss how to adapt activities for children with special needs so that all children can be successful, active learners.

“I Know What’s Next!” Preschool Transitions Without Tears or Turmoil

Transitions — the times in the preschool day when children experience a change in activity, location, or caregivers — can create stress for both adults and children. This book provides guidelines that help teachers understand transitions from the child’s point of view, along with a host of strategies, songs, games, and other experiences that are useful for particular transitions. Included are ideas for drop-off and pick-up times, the times before and after each part of the daily routine, and the transition to kindergarten. Also offered are parent handouts, real-life transition scenarios, photos, and illustrations.

Large-Group Activities for Active Learners

This book presents 50 engaging large-group activities that stimulate children’s creativity, help them learn skills and concepts, and introduce them to a wide range of new and thought-provoking experiences. Designed for early childhood professionals, this book contains valuable ideas for action songs, group storytelling, movement activities, and cooperative games and projects.

50 Large-Group Activities for Active Learners

This book presents 50 engaging large-group activities that stimulate children’s creativity, help them learn skills and concepts, and introduce them to a wide range of new and thought-provoking experiences. Designed for early childhood professionals, this book contains valuable ideas for action songs, group storytelling, movement activities, and cooperative games and projects.

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“I’m Older Than You. I’m Five!” Math in the Preschool Classroom  
Young children need math concepts presented intentionally and systematically, yet in a way that also respects their concrete thinking and their need to learn by exploring hands-on materials. This book presents 50 early math activities that meet these needs for preschoolers. The activities build on children’s natural interests and offer children the time and freedom to construct and reflect on math ideas. Aligned with the early childhood standards of the National Council of Teachers of Mathematics, the activities in I’m Older Than You will help children gain competence in these early math concepts: classification, seriation, number, space, and time. (Teacher’s Idea Book Series)  
SP-P1248  $25.95  
1-57379-221-7

Explore and Learn Quick Cards: 50 Activities for Large Groups  
This set is the second in the Explore and Learn Quick Cards Series. Each durable, easy-to-use card contains a large-group activity plan that describes the originating idea; the materials needed; the curriculum content areas; and the process for conducting the activity, including an opener, the main part of the activity, the transition to the next activity, including an opener, the main part of the activity, the transition to the next activity, including an opener, the main part of the activity, the transition to the next activity, and the accommodations for children with special needs. Colorful dividers organize the activities into five sections:  
- Easy-to-join activities for starting large-group times  
- Songs, fingerplays, and chants  
- Storytelling and story reenactments  
- Movement activities  
- Cooperative games and projects  
Additional cards describe numerous teaching strategies for planning and conducting large-group activities. The cards are three-hole drilled to fit in a notebook and may also be stored in hanging files in a file cabinet or in the HighScope Teacher Resources box. The cards include the activities found in the 50 Large-Group Activities for Active Learners book.  
From Message to Meaning: Using a Daily Message Board in the Preschool Classroom  
When teachers and children read the daily message board together at greeting time, they engage in a shared reading experience that leads to conversation and the exchange of ideas. The message board — whether a dry-erase board, easel pad, chalkboard or similar surface — provides children with important information about the day ahead. As active participants in deciphering the information presented on the message board, children are more likely to remember it. This knowledge helps children to feel more secure in the classroom; as a result, they are able to act more independently and move more easily from one part of the day to the next.  
This book describes the benefits of using a daily message board at greeting time, guides teachers through the process of creating messages, and offers strategies for making the message board an engaging and interactive experience for children. This book also includes  
- Strategies for incorporating a daily message board into your own early childhood program  
- Guidelines for “writing” messages  
- Classroom examples with illustrations of actual messages  
- Tips for follow-up activities  
SP-P1355  $19.95  

Tasty Talk: 40 Mealtime Conversation Starters  
You can make snack- and mealtimes important learning times for preschool children! Tasty Talk: 40 Mealtime Conversation Starters puts ideas for conversation and simple games at your fingertips so you can get children thinking, talking, reflecting, and sharing on a variety of subjects while enjoying a snack or meal. In addition to helping boost children’s literacy and social skills, these ideas can help children engage with other key curriculum content through playful talk with adults and other children.  
SP-P1357  $14.95  
B. Marshall. 4¾” x 5” 2-color cards in 4¾” x 5½” metal lunch box.  
978-1-57379-356-8

The Song Book  
All children enjoy songs, and they all have their favorites. The Song Book gives children the opportunity to select songs or nursery rhymes to be used at large-group time. This valuable resource provides a visual reminder of the children’s favorites in pictures and words, to help children make their selection. Each page of The Song Book includes a picture that relates to the song/rhyme title as well as the title itself spelled out (lyrics of the songs are not included). A total of 25 favorite well-known children’s songs and rhymes are included. Each card is three-hole punched so you can easily place the cards in a binder. And, if there are additional songs that are popular with the children you serve, customize your Song Book by simply adding pages with appropriate pictures and titles.  
SP-PC1005  $24.95  
978-1-57379-352-0
Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings

Caregivers in infant-toddler group settings will welcome this manual describing HighScope’s active learning approach with babies and children under preschool age. It’s all there — the elements of active learning; key experiences for sensory-motor learners; the organization of space and materials; children’s daily schedules and caregiving routines; and adult support based on child observation, team planning, and partnerships with parents. Learn how these all come together to promote tender care and early learning for the “under threes” in HighScope child care centers and child care homes!

SP-F1046 $42.95
J. Post & M. Hohmann. Soft cover, illustrated, 384 pages. 1-57379-090-7

Infant-Toddler Programs

Caregivers in infant-toddler programs are faced with accommodating the individual schedules of the infants in their program while working with active toddlers. In this book, find out how caregivers use the child-centered HighScope approach to meet individual children’s needs in a flexible daily routine that includes adult planning time. (Building a HighScope Program Series)

SP-P1284 $12.95
T. S. Kruse. Soft cover, illustrated, 84 pages. 1-57379-266-7

HighScope Step by Step: Lesson Plans for the First 30 Days

This appealing guide puts 30 days of ready-to-use HighScope lesson plans right at your fingertips! For teachers new to HighScope, there are six weeks of user-friendly plans that build on children’s developing skills and model the HighScope active participatory learning approach. Teachers experienced with HighScope will find the book a ready source of new ideas. Each lesson plan includes activities for greeting time, plan-do-review, and small- and large-group times. Suggestions for observing children and developing follow-up ideas are also provided. Most of the plans offer additional ideas for outside time, meal conversations, and/or parent involvement. The book also includes tips, adult-child interaction strategies, and reproducible lesson planning sheets to help teachers learn to create an active learning environment step by step! Also includes a music CD along with guidelines for using selections at large-group times, cleanup times, and other parts of the daily routine.

SP-P1346 $34.95

Multicultural Programs

This book looks at the role of culture in early childhood programs and offers practical strategies for working with culturally and linguistically diverse children and families. Learn how the HighScope Curriculum — by recognizing each child as an individual with a unique background — can be used effectively across cultures. You’ll find out how to promote cross-cultural sharing in the classroom, bridge home-school differences, implement conflict resolution strategies when children speak different languages, and create a daily routine that maximizes language and literacy-learning opportunities. (Building a HighScope Program Series)

SP-P1319 $15.95
T. S. Kruse with P. Neill. Soft cover, photos, 100 pages. 978-1-57379-267-7

Family Care Settings

This book addresses full-day preschool programs that serve preschoolers in center-based settings. Due to the longer hours of program operation, many of the issues addressed relate to the daily routine. Acquire tips on repeating parts of the daily routine, working with children attending part-time, encouraging active learning during bodily care routines, coordinating staff schedules for team planning and parent communication, and many other issues. (Building a HighScope Program Series)

SP-P1283 $12.95
T. S. Kruse. Soft cover, illustrated, 68 pages. 1-57379-264-0

I Belong: Active Learning for Children With Special Needs

Does the HighScope Preschool Curriculum work with children with special needs? The answer is an unmistakable yes. While current teaching practices in the field of special education are often based on correcting children’s “deficits,” the HighScope educational model builds on and maximizes their strengths and abilities, recognizing each child’s individual needs and developmental differences. The authors — experts in the field of special education with more than 40 years of teaching and therapy experience between them — explore how children with special needs gain the same positive results of the HighScope approach as do their typically developing peers.

I Belong includes practical strategies and real-life examples of the authors’ applications and adaptations of the HighScope Curriculum in a variety of preschool settings.
serving children with special needs. The elements of the HighScope daily routine, with specific ideas for accommodations for special needs children, are covered in depth. Throughout the book, the authors address the issue of integrating curriculum and therapy and detail how the HighScope Curriculum can facilitate the process of meeting Individualized Education Program (IEP) goals. 

**HighScope for Children With Special Needs: A Developmental Approach**

Children with special needs are eager, successful learners in HighScope classrooms. In sequences from several inclusive settings, watch HighScope teachers model the process of incorporating key learning experiences and Individualized Education Program (IEP) goals within the daily routine.

**Fee, Fie, Phonemic Awareness — 130 Prereading Activities for Preschoolers**

This book focuses on phonemic awareness — the ability to recognize the smallest sound units that make up words — identified by reading experts as an essential skill that prepares children for reading. The book offers more than 130 activities to meet the standard of 20 hours of phonemic awareness practice recommended for all preschool children by the National Reading Panel and endorsed by the U. S. Department of Education.

**Making Connections: Movement, Music, & Literacy**

The activities in this book are planned around curriculum concepts in movement, music, and literacy and will keep your pre-schoolers or early elementary children moving and singing as they develop concrete literacy skills.

Each activity includes an easy-to-follow plan, and activities are labeled so that teachers can quickly locate the activities best suited for the age level of their children. The attached CD contains recordings that complement many of the activities in this book.
Movement Plus Music: Activities for Children Ages 3 to 7, 3rd Ed.

This revised and expanded book of activities and accompanying CD will enable you to provide many opportunities for children to experience the fun and creativity of music. While enjoying these activities, children will develop key abilities that are foundations both for physical and academic learning: steady beat competence, physical coordination, concentration, and the ability to process information and act on it. Eight basic activities are presented, with many variations for each. The activities may be used at group times, at transition times, or in outdoor group activities.

SP-M1027 $19.95
P. S. Weikart. Soft cover, illustrated, 36 pages; includes music CD. 1-57379-214-4

Movement in Steady Beat — Learning on the Move, Ages 3 to 7, 2nd Ed.

The activities in this book will keep young children moving to the beat—and loving it! Infant-toddler caregivers as well as preschool and early elementary teachers will welcome the learning experiences that develop children's basic timing, language, vocabulary, concentration, decision making, and leadership abilities. The attached CD contains rhymes and action song recordings for many of the book's activities.

SP-M1023 $24.95
P. S. Weikart. Soft cover, 108 pages; includes music CD. 1-57379-130-X

The Child Observation Record (COR) Assessment System

The world's most respected child assessment tool

Educators and caregivers of young children need good measures of child development, because effective assessment informs teachers about children's developmental progress and their response to teaching and caregiving practices. HighScope's research-validated COR child assessment system grows from this vision of effective, meaningful assessment for young children.

About the COR Assessment System

The COR system consists of two instruments, the Preschool Child Observation Record (COR), and the Child Observation Record (COR) for Infants and Toddlers. Together, these two measures provide comprehensive, continuous developmental assessment for children from birth to age 6 years.

COR assessment is based on six child development categories that represent broad domains of child development. For the Preschool COR, these categories are initiative; social relations; creative representation; movement and music; language and literacy; and mathematics and science. The Infant-Toddler COR has a parallel set of six categories: sense of self; social relations; creative representation; movement; communication and language; and exploration and early logic. Within each category, children are assessed on three to eight COR items that describe developmentally important behaviors. Each item has five levels that indicate a typical developmental sequence for that behavior, enabling COR users to assign precise ratings to their observations of children.

Three Ways to Get Started With COR

1 Manual Version Kit

The traditional paper and pencil version of the COR.

Infant-Toddler: All the materials needed for COR-based classroom planning, assessment, and reporting to parents for one class of 12 children.

SP-F1076 $174.95 1-57379-261-6

Preschool: All the materials needed for COR-based classroom planning, assessment, and reporting to parents for one class of 25 children.

SP-P1207SET $174.95 978-1-57379-188-5

2 COR for CD-ROM Kit

All the features and benefits of the Manual Version in an easy-to-use electronic format.

If you are using the COR on CD-ROM, you may also want to consider purchasing COR Computer Assistant (COR-CA) to allow you to work with the COR right on your handheld PDA! Visit highscope.org to purchase COR-CA.

Infant-Toddler:

SP-F1077SET $199.95* 1-57379-262-4

Preschool:

SP-P1234SET $199.95* 1-57379-179-2

Visit highscope.org for minimum hardware requirements.

*Includes one user-license. For installation on additional computers, a licensing fee of $55 per computer applies. After the first year, an annual renewal fee of $160 for the first license and $5 per each additional license will apply to cover upgrades and technical support.

3 OnlineCOR

The internet version of the COR has recently relocated its home on the Web from HighScope.net to the all new OnlineCOR.net. You’ll find all the same great features as those on the CD-ROM version of COR easily accessible from anywhere in this online format. Now even more user-friendly and with a great new pricing structure that doesn’t exclude smaller organizations from taking advantage of this option.

For more information on pricing and how to get started with OnlineCOR, please visit www.OnlineCOR.net or highscope.org, write to OnlineCOR@highscope.org, or call 734.485.2000, ext. 294.
education programs. It is an ongoing, authentic assessment that both monitors children’s progress and informs teachers’ planning and daily practice. The patterns revealed through COR observations can help teachers and administrators determine how best to strengthen their programs and to meet each child’s developmental needs, as well as those of the group as a whole.

HighScope also offers the Program Quality Assessment (PQA) (HighScope Educational Research Foundation, 2003b), which helps programs and classrooms evaluate the quality of services they are providing to children and families. The results are used to gauge the effectiveness of programs and to construct program improvement plans.

(For more information on the COR and other HighScope assessment instruments, visit our Web site at highscope.org and click on Assessment.)

5. Establishing reciprocal relationships with families

According to this DAP guideline, “Practice is not developmentally appropriate if the program limits ‘parent involvement’ to scheduled events (valuable though these may be), or if the program/family relationship has a strong ‘parent education’ orientation” (Copple & Bredekamp, 2009, p. 23). The position statement recommends that family members work together as members of the learning community in relationships characterized by mutual respect, frequent two-way communication, and family involvement in program decisions about their child’s care and education.

The decisions early childhood educators make every day in the “key areas of practice” are critical to children’s learning and development.

Forming strong partnerships with families is an integral aspect of the HighScope Curriculum. In a HighScope setting, program staff encourages these relationships in a variety of ways, such as talking to parents who are dropping off and picking up their children each day, inviting parents to volunteer their time, conducting home visits, and becoming involved in the local community. The HighScope approach to working with family members focuses on the family’s background, culture, and home situation; promotes partnerships based on mutual respect; is guided by the plan-do-review process (i.e., parents and teachers discuss their goals for a child and how to achieve them, then periodically review the child’s process and make any necessary adjustments to their plan); encourages shared child observations; incorporates home-based materials and activities in the classroom; and emphasizes the importance of supportive adult-child interactions at home and in the classroom (Epstein, 2007).

[For more information on HighScope’s approach to working with parents and families, see Chapter 8 of Essentials of Active Learning in Preschool (Epstein, 2007).]

Getting to DAP

As NAEYC’s newly revised edition of Developmentally Appropriate Practice makes clear, the decisions early childhood educators make every day in the “key areas of practice,” are critical to children’s learning and development. Effective curricula, assessment tools, and teaching practices lead to optimal results. However, the question for many educators remains: How do I make best practices a reality in my program classroom or program? One answer is that the HighScope Curriculum model — complete with a validated curriculum, a set of teaching strategies, assessment tools, and a training model for educators — can get you there step by step.

References


There are no shortcuts to excellence in preschool education. The fact is, implementing a high-quality curriculum is a journey. And it takes time.

But now, to help make your journey easier, HighScope has broken the process down into three manageable steps.

With our new Step By Step program, you can master the basics of the HighScope Curriculum at your pace, within your budget. At the end of the process, you’ll have the option of continuing on to advanced training modules.

So take the first step to better child outcomes and a stronger staff by calling Kathleen Woodard at 734.485.2000, ext. 255. Or send an e-mail to info@highscope.org.