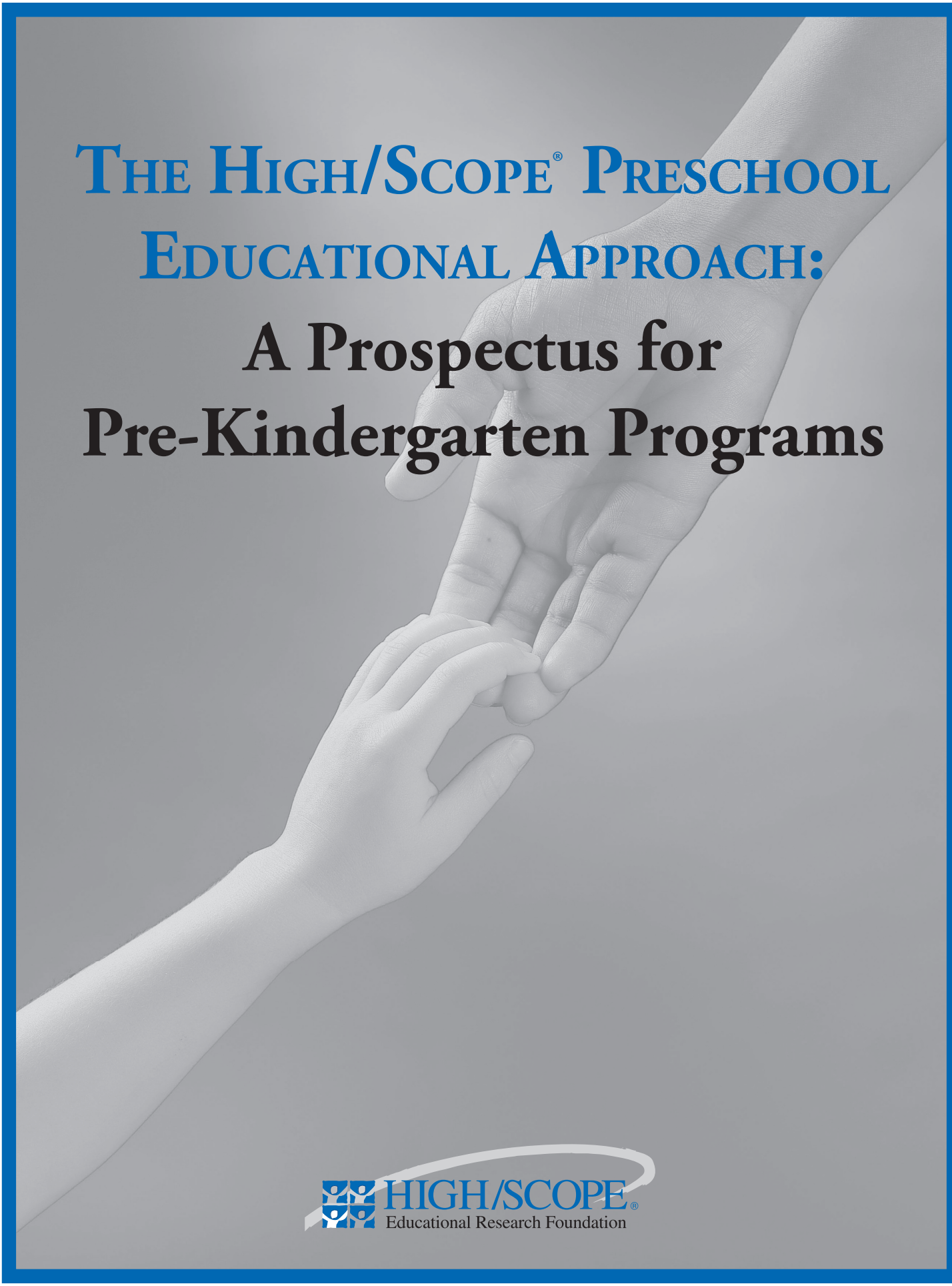

The High/Scope® Preschool Educational Approach:

A Prospectus for Pre-Kindergarten Programs

HIGH/SCOPE®
Educational Research Foundation

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Executive Summary

Based on evidence from the High/Scope Perry Preschool Study and other studies, states and local school districts throughout the country are establishing universal or targeted pre-kindergarten programs. Among the factors they must consider are which curriculum model to adopt, how to train staff, and how to measure the program's quality and effectiveness. This prospectus provides an overview of the research-based High/Scope educational approach, a comprehensive and complete system of child instruction, staff development, and accountability assessment. The High/Scope curriculum, training, and evaluation procedures can be aligned with state and local standards for implementing program content and assessing program quality and child outcomes.

Curriculum

Philosophy. In the High/Scope educational approach, children are active learners, supported and challenged by adults. The content of preschoolers' learning is guided by 58 *key experiences* in language and literacy, mathematics and science, social-emotional development, physical development, and the arts. The heart of the High/Scope approach is the *plan-do-review sequence* in which children make choices, carry out their ideas, and reflect on what they learned. These activities promote initiative and independence. In addition, children engage in group activities, socialize during meals, develop self-care skills, and exercise large muscles during outdoor time.

Content. To promote all areas of academic and social development advocated by the National Education Goals Panel, the High/Scope Curriculum addresses the following content areas:

- Language and literacy – *Growing Readers Early Literacy Curriculum* is based on the principles of Early Reading First: phonological awareness, comprehension, concepts about print, and alphabet knowledge.
- Mathematics and science – *Numbers Plus*, aligned with standards of the National Council of Teachers of Mathematics, focuses on classification, seriation, number, space, and time.
- Social skills – High/Scope's six-step *Problem-Solving Approach to Conflict Resolution* enables children to solve problems with their emerging verbal and critical thinking abilities.
- Arts – High/Scope addresses fine and performing arts. *Supporting Young Artists*, developed with National Endowment for the Arts funding, promotes both making and appreciating art.

Diversity and family and community involvement. High/Scope serves children from diverse backgrounds and with special needs. Classrooms incorporate materials and experiences reflective of homes and communities. Parents attend curriculum workshops, participate in the classroom, and extend children's learning at home. Program staff link families with community services.

Research Evidence of Effectiveness

Support for High/Scope's effectiveness comes from research conducted by the Foundation and

independent investigations. The internationally cited High/Scope Perry Preschool Study has followed children randomly assigned to program and no-program conditions through age 40, and consistently found differences favoring the preschool group on educational attainment, employment and earnings, and citizenship. The High/Scope Curriculum Comparison Study also continues to document the advantages of the educational approach over more didactic models with respect to lower rates of adult criminal activity. The Training of Trainers Evaluation demonstrated the effectiveness of the professional development model in helping practitioners implement high-quality programs that promoted young children's development. The Head Start Family and Child Experiences Survey (FACES) found children in High/Scope programs outperform peers on selected literacy and social measures. Studies in the United Kingdom, the Netherlands, and other countries confirm the curriculum's effectiveness in developing children's thinking skills, especially the beneficial effects of its signature plan-do-review component.

Professional Development

High/Scope offers proven training options for teachers and supervisors. Teachers who attend the **Preschool Curriculum Course** engage in hands-on learning and receive an extensive resource library. The **Training of Trainers Course** develops agency capacity by preparing an in-house trainer to support practitioners as they implement the High/Scope Curriculum in their classrooms.

Assessment

High/Scope has validated assessment tools to measure program quality and child outcomes. The comprehensive Preschool Program Quality Assessment (PQA) rates the learning environment, daily routine, adult-child interaction, curriculum planning and assessment, family involvement and support services, staff development and qualifications, and program management. The Preschool Child Observation Record (COR) assesses children's development and school readiness in language and literacy, mathematics and science, initiative and social relations, creative representation, and movement and music. The Early Literacy Skills Assessment (ELSA) is a standardized and interactive book-reading measure of phonological awareness, comprehension, concepts about print, and alphabetic principle.

Alignment

National and state standards can be aligned with the High/Scope curriculum components and assessment measures. Examples are provided in the attachments of this prospectus.

Costs

Fees for the **Preschool Curriculum Course** vary with the size of the group on a sliding scale from $1,654 to $2,850 per participant. The **Training of Trainers Course** is $3,600 per person, including a site visit to observe implementation. Program implementation is not dependent on specific materials or equipment. Use of local, no-cost, and low-cost supplies is feasible and encouraged. Start-up costs generally range from $225-$265 per child, with subsequent years at $185 per child.

For more information about High/Scope: Visit the High/Scope Web site at ***www.highscope.org***, e-mail **info@highscope.org**, or call Educational Services at **734-485-2000, ext. 218**.

The High/Scope Preschool Educational Approach
A Prospectus for Pre-kindergarten Programs

Evidence from the High/Scope Perry Preschool Study and several other studies shows that high-quality preschool programs that include children living in poverty can provide a solid return on public investment. Throughout their lives, participants in such programs achieve greater success as students and adults. They go further in school, earn more money, and commit fewer crimes. But only high-quality preschool programs—those in which well-trained teachers implement a proven curriculum model—have these effects.

Based on the strength of these findings, states and local school districts throughout the country are establishing universal or targeted pre-kindergarten (pre-K) programs. Among the factors they must consider are which curriculum model to adopt, how to train staff, and how to measure the program's quality and effectiveness. This prospectus provides an overview of the research-based High/Scope educational approach, a comprehensive and complete system of child instruction, staff development, and accountability assessment. The High/Scope curriculum, training, and evaluation procedures can be aligned with state and local standards for implementing program content and assessing program quality and child outcomes.

Curriculum

Overview

Philosophy. The High/Scope educational approach (Hohmann & Weikart, 2002) rests on the fundamental premise that children are active learners, who learn best from pursuing their own interests while being actively supported and challenged by adults.

Comprehensiveness. Preschoolers' learning is guided by 58 *key experiences* in the content domains of school readiness advocated by the national Education Goals panel (Kagen et al., 1995): language and literacy, mathematics and science, social-emotional development, physical development, and the arts. Teachers use the key experiences to design the classroom learning environment, implement individual and group instruction, and observe and document children's progress with validated assessment tools.

In High/Scope programs, the learning environment and the daily routine are also designed with all areas of children's development in mind. Interest areas in the classroom are labeled and stocked with diverse materials to help children develop conceptual and linguistic representations of their environment. To promote initiative and independence, the materials are easily accessible and reflect children's cultures and interests. The heart of the High/Scope daily routine is the *plan-do-review sequence* in which children make choices about what they will do, carry out their ideas, and then reflect on their activities with adults and peers. In addition, children engage in small- and large-group activities, assist with clean-up, socialize during snacks and meals, develop self-care skills, and exercise their large muscles during outdoor time.

Integration. The High/Scope curriculum integrates all aspects of young children's development throughout the daily routine, using research-based strategies to enhance growth in academic, social-emotional, and creative areas. Below is a description of how the curriculum addresses development in language and literacy, mathematics and science, social skills, and the arts.

Language and Literacy

The *Growing Readers Early Literacy Curriculum* (High/Scope, 2004b) has four components: (a) curriculum materials and instructional activities for teachers; (b) training materials for teachers, coaches, and other staff; and (c) authentic assessment linked to curriculum concepts. The areas addressed in *Growing Readers* are research-based (e.g., Strickland & Shanahan, 2004) and aligned with Early Reading First:

- ***Phonological awareness.*** Phonological awareness is the general ability to attend to the sounds of language as distinct from meaning. This includes initial awareness of speech sounds and rhythms, rhyme awareness, recognition of sound similarities, and phonemic awareness. In *Growing Readers*, teachers engage children in focused phonological awareness activities during all phases of the day, but initiate specific language and literacy skills during a minimum of three small-group activities each week. As a part of these activities teachers incorporate games in which children hear phoneme isolation, engage in language play in which phonemes are manipulated, and practice finding and making words that have particular phoneme features such as alliteration and rhyme. Teachers build on children's awareness of phonemes and letters to help them play with spoken words and write printed words. These activities are sequenced so children are exposed to larger sound segments (syllables and rhymes) before smaller segments (phonemes), and listen and match sound segments before being asked to produce these segments.

- ***Comprehension.*** Comprehension is the process of understanding what is being learned by linking it to what is already known. *Growing Readers* promotes comprehension by enhancing oral language and vocabulary development as an outgrowth of social interaction and children's active engagement with the environment. To help children reach their full oral language potential, teachers organize the day so that children dialogue with empathic adults; engage in imaginative play; and use vocabulary to plan, predict, organize, sequence, question, report, recall, imagine, tell stories, persuade, and reason.

- ***Concepts about print.*** Concepts about print relate to how print is organized and used in reading and writing tasks. Print awareness begins with oral language development; children learn that language carries messages, and words can represent ideas. The books selected for the *Growing Readers* program include a variety of genres (e.g., stories, informational books, poems, notes, lists, letters). As teachers read aloud, children learn about various types of text and their uses. Teachers systematically point to printed words and talk about what they are doing as they read. They use shared writing, in which children dictate short messages and observe as their teachers

write them. During shared writing, children have numerous opportunities to learn directionality concepts and to understand the function of letters and words.

- ***Alphabet knowledge.*** Alphabet knowledge is understanding that there is a systematic relationship between letters and sounds. In the *Growing Readers* program, preschoolers learn about letters and words by seeing adults write and by examining print in books and on environmental print. Children have ongoing access to the alphabet as they use books, magazines, catalogs, mail, games, and menus as well as alphabet books, alphabet puzzles, three-dimensional letters, letter stamps and inkpads, letter blocks, tiles, and typewriters. In small-group activities, teachers draw children's attention to specific letters and demonstrate how to write letters. Each book in the *Growing Readers* program focuses on a small group of letters so that, over time, children are exposed to all the alphabet letters, have multiple opportunities to recognize and write alphabet letters, and begin to distinguish and match upper- and lowercase letters.

Growing Readers pays particular attention to the needs of children with Limited English Proficiency (LEP) and special needs. For example, picture cues (letter links, message board, daily routine charts) allow children to negotiate the classroom while they learn English. Teachers attach English words as children indicate their interests and express themselves through actions. Parents are encouraged to read aloud at home in a familiar language so children acquire concepts about print and language as they increase their English vocabulary at school. For children whose oral language is limited, *Growing Readers* uses augmentative and alternative communication strategies, both low- and high-tech, including gestures, sign language, pictures, electronic devices, and computer programs to foster communication and literacy skills. Research in diverse settings, including classrooms serving children with special needs and English-language learners, shows *Growing Readers* enhances all four areas of literacy development (Hohmann, 2005).

Mathematics and Science

High/Scope's *Numbers Plus* curriculum organizes mathematics and science (logical thinking) education into five key experience areas: classification, seriation, number, space, and time (Epstein, 2002b; Epstein & Gainsley, 2005). The curriculum is aligned with NCTM standards (NCTM, 2000) and was developed in consultation with noted early mathematics researchers and program developers. Teachers use *Numbers Plus* to set up the learning environment, plan the daily routine, and interact with children around math and science concepts.

- ***Classification.*** Classification is grouping things according to common traits, a basic operation in mathematics and science. To promote classification, High/Scope teachers provide and label materials to sort and match (by one or more attributes), with moving parts, and that change. They encourage children to collect and sort things, e.g., on walks around the neighborhood and at clean-up time. Teachers encourage conventional and unconventional sorting by asking children to make things that are the same and/or different, and challenging children with increasingly complex guessing games that require them to hold more than one mental image in mind.

- ***Seriation.*** Classification groups objects by *similarity* while seriation orders them by *difference* (e.g., smallest to largest) or a *repeating sequence or pattern* (e.g., alternating red and blue beads). To promote seriation, High/Scope teachers provide materials whose attributes can be easily compared, including sets in different sizes, things children can shape and change, objects and computer programs that allow children to recognize or create series and patterns, and ordered sets of materials that go together. Children read and act out stories that feature graduated qualities. For example, after reading *The Three Bears* they might choose instruments for the papa, mama, and baby bear based on variations in pitch or loudness. Adults also extend the comparisons children make to enhance their vocabulary and understanding of seriation concepts.

- ***Number.*** Number involves equalities (classification), ordered distinctions (seriation), one-to-one correspondence, and conservation of matter. To build number concepts, High/Scope teachers provide materials that encourage comparing and counting, materials with numbers on them (playing cards, board games), and materials that fit together in one-to-one correspondence. They encourage children to gather and distribute materials throughout the day (snack, clean-up, small groups). They make sign-up sheets that involve number, e.g., for taking turns. Teachers listen to the kinds of things children commonly compare (e.g., amount of materials, ages), comment on the sets of corresponding materials that children generate, and use written numbers and support children who are interested in writing numbers themselves.

- ***Space.*** To expand preschoolers' awareness of space, High/Scope teachers enable them to move about the classroom freely. They engage children in spatial exploration with materials to fill and empty, fit together and take apart, shape and arrange, and set in motion. They provide pictorial representations, e.g., keeping a camera handy to document the stages as children transform something, and to photograph objects or events from different angles to encourage an awareness of perspective. To focus on spatial awareness throughout the day, teachers engage children in talking about how they made things, and encourage them to crawl, roll, bounce, and lie on their backs to view the world from different perspectives. Teachers acknowledge and build on children's spatial reasoning by allowing them to solve spatial problems their own way and by taking directions from children. When children lead, they learn to give instructions that use words related to position, direction, and distance.

- ***Time.*** Preschoolers measure time subjectively but as they form mental representations, they see time in more symbolic ways too (clocks and calendars). They remember the past, anticipate the future, and become aware of sequence and pacing. Making predictions about what will happen, and collecting simple data to verify their hypotheses, is also the basis of the scientific method. High/Scope teachers supply appropriate time-related materials, including things to signal stopping and starting and set in motion (spatial awareness materials also foster temporal awareness). They include living things indoors and outdoors to show natural cycles of plant and animal life. A consistent daily routine is the single most important element in developing time concepts. To help call attention to the routine, teachers signal the beginning and end of

time periods. Other experiences that promote time concepts include musical activities (stopping and starting, commenting on whether sounds and motions last for a short or long time), moving at different rates during transitions, and asking children to describe intentions and activities in time-related language. To further scaffold learning, teachers comment on the speed with which things happen, relate lengths of time to familiar actions or events, and call attention to seasonal changes.

Because *Numbers Plus* emphasizes manipulatives and concrete experiences with different senses, LEP and special needs children can fully engage in exploring and mastering key math and science concepts. Teachers provide diverse materials, familiar to children from home, to classify, seriate, and count. Space and time concepts are experienced first-hand and teachers supply appropriate language labels. For those with limited mobility, teachers provide materials and activities that reflect diverse perspectives, e.g., exploring time and distance through wheelchair travel; discovering physical attributes by feel or sound for sight-impaired students.

Social Skills

High/Scope explicitly fosters the motivational and social components that make up school readiness and prevent later behavioral difficulties. The *Problem-Solving Approach to Conflict Resolution* (Evans, 2002) helps children solve problems without resorting to aggression or retreating into avoidance. Teachers use the six steps summarized below to help children resolve conflicts. Children can often implement this sequence on their own by program's end.

- ***Approach calmly, stopping any hurtful actions.*** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than take sides.

- ***Acknowledge children's feelings.*** Say something simple such as "You look really upset;" let children know you need to hold any object in question.

- ***Gather information.*** Ask "What's the problem?" Do not ask "why" questions as young children focus on that what the problem is rather than understanding the reasons behind it.

- ***Restate the problem.*** "So the problem is..." using and extending the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as "stupid") if needed.

- ***Ask for solutions and choose one together.*** Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable at first.

- ***Be prepared to give follow-up support.*** Acknowledge children's accomplishments, e.g., "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating.

Abstract lessons about good citizenship are not appropriate for young children. Instead, these steps deal concretely with everyday conflicts—over toys, seating arrangements, or choosing friends. Adults act as mediators to help children calm down, express their feelings, recall what led up to them, verbalize possible solutions, anticipate consequences, and follow through on their own ideas for solving the problem. In the process, children use a great deal of language. Teachers elicit their words to find out what led to a dispute and how to resolve it. They respect children's ideas, even if the options they offer don't seem fair to adults. What's important is that children agree on the solution and see themselves as competent problem-solvers.

Teachers also adapt these strategies for LEP and special needs children with limited verbal abilities. They encourage children to use non-verbal cues, such as pointing to disputed toys, miming upsetting scenario and solutions, convey emotions with facial expressions. Teachers label behaviors and feelings to extend children's vocabulary. Adults also report that conflicts in the classroom elicit the empathy of fellow students. By getting involved with peers, especially those who may need help resolving conflicts, children develop their own verbal and social skills at the same time they foster these abilities in others.

The Arts

High/Scope agrees with the Arts Education Partnership (1998) that art should be an integral part of every early childhood program. Art enhances the development of a wide range of perceptual, physical, language, cognitive, and social-emotional skills. The arts are also valuable disciplines in and of themselves, developing esthetic judgment and bringing personal satisfaction. Most early childhood programs focus exclusively on young children creating art. However, High/Scope also emphasizes the importance of appreciating art. In this way, the curriculum aims to realize art's intellectual as well as expressive potential. The arts also present opportunities to involve families and connect children to the artists, art venues, and culture in their community. The High/Scope arts curriculum comprises visual and dramatic art (both covered under the creative representation key experiences) and movement and music. Following is a brief description of their content.

- ***Visual arts.*** High/Scope uses an in-depth studio approach to visual art (Epstein & Trimis, 2002). This practice is in contrast to most early childhood programs where children are briefly exposed to an ever-changing array of materials. In the High/Scope *Supporting Young Artists* curriculum, developed with funding from the National Endowment for the Arts, children spend extended periods with each type of medium in a four-step process that begins with exploration and proceeds to enrichment, production, and reflection. Children's sequenced experiences with art materials are predicated on a knowledge of the developmental stages in making and appreciating art, including an understanding of realism versus abstraction, progression from random to deliberate marks and simple to elaborated forms, and esthetic judgments based on thematic content versus artistic style and composition. Art activities are used to promote and enhance children's learning in literacy (e.g., writing and illustrating stories, labeling pictures), mathematics (e.g., sequences and patterns), and other cognitive and social areas.

- ***Dramatic arts.*** Dramatic play is commonplace in developmentally based early childhood programs. High/Scope deliberately capitalizes on the learning opportunities inherent in children's role playing and representational activities, particularly in the realms of language, literacy, and interpersonal skills (Ansbach, 2001). Children are encouraged to act out stories, based on the books they have read or ideas they invent themselves. They are actively engaged in creating dialogue and props, using a wide range of linguistic and artistic skills. Dividing and defining roles enhances social development, often posing many opportunities for conflict resolution. Children's general cognitive development is enhanced when they extend simple themes into sequenced and elaborated actions that may continue over many days and involve detailed planning. Finally, adults help children reflect on their dramatic experiences to enhance a variety of linguistic, spatial, and temporal concepts.

- ***Movement and music.*** *Education Through Movement* focuses on purposeful activity in the movement and music domains (Weikart, 2003). Systematic instruction help young children build capacity and an awareness of the body's potential to move and create sound. Using sequenced activities in movement, teachers work with children to act on movement directions, describe motions, move in non-locomotor and locomotor ways, feel and express steady beat, and express creativity in movement. Music experiences focus on moving to music, exploring and identifying sounds, exploring the singing voice, developing melody, singing songs, and playing simple instruments. Opportunities to integrate movement and music with literacy, math, and other content domains are included throughout the daily routine.

Role of Adults

In the High/Scope curriculum, the *role of the teacher* is to support and extend children's learning by listening, asking open-ended questions, engaging in conversations, and challenging children to explain their thinking. High/Scope is neither a laissez-faire model in which children discover everything on their own nor an authoritarian one in which adults direct all the learning. It calls for *shared control*. Adults and children together determine the content and course of learning.

The extent to which adults encourage children's independence and initiative in this inquiry based curriculum is illustrated by the following items on the Preschool Program Quality Assessment (PQA) (see Assessment), used to document the fidelity of curriculum implementation:

Adults use a variety of strategies to encourage and support child language and communication.

- Adults share control of conversations with children (e.g., let children initiate conversations, take turns, wait patiently for children to form thoughts without interrupting).
- Adults observe and listen to children throughout the day (e.g., wait for child to speak first, remain quiet until child indicates he or she is done talking).
- Adults converse with children in a give and take manner. They make comments, observations, acknowledgments, and seek children's ideas.
- Adults ask children questions sparingly; questions are open-ended (i.e., to discover

child's ideas and thought processes); questions relate directly to what the child is doing.

Adults participate as partners in children's play.

- Adults participate as partners in children's play.
- Adults use a variety of strategies as partners in children's play (adults observe and listen before and after entering children's play; assume roles as suggested by children; follow the children's cues about the content and direction of play; imitate children; match the complexity of their play; offer suggestions for extending play; staying within the children's play theme)

Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).

- Adults encourage children's ideas, suggestions, and efforts throughout the day by listening to children; encouraging children to talk about what they are doing; trying out and imitating children's ideas; using children's words; commenting specifically on children's work
- Throughout the day, adults encourage and support children's strengths and interests.

Adults support and extend children's ideas and learning during group times.

- Adults use many strategies to support and extend children's small-group activities (e.g., they observe what children do, move from child to child, comment on what children are doing and saying, imitate and add to children's actions; use the materials themselves).
- Adults use many strategies to support and extend children's large-group ideas and actions' For example, they watch and listen to children; imitate children's actions; use children's words; assume children's physical level; let children be leaders; follow-up children's suggestions and modifications

Adults provide opportunities for children to explore and use materials at their own developmental level and pace.

- Adults encourage children to explore and use materials at their own developmental level and pace (e.g., during small group, the adults encourages children to explore and make what they want with the materials, during large group children are encouraged to make up their own movements to music).
- Adults encourage children to use materials in individual ways.
- Adults support children when they choose to repeat an activity (e.g., not redirecting the child to try something else).

Children have opportunities to solve problems with materials and do things for themselves.

- Adults encourage children to do things for themselves.
- Children receive support for solving problems with materials (e.g., child hangs picture on door when there is no more room on the bulletin board).

Responsiveness to Diversity

Classroom instruction incorporates materials and experiences reflective of children's homes and communities, allowing High/Scope to serve children from all backgrounds. A national survey of programs using the High/Scope Curriculum (see Research), showed that 91% served low-income children, 89% served LEP students, 80% enrolled children with special needs, and 71% served children at risk for abuse and neglect.

Items from the Preschool Program Quality Assessment (PQA) (see Assessment) that reflect the curriculum's commitment to diversity include the following:

Materials reflect human diversity and the positive aspects of children's homes and community cultures.

- Materials reflect home and community cultures and special needs of program children (e.g., photos of family members, cooking utensils, music tapes, work clothes and tools, eyeglasses).
- Materials depict a wide range of nonstereotyped role models and cultures (e.g., picture books with women doctors and men doing housework; dress up clothes for different chores and occupations available to all children; carpentry tools and cooking utensils used by adults and children of both sexes; stories, toys, and computer software depicting minorities as professionals).
- Multicultural materials are integrated into the classroom (e.g., everyday and holiday clothes from other countries in dress-up area; food from the children's various cultures and religions served at snack and represented in containers in house area; music, books, and instruments from different times and places; eye-level reproductions of artwork from other countries in different media).

Adults use a variety of strategies to support classroom communication with children whose primary language is not English.

- Adults use many strategies to support communication with children whose primary language is not English (e.g., use gestures to convey ideas, use photos or other symbols to represent actions and objects, describe materials and activities in both languages, repeat children's non-English words in English).
- Adults encourage communication between English and non-English speaking children (e.g., translate, use words and phrases in both languages, encourage children to label and describe things for one another).

The program has a child recruitment and enrollment plan.

- A variety of efforts are made to make program information available to persons who speak other languages or who have disabilities (e.g., parent handbook translated or printed in large type).

The program is accessible to those with disabilities.

- Program facilities are barrier-free and accessible to persons with disabilities. Features

include ramps; wide doors; accessible bathrooms; accessible storage (shelves, hooks); and handicapped parking.
- Barrier-free features are well maintained.

Family Involvement

Parent involvement is a key aspect of the High/Scope educational approach. The professional development program includes training to help teachers explain the curriculum to parents, encourage their participation in the classroom, and extend their children's learning in at home. The Preschool Program Quality Assessment (PQA) (see Assessment) defines the highest levels of parent involvement and family services according to the following criteria:

The program provides a variety of opportunities for parents to become involved in the program.

- There are many parent involvement options consistent with a variety of parent interests and time constraints. For example, parents may volunteer in the classroom, bring in materials, attend parent meetings and workshops, serve on parent advisory councils, meet with teachers to discuss children's progress, support children's learning at home, and read or contribute to a parent newsletter.
- The program encourages parent participation. For example programs may provide child care, arrange transportation, schedule events at times convenient for parents, make reminder phone calls the day before, and network parents with one another.

Parents are represented on program advisory and/or policymaking committees.

- Program advisory or policy committee(s) exist and meet according to a regular schedule.
- Parents have full representation on program advisory and policymaking committee(s).
- Parents attend meetings and have a say in establishing program policies.

Parents are encouraged to participate in program activities with children.

- Parents are often invited or encouraged to participate in a variety of activities with children (e.g., parents volunteer in the classroom and play an active role in the day's activities, special events, and field trips; parents bring in recyclables and help to make play materials).
- Program staff seek out and approach family members to initiate conversations about children's program activities.

Staff and parents exchange information about the curriculum and its relationship to children's development.

- Staff and parents exchange information about the curriculum and its relationship to children's development (e.g., staff send regular mailings or newsletters about the program and invite parent reactions, staff and parents interact during program workshops, staff and parents exchange frequent informal comments about activities, staff invite observations and answer questions from parents about the program).
- Staff seek input from parents about the program and its relationship to children's development.

Staff and parents interact informally to share information about the day's activities and children's experiences.

- Staff and parents frequently interact informally to update each other about the child's recent experiences (e.g., conversing during drop-off and pick-up times, bringing in or sending home things the child has made, sending notes, making calls).
- Staff use an interested and unhurried manner to communicate clearly, honestly, and respectfully with parents about the program, their children, and issues of interest or concern.

Staff and parents exchange information about how to promote and extend children's learning and social development at home.

- Staff and parents exchange many ideas and materials to support children's learning and social development at home (e.g., ideas and materials might pertain to the educational potential of ordinary household objects, how everyday family activities can be social learning experiences, how to promote language development).
- Staff seek input from parents about supporting children's development at home and additional resources.

Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development.

- Staff conduct home visits for every child and family.
- Staff schedule two or more conferences per year with each child's parent/guardian.
- Staff use visits/conferences to share information and seek input from parents about the program and children's development.

The program or its host agency provides diagnostic and special education services for special needs children. [Services may be provided directly or through referral to other agencies.]

- Children are provided with/referred for diagnostic and/or special education services as needed for suspected or diagnosed disabilities in speech, language, physical, visual, audiological, and social development (and in other areas as needed).
- Staff work together with parents to locate and access any special education services needed by the child.

Staff provide parents with referrals and access to supportive services as needed.

- Staff are familiar with family needs (e.g., staff conduct or have access to needs assessments, intake interviews, or other information-gathering activities with families).
- Staff are familiar with resources available in the community (e.g., staff maintain a library of services and referral procedures; staff attend community service workshops).
- Staff make referrals to needed family services (e.g., brochures and other information are readily available to parents, staff keep lists of local service providers).
- Staff facilitate access to family services (e.g., staff provide documentation for parents to share with providers; staff make initial phone call to help arrange appointment; staff help families find child care or transportation so they can use community resources).

Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.

- Program activities are regularly coordinated with community agencies and/or the public schools (e.g., by mutual referrals, telephone and written contacts, staff participation on community advisory boards, exchanges of information about program goals and activities).
- Staff and parents work together to coordinate program activities with community agencies and/or public schools (e.g., staff provide parents with anecdotal notes or other records to share with kindergarten teachers and service providers).

Research Evidence of Effectiveness

Research support for the effectiveness of the High/Scope early childhood curriculum and professional development model comes from three major High/Scope studies conducted by the Foundation and independent corroborating investigations.

The High/Scope Perry Preschool Study

The High/Scope Perry Preschool Study (Schweinhart, Montie, Xiang et al., 2005) examines the model's effects through adulthood for children living in poverty. The study is based on random assignment of 123 children to a program or no-program group, and has found lasting effects on school achievement and literacy, high school graduation, adult earnings, home ownership, and lifetime arrest rates. Data from the age 40 follow-up have been released. The program group significantly outperformed the no-program group on the highest level of schooling completed (65% vs. 45% graduating from regular high school). This difference was related to earlier differences between the groups in rates of treatment for mental impairment and grade repetition. Significantly more of the program than no-program group were employed at age 40 (76% vs. 62%), and the program group also had significantly higher median annual earnings than the no-program group ($20,800 vs. $15,300). Other economic indicators—home and car ownership, maintenance of a savings account—also significantly favored the program over the no-program group. The study presents strong evidence that the Perry Preschool Program played a significant role in reducing crime. The program group had significantly fewer lifetime arrests than the no-program group (36% vs. 55% arrested 5 or more times), and lower rates for violent, property, and drug-related crimes and subsequent incarceration. In constant 2000 dollars, the return to the general public was $12.90 for every dollar invested in this high quality program. When the benefits to the participants themselves are added to the public returns, the return on investment is over $17 per dollar invested.

The High/Scope Preschool Curriculum Comparison Study

The High/Scope Preschool Curriculum Comparison Study (Schweinhart & Weikart, 1997a & 1997b) also examines the long-term effects of preschool on children living in poverty. It compares three different models: High/Scope (Hohmann & Weikart, 2002), Direct Instruction (Bereiter & Engelmann, 1966), and traditional Nursery School (Sears & Dowley, 1963). In the curriculum study, 68 children were randomly assigned to the three groups. Data have

been collected and analyzed through age 23. The study found no significant and lasting group differences on language, literacy, or school achievement, indicating that the three approaches were equally effective in promoting academic success. However, significant and persistent social effects favoring the High/Scope and Nursery School groups emerged. During their school years, only 6 percent of the children in the High/Scope and Nursery School groups needed treatment for emotional impairment or disturbance compared to 47 percent of the Direct Instruction group. High/Scope also had several advantages over the Direct Instruction group in terms of criminal activity: 10 percent vs. 39 percent arrested for a felony and none vs. 38 percent arrested for a property crime. These findings suggest High/Scope and Direct Instruction are equally effective in maintaining intellectual gains, but High/Scope is more effective in promoting long-term psychological and social adjustment – a meaningful and cost-saving difference.

The National High/Scope Training of Trainers Evaluation

This series of studies (Epstein, 1993) included a national survey of 203 High/Scope certified trainers; teacher interviews and observations in 244 High/Scope and 122 non-High/Scope (comparison) classrooms across the country; and assessment of 200 children attending these High/Scope and comparison programs.

The survey found each High/Scope certified trainer trained 25 teachers to implement the curriculum. To date, 1,500 High/Scope certified trainers have reached an estimated 37,500 teachers serving 375,000 children per year. The survey further indicated that 75 percent of these programs serve children from low-income families (50% Head Start and 25% state-funded pre-kindergarten programs). Of the 4.5 million preschoolers in out-of-home care today, 1.6 million are from low-income families. Extrapolating from these numbers, 8 percent of all preschool children and 18 percent of preschoolers from low-income families attend High/Scope programs.

The study of 366 classrooms showed High/Scope staff training results in significantly better pedagogy than other training. High/Scope-trained teachers outscored their peers on multiple variables assessing classroom environment, daily learning opportunities, adult-child interaction, and overall program quality. Differences held regardless of teachers' education and experience. Desirable pedagogy was significantly linked to specific characteristics of the High/Scope staff development model: hands-on involvement in adult learning activities; curriculum-based theory and practice; distributed learning rather than single sessions on trendy topics; a consistent trainer rather than "experts of the month;" follow-up classroom visits by trainers to conduct observation and feedback; and time for participants to reflect and share.

Secondary analyses (Epstein, 1999) also revealed this inservice training model to be especially effective in improving the practices of Head Start teachers, who generally have more limited education than those practicing in public school pre-kindergartens or non-profit settings. That is, teachers serving children in the lowest income bracket gained the most from professional development using these adult learning principles to train them in a proven curriculum model.

The child study addressed the effectiveness of the High/Scope approach in promoting children's development. Children in High/Scope compared to non-High/Scope programs received:

significantly higher ratings on overall development, initiative, social relations, and movement and music; nearly significantly higher scores on creative representation; and somewhat higher scores on language and literacy and logic and mathematics. The research also confirmed that teachers who successfully implemented the curriculum characteristics of the High/Scope educational approach contributed the most to children's development. Specifically, the more teachers provided opportunities for children to plan and review activities of their own choice, the higher children scored on measures of the academic and social skills predictive of school success.

Corroborating Studies

High/Scope's overall findings on early intervention have been replicated in several studies, most notably the Abecedarian Project (Campbell, Pungello, Miller-Johnson, Burchinal, & Ramey, 2001) and Chicago Child-Parent Centers (Reynolds, Temple, Robertson, & Mann, 2001). Research on the effectiveness of High/Scope per se comes from independent investigators who confirm that preschool children attending well-implemented High/Scope programs outperform those in other program settings. Studies in the United Kingdom (Sylva, 1992) and The Netherlands (Veen, Roeleveld, & Leseman, 2000) found that when children plan, carry out, and review their own learning activities, their behavior is more purposeful and they perform better on language and intellectual measures.

Most recently, the Head Start Family and Child Experiences Survey (FACES; (Zill et al, 2003), conducted with a nationally representative sample of 2,800 Head Start children, found those in High/Scope programs improved significantly more from fall to spring on measures of literacy and social development than peers attending classrooms using Creative Curriculum or other curriculum models. Specifically, children attending High/Scope programs scored significantly higher on letter and word identification and cooperative classroom behavior, while also showing significant decreases in behavioral problems. Moreover, the High/Scope classrooms (along with Creative Curriculum classes) scored highest on a widely used measure of program quality, the Early Childhood Environment Rating Scale (ECERS; Harms, Clifford, & Cryer, 1998), with average scores above "good" on the ECERS language scale and overall composite quality.

Professional Development

High/Scope's inservice training and professional development programs are organized into three general categories:

- ***Awareness training*** typically occurs in one- and two-day sessions and is designed to help participants consider their practices and explore new ideas. These events are both intellectually and physically active.

- ***Teacher training programs*** are designed to help participants fully understand the High/Scope preschool approach and implement it with the children and families

they serve. The 120 hour **Preschool Curriculum Course (PCC)** is the most comprehensive teacher training program provided by the Foundation.

- Comprehensive resource development creates within an institution the capacity to provide high quality training in the High/Scope preschool approach through the development of a High/Scope Certified Teacher Trainer(s). Certification is accomplished through completing and fulfilling the standards of the 210 hour **Combined Preschool Curriculum Course and Training of Trainers (PCC plus TOT) Program**.

Teachers who attend the **Preschool Curriculum Course (PCC)** engage in hands-on learning during small- and large-group activities. Training sessions are distributed over time so teachers can practice what they are learning in the weeks between sessions. They receive an extensive library of texts, audiovisual materials, study guides, and assessment tools (see Sample Materials). Teachers develop a working knowledge of the High/Scope approach through the following staff development activities:

- ***Workshops.*** Training sessions cover theory, practice, and assessment with ample opportunities for sharing and reflection. Teachers are actively involved in group work during the training weeks.

- ***Practice implementation.*** In the weeks between sessions, teachers apply what they have learned in their own classrooms. At the beginning of each week, they discuss implementation and assessment issues with the trainer and their peers to develop strategies for enhancing educational practices.

- ***Training assignments.*** Teachers complete reading and reflective writing assignments during and between training sessions to learn and internalize the central components of the curriculum.

- ***Site visits and ongoing mentoring.*** The High/Scope trainer visits each classroom to observe and provide feedback on implementation. An agency-based trainer, certified through the 90 hour **Training of Trainers Course (TOT)**, continues to provide this support after the project.

When training is completed, participants can obtain updates by visiting High/Scope's Web site (*www.highscope.org*) for current curriculum articles, research reports, and other support materials. They can also join the High/Scope Membership Association to receive the bi-monthly publication *Extensions*, a detailed curriculum and training newsletter. In addition, the Foundation distributes *High/Scope ReSource*, a free publication with updates on curriculum, training, research, and publishing activities. Finally, practitioners are updated through the Foundation's annual international conference in Michigan and regional conferences throughout the country. For additional details on High/Scope professional developement programs, please refer to the prospectuses located in Attachment C.

Assessment

High/Scope has developed and validated assessment instruments to measure the effectiveness of its professional development program for adults and its developmental curriculum for children. The measures are based on research regarding overall child development, learning in specific content areas (such as literacy), and best teaching and program practices. They have been developed for use in all child development programs, not just those using the High/Scope curriculum. These instruments, supplemented by other standardized measures, have been used extensively in local, state, and national research projects. They are each described as follows.

Program Quality

The Preschool Program Quality Assessment (PQA) (High/Scope, 2003b) is a comprehensive observation and interview tool containing 63 items for rating the performance of early childhood teachers and agencies. Teachers in classrooms are rated on their knowledge and skills in furnishing appropriate materials, providing learning opportunities throughout the day, interacting with children to promote the acquisition of intellectual and social-emotional skills, and systematically assessing children's development. Agencies are rated on parent involvement and family services, staff qualifications and staff development, and program management.

A series of studies in which the PQA was used by trained observers in over 800 diverse settings examined its psychometric properties (High/Scope, 2003b; Jurkiewicz, 2003). Score distributions demonstrated variance (i.e., 27% were low, 43% were medium, and 30% were high). Interrater reliability computed as percentage of agreement averaged 90% or better, while Pearson product-moment correlations between scores ranged from .57 to .75. Internal consistency, calculated with Cronbach's alpha, averaged .89, .94, and .95 in three study samples. In a confirmatory factor analysis on sections I through V, five factors corresponding to the instrument categories accounted for 58% of the variance. As further evidence of validity, the PQA was significantly correlated in the expected direction with other widely used measures of program quality (Harms & Clifford, 1980; Arnett, 1989), teacher beliefs (Burts et al., 1990), and child outcomes including the DIAL-R (Mardell-Czudnowski & Goldenberg, 1990) and Child Observation Record (COR); High/Scope, 2003a). The magnitude of the correlations ranged from .25 to .86.

Child Outcomes

The Preschool Child Observation Record (COR) (High/Scope, 2003a) assesses children's overall development and school readiness. The COR is used to observe children in their natural program setting and rate their behavior on 32 items in four categories: language and literacy; mathematics and science; initiative and social relations; and creative representation and movement and music. Language and literacy items assess understanding speech, speaking, showing interest in reading activities, demonstrating knowledge about books, beginning reading, and beginning writing. Math and science items measure sorting objects, identifying patterns, comparing properties, counting, and identifying position and direction; materials and properties; sequence, change, and causality; and natural and living things. Initiative and social relations items assess children's

ability to work independently and cooperatively, solve problems with materials, relate to adults and peers, express feelings, and resolve interpersonal conflicts. Creative representation, and movement and music items, measure children's behavior in the visual, dramatic, and performing arts.

The COR was found to have excellent psychometric properties in two studies with 160 and 233 Head Start children, respectively. Reliability was determined in two ways. Internal consistency for all items, computed using the Cronbach alpha coefficient, was .94 and .91 in the two studies, respectively. Inter-observer agreement, calculated as the Pearson product-moment correlation between two sets of observers (teachers and assistant teachers in 10 classrooms), was .73 for the total instrument. Internal validity was determined with a confirmatory factor analysis, which found four factors, accounting for 50.5% of the variance, that clearly represented the four categories of the COR. External validity was assessed by examining correlations between the COR and related measures, specifically the Cognitive Skills Assessment Battery (CSAB; Boehm & Slater, 1981) and children's age and gender. As expected, given differences in process and content, the two instruments were moderately related, with correlations between total COR and CSAB scores ranging from .46 to .62. Similarly, because the COR reflects learning opportunities and not just maturation, correlations with age were also at the expected moderate levels, ranging from .16 to .33 for the four categories and .31 for the total COR. The COR proved to be gender-neutral, with no significant differences in the scores of boys and girls. Finally, the COR's validity was demonstrated by its relationship with program quality. Research summarized above shows child-initiated learning opportunities assessed with the PQA are positively and significantly associated with child development measured on the COR (Epstein 1993; Smith et al., 2002).

The Early Literacy Skills Assessment (ELSA) (High/Scope, 2004a) is a standardized and interactive book-reading measure of phonological awareness, comprehension, concepts about print, and alphabetic principle. The ELSA has been tested in a national sample with 630 children (15-40% special needs) and found to be a reliable and valid measure of early literacy development with high inter-rater reliability and internal consistency; developmental validity; correlations with other widely used literacy measures, such as Get Ready to Read! (Whitehurst & Lonigan, 2001), and sensitivity to program effects (Debruin-Parecki, 2005).

Alignment (Articulation) With Standards

State and local standards can be aligned (articulated) with High/Scope curriculum components, implementation criteria, and assessment procedures. Curriculum content can be aligned with the High/Scope Key Experience (KE) areas (Hohmann & Weikart, 2002). Program implementation can be aligned with the Program Quality Assessment (PQA; High/Scope 2003b). Child outcomes can be aligned with the Child Observation Record (COR; High/Scope, 2003a). High/Scope has performed this articulation with many state standards, national programs such as Head Start, and professional organizations such as the national Council of Teachers of Mathematics. These can be accessed on our Web site (www.highscope.org) by clicking on Assessment and choosing State Alignments. For example, Attachments A and B present, respectively, the alignment of the High/Scope KE and COR with the California Desired Results for early learning, and the PQA with Head Start Performance Standards for program implementation. High/Scope can

create comparable articulation standards with any state or local pre-K standards, as well as early childhood standards developed by professional organizations in specific content areas. In fact, High/Scope curriculum and assessment materials can assist states or other institutions in developing such standards.

Costs

Professional Development Costs

The fees for the **Preschool Curriculum Course (PCC)** vary with the size of the group according to a sliding scale ranging from $1,654 to $2,850 per participant. This fee structure enables participants from multiple agencies to receive training at a reduced cost. The cost includes a complete set of materials (see Sample Materials). The fee for the **Training of Trainers Course (TOT)** is $3,600 per person and includes a site visit to observe implementation. Prospectuses for the PCC, TOT, and **Combined Preschool Curriculum Course and Training of Trainers (PCC plus TOT)** courses are included in Attachment C.

Curriculum Implementation Costs

Use of the High/Scope preschool approach is not dependent on specific materials or equipment. It is used with equally high quality in South African settings where all of the manipulatives, toys, furniture (tables and chairs) and building materials are hand-made; and in laboratory settings at colleges and universities where there is ready access to new equipment and materials. However, for budgeting purposes, programs should estimate start-up costs for year one implementation at approximately $225-$265 per child, with subsequent years costing approximately $185 per child.

Sample Materials and Client References

Upon request, High/Scope can furnish states and local school districts with sample materials and the name of references who can attest to the quality and value of our products and services. To obtain sample materials and client references regarding the High/Scope curriculum, training, and assessment components, please contact Educational Services (see Contact Information below).

Contact Information

For more information about High/Scope's curriculum, training, and assessment options:

- Visit the High/Scope Web site at *www.highscope.org*
- E-mail High/Scope at info@highscope.org
- Call High/Scope Educational Services at 734-485-2000, ext. 218.

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List of Attachments

Attachment A: Sample Alignment of State Standards with High/Scope Key Experiences and Preschool Child Observation Record (COR)

Attachment B: Sample Alignment of Organizational and Professional Standards with the Preschool Program Quality Assessment (PQA)

Attachment C: Professional Development Course Prospectuses

Attachment A. Sample Alignment of State Standards with High/Scope Key Experiences and Preschool Child Observation Record (COR)

High/Scope has aligned its curriculum and assessment tools with many state standards, national programs, such as Head Start, and professional organizations such as the National Council of Teachers of Mathematics. As an example, the following table aligns (articulates) the California Desired Results for early learning with the High/Scope Key Experience (KE) areas and Preschool Child Observation Record (COR) items. A complete list of the KEs (curriculum) and COR items (assessment) follows the alignment table.

California Desired Results Aligned With High/Scope Key Experience (KE) Areas and Preschool Child Observation Record (COR) Items		
California Desired Result Item	**High/Scope KE Area(s)**	**Preschool COR Item(s)**
Child Desired Result 1. ***Children are personally and socially competent***		
Indicator 1. Children show self awareness and a positive self-concept		
1. Identifies self by categories of gender, age, or social group	Initiative & Social Relations Classification	E. Relating to adults F. Relating to other children K. Pretending Y. Sorting objects
2. Demonstrates confidence in own abilities	Initiative & Social Relations	A. Making choices and plans B. Solving problems with materials C. Initiating play D. Taking care of personal needs
Indicator 2. Children demonstrate effective social and interpersonal skills		
3. Seeks adult help when appropriate	Initiative & Social Relations	B. Solving problems with materials G. Resolving interpersonal conflict
4. Responds to and makes verbal greetings at appropriate times	Initiative & Social Relations Language & Literacy	E. Relating to adults F. Relating to other children K. Pretending
5. Engages in cooperative pretend play activities with peers	Initiative & Social Relations Creative Representation	C. Initiating play K. Pretending
6. Negotiates with peers to resolve social conflicts with adult guidance	Initiative & Social Relations	G. Resolving interpersonal conflict
7. Expresses empathy or caring for others	Initiative & Social Relations	H. Understanding and expressing feelings
Indicator 3. Children demonstrate effective self-regulation of their behavior.		
8. Comforts self with adult guidance	Initiative & Social Relations	H. Understanding and expressing feelings

California Desired Results Aligned With High/Scope Key Experience (KE) Areas and Preschool Child Observation Record (COR) Items		
California Desired Result Item	**High/Scope KE Area(s)**	**Preschool COR Item(s)**
9. Exhibits impulse control and self-regulation	Initiative & Social Relations	G. Resolving interpersonal conflict H. Understanding and expressing feelings
10. Follows rules when participating in routine activities	Initiative & Social Relations	D. Taking care of personal needs
Indicator 4. Children show awareness, acceptance, understanding, and appreciation of others' special needs, gender, family structures, ethnicities, cultures, and languages		
11. Shows concern about fairness within peer group regardless of group differences	Initiative & Social Relations	F. Relating to other children G. Resolving interpersonal conflict H. Understanding and expressing feelings
12. Follows two-step requests that are sequential, but not necessarily related	Initiative & Social Relations Language & Literacy Movement & Music	As appropriate to content: D. Taking care of personal needs O. Moving to music Q. Listening to and understanding speech
13. Engages in conversations that develop thought or idea	Language & Literacy	Q. Listening to and understanding speech R. Using vocabulary S. Using complex patterns of speech
14. Participates in songs, rhymes, games, and stories that play with sounds of language	Creative Representation Language & Literacy	P. Singing T. Showing awareness of sounds in words
15. Experiments with new vocabulary, uses more complex grammar and parts of speech	Language & Literacy	R. Using vocabulary S. Using complex patterns of speech
Child Desired Result 2. Children are effective learners		
Indicator 1. Children are interested in learning new things		
16. Observes and examines natural phenomenon through senses	Classification	FF. Identifying natural and living things

California Desired Results Aligned With High/Scope Key Experience (KE) Areas and Preschool Child Observation Record (COR) Items		
California Desired Result Item	**High/Scope KE Area(s)**	**Preschool COR Item(s)**
17. Combines activities, materials, and equipment in new ways	Classification Space	I. Making and building models J. Drawing and painting pictures K. Pretending Z. Identifying patterns EE. Identifying materials and properties
Indicator 2. Children show cognitive competence and problem-solving skills through play and daily activities		
18. Acts out plays, stories, or songs	Creative Representation Movement & Music	K. Pretending O. Moving to music P. Singing
19. Completes increasingly complex puzzles	Initiative & Social Relations Space	B. Solving problems with materials Y. Sorting objects CC. Identifying position and direction
20. Stays with or repeats a task	Initiative & Social Relations	A. Making choices and plans B. Solving problems with materials
Indicator 3. Children show interest in real-life mathematical concepts		
21. Counts to 10 by rote memorization	Number	BB. Counting
22. Uses size words like many, big, and little appropriately	Classification	AA. Comparing properties
23. Understands that numbers represent quantity	Number	BB. Counting
24. Uses measuring implements	Classification Seriation Number	AA. Comparing properties
25. Orders objects from smallest to largest	Seriation	Z. Identifying patterns
26. Demonstrates an understanding of different rates of speed	Time	DD. Identifying sequence, change, and causality
27. Describes how items are the same or different	Classification	Y. Sorting objects AA. Comparing properties
28. Matches and names simple patterns	Seriation	Z. Identifying patterns

California Desired Results Aligned With High/Scope Key Experience (KE) Areas and Preschool Child Observation Record (COR) Items		
California Desired Result Item	**High/Scope KE Area(s)**	**Preschool COR Item(s)**
29. Estimates	Space Time	DD. Identifying sequence, change and causality
Indicator 4. Children demonstrate emerging literacy skills		
30. Understands that letters make up words	Language & Literacy	V. Using letter names and sounds
31. Recognizes print in the environment	Language & Literacy	U. Demonstrating knowledge about books W. Reading
32. Makes three or more letter-sound correspondences	Language & Literacy	V. Using letter names and sounds
33. Pretends to read books	Language & Literacy	U. Demonstrating knowledge about books
34. Engages in discussion about books	Language & Literacy	Q. Listening to and understanding speech U. Demonstrating knowledge about books W. Reading
35. Draws a picture related to a story and talks about his or her drawing	Creative Representation Language & Literacy	J. Drawing and painting pictures
36. Uses pretend writing during play activities	Language & Literacy	X. Writing
37. Uses strings of repeated letter-like symbols as pretend writing	Language & Literacy	V. Using letter names and sounds
38. Writes three or more letters or numbers	Language & Literacy	V. Using letter names and sounds
Child Desired Result 3, Children show physical and motor competence		
Indicator 1. Children demonstrate an increased proficiency in motor skills		
39. Avoids obstacles	Movement & Music	L. Moving in various ways M. Moving with objects
40. Pedals a tricycle	Movement & Music	M. Moving with objects
41. Jumps forward with both feet together	Movement & Music	L. Moving in various ways
42. Kicks a large ball	Movement & Music	L. Moving in various ways M. Moving with objects
43. Catches a large ball with two hands	Movement & Music	M. Moving with objects

California Desired Results Aligned With High/Scope Key Experience (KE) Areas and Preschool Child Observation Record (COR) Items		
California Desired Result Item	**High/Scope KE Area(s)**	**Preschool COR Item(s)**
44. Shows rhythmic movement	Movement & Music	N. Feeling and expressing steady beat
45. Gets dressed with minimal help	Initiative & Social Relations	D. Taking care of personal needs
46. Skips or gallops	Movement & Music	L. Moving in various ways O. Moving to music
47. Manipulates two small objects at the same time	Movement & Music	M. Moving with objects
48. Uses tools with increasing proficiency	Creative Representation Movement & Music	B. Solving problems with materials M. Moving with objects
49. Fastens buttons	Movement & Music	D. Taking care of personal needs M. Moving with objects
Child Desired Result 4. Children are safe and healthy.		
Indicator 1. Children show an emerging awareness and practice of safe and healthy behavior		
50. Tries new food on own	Initiative & Social Relations	A. Making choices and plans D. Taking care of personal needs
51. Washes and dries hands before eating and after toileting	Initiative & Social Relations	D. Taking care of personal needs
52. Takes care of own toileting needs	Initiative & Social Relations	D. Taking care of personal needs
53. Communicates dangerous behavior to another	Initiative & Social Relations	D. Taking care of personal needs E. Relating to adults F. Relating to other children G. Resolving interpersonal conflict
54. Knows how to follow routines in emergency situations	Initiative & Social Relations	D. Taking care of personal needs
55. Knows first and last name	Initiative & Social Relations	D. Taking care of personal needs

High/Scope Preschool Key Experiences
Creative Representation • Recognizing objects by sight, sound, touch, taste, and smell • Imitating actions and sounds • Relating models, pictures, and photographs to real places and things • Pretending and role playing • Making models out of clay, blocks, and other materials • Drawing and painting
Language and Literacy • Talking with others about personally meaningful experiences • Describing objects, events, and relations • Having fun with language: listening to stories and poems, making up stories and rhymes • Writing in various ways: drawing, scribbling, letterlike forms, invented spelling, conventional forms • Reading in various ways: reading storybooks, signs and symbols, one's own writing • Dictating stories
Initiative and Social Relations • Making and expressing choices, plans, and decisions • Solving problems encountered in play • Taking care of one's own needs • Expressing feelings in words • Participating in group routines • Being sensitive to the feelings, interests, and needs of others • Building relationships with children and adults • Creating and experiencing collaborative play • Dealing with social conflict
Movement • Moving in nonlocomotor ways (anchored movement: bending, twisting, rocking, swinging one's arms) • Moving in locomotor ways (nonanchored movement: running, jumping, hopping, skipping, marching, climbing) • Moving with objects • Expressing creativity in movement • Describing movement • Acting upon movement directions • Feeling and expressing steady beat • Moving in sequences to a common beat
Music • Moving to music • Exploring and identifying sounds • Exploring the singing voice • Developing melody • Singing songs • Playing simple musical instruments

High/Scope Preschool Key Experiences

Classification
- Exploring and describing similarities, differences, and the attributes of things
- Distinguishing and describing shapes
- Sorting and matching
- Using and describing something in several ways
- Holding more than one attribute in mind at a time
- Distinguishing between "some" and "all"
- Describing characteristics something does not possess or what class it does not belong to

Seriation
- Comparing attributes (longer/shorter, bigger/smaller)
- Arranging several things one after another in a series or pattern and describing the relationships (big/bigger/biggest, red/blue/red/blue)
- Fitting one ordered set of objects to another through trial and error (small cup—small saucer/medium cup—medium saucer/big cup—big saucer)

Number
- Comparing the numbers of things in two sets to determine "more," "fewer," "same number"
- Arranging two sets of objects in one-to-one correspondence
- Counting objects

Space
- Filling and emptying
- Fitting things together and taking them apart
- Changing the shape and arrangement of objects (wrapping, twisting, stretching, stacking, enclosing)
- Observing people, places, and things from different spatial viewpoints
- Experiencing and describing positions, directions, and distances in the play space, building, and neighborhood
- Interpreting spatial relations in drawings, pictures, and photographs

Time
- Starting and stopping an action on signal
- Experiencing and describing rates of movement
- Experiencing and comparing time intervals
- Anticipating, remembering, and describing sequences of events

Preschool Child Observation Record Items

I. Initiative

A. Making choices and plans
1. Child indicates a choice by pointing or some other action.
2. Child expresses a choice in one or two words.
3. Child expresses a choice with a short sentence.
4. Child makes a plan with one or two details.
5. Child makes a plan with three or more details.

Preschool Child Observation Record Items
B. Solving problems with materials 1. Child expresses frustration when encountering a problem with materials. 2. Child identifies a problem with materials and asks for help. 3. Child tries one way to solve a problem with materials. 4. Child tries two ways to solve a problem with materials. 5. Child tries three or more ways to solve a problem with materials.
C. Initiating play 1. Child engages in exploratory play. 2. Child makes something with materials. 3. Child engages in pretend play. 4. During play with other children, child adds an idea that modifies the play. 5. Child joins with other children in playing a game with rules.
D. Taking care of personal needs 1. Child observes as others do a self-care activity. 2. Child accomplishes some parts of a self-care activity. 3. Child accomplishes all parts of a self-care activity. 4. Child identifies the need for a tool and uses it independently to accomplish a personal goal. 5. Child helps another child in a self-care activity or program routine.
II. Social Relations
E. Relating to adults 1. Child participates in a conversation initiated by a familiar adult. 2. Child participates in a conversation initiated by an unfamiliar adult. 3. Child initiates an interaction with an adult. 4. Child sustains an interaction with an adult. 5. Child involves an adult in an activity and sustains the involvement.
F. Relating to other children 1. Child responds when another child initiates an interaction. 2. Child initiates an interaction with another child. 3. Child sustains an interaction with another child. 4. Child invites another child to play. 5. Child shows loyalty to another child.
G. Resolving interpersonal conflict 1. In a conflict with another child, child responds with yelling or physical action. 2. Child requests adult help in resolving a conflict with another child. 3. Child identifies the problem in a conflict with another child. 4. With adult help, child offers a solution to a conflict. 5. Child negotiates the resolution in a conflict with another child.
H. Understanding and expressing feelings 1. Child expresses an emotion. 2. Child comforts another child. 3. Child talks about an emotion. 4. Child represents an emotion through pretend play or art. 5. Child identifies an emotion and gives a reason for it.
III. Creative Representation

Preschool Child Observation Record Items
I. Making and building models 1. Child uses clay, dough, paper, blocks, sand, wire, pipe cleaners, or scrap materials. 2. Child notices and says that a material looks like something else. 3. Child uses sounds, actions or words to show what a material stands for. 4. Child makes a model with three or more basic parts. 5. Child makes a model with details on one or more of the basic parts.
J. Drawing and painting pictures 1. Child uses a marker, crayon, pencil, chalk, paint, or finger paint. 2. When drawing or painting, child notices an unintended result and says what it looks like. 3. Child draws or paints something and explains what it stands for. 4. Child draws or paints a picture that includes four or more basic parts. 5. Child draws or paints a picture with details on one or more of the basic parts.
K. Pretending 1. Child acts like an animal, an object, or another person. 2. Child uses one or more objects to stand for another object. 3. Child uses both words and actions to portray a role, situation, or setting. 4. Child engages in role-play with two or more other children. . 5. Child steps out of a role-play situation to clarify it or give directions, then returns to the play.
IV. Movement and Music
L. Moving in various ways 1. Child pounds with, shakes, twists or swings an arm or a leg. 2. Child runs, marches, gallops, or jumps. 3. Child walks up or down stairs, alternating feet. 4. Child names a movement and does it. 5. Child hops, skips, or twirls around and stops without falling.
M. Moving with Objects 1. Child throws or kicks an object. 2. Child catches an object. 3. Child coordinates both hands to manipulate one or more small objects. 4. Child dribbles a ball. 5. Child strikes a moving object with a bat or paddle
N. Feeling and expressing steady beat 1. Child engages in a steady movement. 2. Child joins others in a steady movement. 3. Child maintains a steady beat to music for 4-8 beats. 4. Child maintains a steady beat to music for 12-16 beats. 5. Child chants or sings while maintaining movement to a steady beat.
O. Moving to Music 1. Child moves to music. 2. Child imitates others as they move to music. 3. Child names a movement and engages in it to music. 4. Child creates and repeats a two-movement pattern to music. 5. Child creates (or copies) and repeats a pattern of four or more movements to music.

Preschool Child Observation Record Items
P. Singing 1. Child makes vocal sounds that vary in pitch. 2. Child hums or sings while engaged in another activity. 3. Child sings part of a simple song with others. 4. Child sings a three- pitch song with others. 5. Child sings a song with five or more pitches.
V. Language and Literacy
Q. Listening to and understanding speech 1. Child responds with actions or words to a suggestion, request, or question. 2. When listening to a story, rhyme, or narrative, child anticipates and fills in a word or phrase. 3. When listening to story, rhyme, or narrative, child comments on or asks a question about it. 4. Child contributes to an ongoing conversation. 5. Child sustains a dialogue taking three or more conversational turns.
R. Using vocabulary 1. Child talks about people or objects close at hand. 2. Child talks about absent people or objects. 3. Child uses vocabulary related to a particular subject. 4. Child uses two or more descriptive words to describe something. 5. Child asks about the meaning of a word.
S. Using complex patterns of speech 1. Child uses words and phrases. 2. Child uses a sentence of four or more words. 3. Child uses two or more related sentences in a row. 4. Child uses a compound subject or object in a sentence. 5. Child uses a clause that starts with “when”, “if”, “because”, or “since” in a sentence.
T. Showing awareness of sounds in words 1. During play, child makes the sound of an animal, vehicle, or some other environmental sound. 2. Child joins in saying or repeats a rhyme or a series of words that start with the same sound. 3. Child rhymes one word with another or makes up a phrase or sentence that includes a rhyme. 4. Child says that two words begin with the same sound. 5. Child creates a pair or series of words that start with the same sound.
U. Demonstrating knowledge about books 1. Child shows interest when a book is read aloud. 2. Child holds a book right-side-up, turns the pages, and looks at them. 3. Child asks another person to read a book to him or her. 4. Looking at the pictures in a book, child tells the story or makes up a story related to pictures. 5. Child points to words in a book or follows a line of text while telling or reading the story.
V. Using letter names and sounds 1. Child says or sings some letters. 2. Child names three or more alphabet letters he or she is holding, looking at, typing, or making. 3. Child makes the sound of a letter in a word he or she is looking at, writing, or typing. 4. Child names 10 or more letters over time. 5. Child says a word and identified the beginning letter or letter sound.

Preschool Child Observation Record Items
W. Reading 1. Child uses the same word to identify more than one object. 2. Child says what a picture or symbol represents. 3. Child calls attention to print. 4. Child recognizes a written word. 5. Child reads aloud a simple phrase or sentence.
X. Writing 1. Child writes using pictures, squiggles or letter-like forms. 2. Child uses clay, wire, or sticks to make a recognizable letter. 3. Child writes two or more recognizable letters. 4. Child writes a string of letters and reads them or asks to have them read. 5. Child writes a phrase or sentence of two or more words.
VI. Mathematics and Science
Y. Sorting objects 1. Child creates collections of five or more objects. 2. Child sorts a collection into smaller groups of similar objects. 3. In sorting, child groups objects that are the same in some way but different in others. 4. In sorting, child groups objects that are the same in some way and identifies the similarity. 5. Child identifies two or more similarities between objects or groups.
Z. Identifying patterns 1. Child lines up three or more objects one after the other. 2. Child arranges four or more objects in a repeating series. 3. Child arranges three or more objects in a graduated series. 4. Child finds or points out a repeating or a graduated series. 5. Child adds additional objects to extend a repeating or graduated series.
AA. Comparing properties 1. Child makes or responds to a statement that includes a comparison word. 2. Child describes contrasting objects using a word and its opposite. 3. Child makes an object or structure smaller or bigger and comments on the change. 4. Child uses a comparison word to describe the difference between two objects. 5. Child uses a conventional or an unconventional measuring tool and states the result.
BB. Counting 1. Child uses a number word. 2. Child counts objects, naming one number for each object. 3. Child counts or responds to a request for 5 to 10 objects. 4. Child counts 11 or more objects and uses the last number to say how many. 5. Child counts two groups of objects and says which one has more.
CC. Identifying position and direction 1. Child moves or places an object as requested. 2. Child uses a position word. 3. Child uses a direction word. 4. Child uses a distance word. 5. Reading a map, child uses a position, direction, or distance word.

Preschool Child Observation Record Items
DD. Identifying sequence, change, and causality 1. Child anticipates the next event in a sequence. 2. Child describes a sequence of events. 3. Child describes a change in an object or situation. 4. Child compares the rates or durations of two events. 5. Child explains that an event or change happens because of something else.
EE. Identifying materials and properties 1. Child identifies a property of an object. 2. Child identifies the material an object is made of. 3. Child identifies a part of an object and the whole it belongs to. 4. Child selects a material based on its properties. 5. Child numbers the parts or features of an object.
FF. Identifying natural and living things 1. Child names a natural object or material. 2. Child performs an action helpful to plants or animals. 3. Child identifies something as living or not living. 4. Child identifies a change in a materials or the environment and a possible cause. 5. Child identifies where a natural object or material comes from.

Attachment B. Sample Alignment of Organizational and Professional Standards with the Program Quality Assessment

High/Scope has aligned its curriculum and assessment tools with many state standards, national programs such as Head Start, and professional organizations such as the National Council of Teachers of Mathematics. As an example, below is the alignment of the Head Start Performance Standards with the Program Quality Assessment. Many Head Start programs use the PQA to prepare for their monitoring visits, as well as to assess program quality on an ongoing basis.

Introduction

The Program Quality Assessment (PQA; High/Scope 2003b) is an excellent tool for rating the quality of center-based Head Start programs and identifying the training needs of Head Start staff. Head Start has always aimed to be a national model of "best practices" in early childhood and family service programs. The PQA is also based on the field's commonly held positions about best practices. In fact, the Head Start Performance Standards (HSPS; *Federal Register*, 1996; U.S. Department of Health and Human Services, 2002) were a primary reference in the development of the instrument. Consequently, the PQA is highly compatible with Head Start program goals and implementation strategies. Because of this alignment, the PQA has been used in a series of studies to evaluate staff qualifications and staff development in Head Start and to assess the relationship between program quality and Head Start's effectiveness in promoting children's development (e.g., Epstein, 1993 & 1999; Schweinhart, 2000; Schweinhart, Oden, Okoloko, Epstein, & Markley, 2000; Schweinhart, Epstein, Okoloko, & Oden, 1998.) These studies are described in the section on "Psychometric Properties" in the PQA Administration Manual.

Like Head Start, the PQA focuses comprehensively on children's learning experiences, parent involvement and family services, staff development, and overall program management. Whether administered as a self-assessment or by a trained outside rater, the PQA can help Head Start programs identify and achieve optimum levels of quality in all these areas. The PQA provides Head Start programs with meaningful data as they conduct required self-assessments, prepare for onsite program reviews, develop plans for staff training and program development, and generally monitor and strive to improve the quality of their services. Moreover, unlike many compliance measures that score programs according to a simple yes-no dichotomy, the PQA measures quality along a five-point continuum. It clearly defines, in measurable terms, the conditions and practices that constitute low, moderate, and high quality implementation. This range allows Head Start programs to pinpoint their current status and their chart progress over time.

To maximize the usefulness of the PQA to Head Start programs, High/Scope has prepared this Head Start Guide to the PQA. The Guide maps the relationship between the PQA and the Head Start Performance Standards (HSPS). Many PQA items address more than one standard.

The Standards covered in whole or in part by the PQA are Definitions (1304.03), Child Health and Developmental Services (1304.20), Education and Early Childhood Development (1304.21), Child Health and Safety (1304.22), Child Nutrition (1304.23), Child Mental Health (1304.24),

Family Partnerships (1304.40), Community Partnerships (1304.41), Program Governance (1304.50), Management Systems and Procedures (1304.51), Human Resource Management (1304.52), and Facilities, Materials, and Equipment (1304.53). Because the Preschool PQA is designed to assess center-based preschool-age programs in general, the alignment does not include Standards limited to home-based or infant-toddler (Early Head Start) programs, or requirements unique to Head Start's organizational and committee structure.

The following pages contain: (a) a listing of the PQA items, (b) the relevant HSPS, and (c) the alignment of the PQA items with the Standard(s) addressed by that item.

Preschool Program Quality Assessment (PQA) Items

CLASSROOM ITEMS

I. Learning Environment

I-A. The classroom provides a safe and healthy environment for children.
I-B. The space is divided into interest areas that address basic aspects of children's play and development.
I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas.
I-D. An outdoor play area (at or near the program site) has adequate space, equipment, and materials to support various types of play.
I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.
I-F. Classroom materials are varied, manipulative, open-ended, and authentic and appeal to multiple senses (sight, hearing, touch, smell, taste).
I-G. Materials are plentiful.
I-H. Materials reflect human diversity and the positive aspects of children's homes and community cultures.
I-I. Child-initiated work (work designed and created by children) is on display.

II. Daily Routine

II-A. Adults establish a consistent daily routine. Children are aware of the routine.
II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small-group activities; to engage in large-group activities; snack or meal time; cleanup time; transition times; outside time and rest time.
II-C. An appropriate amount of time is allotted for each part of the daily routine.
II-D. The program has time each day during which children make plans and indicate their plans to adults.
II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.
II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.
II-G. The program has a time each day for small-group activities that reflect and extend children's interests and development.
II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.
II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.
II-J. The program has a set clean up time with reasonable expectations and choices for children.
II-K. The program has a time each day for snacks or meals that encourage social interaction.
II-L. The program has outside time each day during which children engage in a variety of physical activities.

III. Adult-Child Interaction

III-A. Children's basic physical needs are met.
III-B. Children's separation from home and daily entry to the program are handled with sensitivity and respect.
III-C. Adults create a warm and caring atmosphere for children.
III-D. Adults use a variety of strategies to encourage and support child language and communication.
III-E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.
III-F. Adults participate as partners in children's play.
III-G. Adults encourage children's learning initiatives throughout the day (both indoors and outdoors).
III-H. Adults support and extend children's ideas and learning during group times.
III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.
III-J. Adults acknowledge individual children's accomplishments.

III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.
III-L. Children have opportunities to solve problems with materials and do things for themselves.
III-M. Adults involve children in resolving conflicts.

IV. Curriculum Planning and Assessment

IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices.
IV-B. Staff use a team-teaching model and share responsibilities for planning and implementing program activities.
IV-C. Staff maintain records on children and families including the following data on each child: name, birthdate, name of parent or guardian, home address and phone number; child immunization records, health and disability status, accident reports; assessment of child's progress; home visit documentation, parent/teacher conference documentation; family goals, treatment referrals and follow-up
IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.
IV-E. Staff regularly use a child observation measure of proven reliability and validity to assess children's developmental progress.

AGENCY ITEMS

V. Parent Involvement and Family Service

V-A. The program provides a variety of opportunities for parents to become involved in the program.
V-B. Parents are represented on program advisory and/or policymaking committees.
V-C. Parents are encouraged to participate in program activities with children.
V-D. Staff and parents exchange information about the curriculum and its relationship to children's development.
V-E. Staff and parents interact informally to share information about the day's activities and children's experiences.
V-F. Staff and parents exchange information about how to promote and extend children's learning and social development at home.
V-G. Staff members schedule home visits and formal parent conferences to share information with parents and seek input from parents about the program and their children's development.
V-H. The program or its host agency provides diagnostic and special education services for special needs children.
V-I. Staff provide parents with referrals and access to supportive services as needed.
V-J. Program activities are coordinated with community agencies and/or the public schools to facilitate the delivery of services to families and/or children's transition to kindergarten.

VI. Staff Qualifications and Staff Development

VI-A. The program director has the appropriate education, training, and experience.
VI-B. Instructional staff have the appropriate education, training, and experience.
VI-C. Support staff (e.g., cook, bus driver, secretary) and volunteers receive the appropriate orientation and supervision.
VI-D. Staff participate in ongoing professional development activities such as conferences, workshops, college-level courses and seminars, compiling or consulting a resource library, teacher exchanges, observation, mentoring, and coaching.
VI-E. Inservice training sessions are specific to early childhood and apply the principles of adult learning.
VI-F. Instructional staff are regularly observed in the program setting and provided with feedback by someone familiar with the curriculum's goals, objectives, and methods for working with children.
VI-G. The director and teachers are affiliated with a local, state, and/or national early childhood professional organization.

VII. Program Management

VII-A. The program is licensed based on regulations passed by the state and/or local licensing agencies.

VII-B. Program policies promote continuity of care by classroom adults (paid staff who work directly with children.)
VII-C. Staff regularly conduct a program assessment and use the results to improve the program.
VII-D. The program has a child recruitment and enrollment plan.
VII-E. The program has a fully developed set of operating policies and procedures.
VII-F. The program is accessible to those with disabilities.
VII-G. The program is adequately funded.

Head Start Performance Standards[1] Addressed by the Preschool PQA

HSPS 1304.03 Definitions

5. The curriculum is consistent with the Head Start Performance Standards and is based on sound child development principles about how children grow and learn. Curriculum means a written plan that includes:

i. The goals for children's development and learning
ii. The experiences through which they will achieve these goals
iii. What staff and parents do to help children achieve these goals
iv. The materials needed to support the implementation of the curriculum

HSPS 1304.20 Child Health and Developmental Services

(a) Determining child health status

1. Within 90 days of program entry, determine and arrange for ongoing health care

(b) Developmental, sensory, and behavioral screening

1. Within 45 days of program entry, conduct screening
2. Obtain guidance from appropriate mental health or child development professional
3. Use multiple sources of information about child including family, teachers, and other staff

(c) Extended follow-up and treatment

1. Establish system on ongoing communication with parents
2. Assist parents in enabling medication, equipment, or other child health aids
3. Enable prevention and treatment as recommended by dental professional
4. Provide related services as specified in Individualized Education Plan (IEP) and Individualized Family Service Plan (IFSP)

(d) Ongoing care -- Agencies must implement ongoing procedures (including observations from parents and staff) to identify new or recurring medical, dental, or developmental concerns so they can make appropriate referrals

(e) Involving parents -- Agencies must

1. Consult with parents immediately when problems are suspected or identified
2. Explain diagnostic/testing procedures and results to parents
3. Talk to parents about how to familiarize children with medical procedures
4. Assist parents to enroll in system of ongoing family health care

(f) Individualization of the program

1. Agencies must use information from testing and parental/staff input to determine how to best respond to child's individual needs

HSPS 1304.21 Education and Early Childhood Development

(a) Child development and education approach for all children

1. To help children be prepared to succeed in their present environment and later responsibilities in school and life, agencies must
   i. Be developmentally and linguistically appropriate
   ii. Be inclusive of children with disabilities
   iii. Support and respect gender, culture, language, ethnicity, and family composition
   iv. Provide daily balance of child-initiated and adult-directed activities, including individual and small group activities
   v. Allow and enable children to independently use toilet facilities
2. Parents must be:
   i. Invited to become integrally involved in the development of the program's curriculum and educational approach
   ii. Provided with opportunities to increase child observational skills and share their assessments

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[1]Many of the Standards are quoted verbatim. However, for clarity and brevity, some items have been reworded or condensed, without changing the essence of the item.

with staff

iii. Encouraged to participate in staff-parent conferences and home visits to discuss child's development and education

3. Agencies must support social and emotional development by

i. Enhancing child's strengths by

A. Building trust

B. Fostering independence

C. Encouraging self-control by setting clear, consistent limits and having realistic expectations

D. Encouraging respect for the feelings and rights of others

E. Supporting and respecting child's home language, culture, and family composition

ii. Planning for routines and transitions so they occur in a timely and predictable manner

4. Agencies must provide for development of children's cognitive and language skills by

i. Using various strategies (experimentation, inquiry, observation, play, and exploration) to support learning

ii. Ensuring opportunities for creative expression through such activities as art, music, movement, dialogue

iii. Promoting interaction and language use among children and between children and adults

iv. Supporting emerging literacy and numeracy development

5. Agencies in center-based settings must promote physical development by

i. Providing sufficient time, indoor and outdoor space, materials and adult guidance for gross motor development

ii. Providing sufficient time, indoor and outdoor space, materials, and adult guidance for fine motor development

(c) Child development and education approach for preschoolers

1. Agencies in collaboration with parents must implement a curriculum that

i. Supports each child's individual pattern of development and learning

ii. Provides for the development of cognitive skills that form a foundation for school readiness and later school success including age-appropriate literacy, numeracy, reasoning, problem-solving and decision-making skills

iii. Integrates all educational aspects of health, nutrition, and mental health services into program activities

iv. Helps children develop emotional security and facility in social realtionships

v. Enhances child's understanding of self as an individual and as a member of a group

vi. Provides opportunities for success to help children' develop feelings of competence, self-esteem, and positive attitudes toward learning

vii. Provides individual and small group experiences both indoors and outdoors

2. Staff must use a variety of strategies to promote learning and development based on observations and ongoing assessment of each child

HSPS 1304.22 Child Health and Safety

(a) Health emergency procedures

1. Posted emergency plans
2. Emergency service and family contact information
3. Evacuation routes
4. Parental notification procedures
5. Methods for handling/reporting child abuse & neglect

(b) Conditions of short-term exclusion and admittance

1. Agencies must temporarily exclude a child with short-term injury or contagious illness that cannot be readily accommodated in center-based programs if it imposes health or safety risk to child or others

2. Agencies may not exclude child on long-term basis based on health care needs or medical requirements unless it poses a significant hazard

3. Agencies must request that parents inform them of health or safety needs of child; must share necessary information with staff in accordance with program's confidentiality policy

(c) Medication administration
    1. Labeling and storing
    2. Administering
    3. Written instructions and authorization
    4. Maintaining individual records
(d) Injury prevention
    1. Agencies must ensure that staff and volunteers can demonstrate safety practices
    2. Foster safety awareness among children and parents through appropriate program activities
(e) Hygiene
    1. Staff, volunteers, and children must wash hands with soap and running water at following times
        i. Diapering and toilet use
        ii. Food preparation and consumption
        iii. When hands contaminated with bodily fluids
        iv. After handling animals and pets
    2. Staff, volunteers, and children must wash hands with soap and running water at following times
        i. Before and after giving medication
        ii. Before and after treating injuries
        iii. After assisting children with toileting
    3. Use of nonporous latex gloves
    4. Cleaning spills of bodily fluids
(f) First aid kits
    1. Readily available and well-supplied, accessible to staff but out of children's reach
    2. Restocked after use; conduct inventory at regular intervals

HSPS 1304.23 Child Nutrition

(a) Identification of individual, family, community, or cultural nutritional needs and practices
(b) Nutritional services
    1. Programs must meet nutritional and feeding needs of children and consider cultural/ethnic preferences.
        ii. Children in part-day centers must receive snacks and meals that meet nutritional needs
        v. Serving sizes and content must meet USDA guidelines
        vi. Food must be high in nutrition and low in fat, sugar, and salt
    3. Staff must promote effective dental hygiene in conjunction with meals
(c) Meal service – Agencies must contribute to socialization of children by providing that
    1. A variety of food is served to broaden children's food experiences
    2. Food is not used as a punishment or reward
    3. Sufficient time is allowed for each child to eat
    4. Eating is family style for preschoolers and staff
    6. Medically-based diets or other dietary requirements are accommodated
    7. Children are involved in food-related activities as developmentally appropriate
(e) Food safety and sanitation
    1. Compliance with licensing requirements

HSPS 1304.24 Child Mental Health

(a) Mental health services
    1. Agencies must work collaboratively with parents by
        i. Soliciting parental information, observations, concerns about their child's health
        ii. Sharing staff observations with parents and information about separation and attachment issues
        iii. Discussing with parents appropriate responses to their children's behavior
        iv. Discussing how to strengthen nurturing environments at home and in the program
        v. Helping parents better understand mental health issues
        vi. Supporting parental involvement in mental health interventions
    2. Utilize on-site or referrals to community mental health services as needed

HSPS 1304.40 Family Partnerships

(a) Family goal setting

1. Referrals to community services as needed
4. Variety of opportunities for interaction with parents throughout the year
5. Meetings and interactions respectful of family diversity

(b) Accessing community services and resources

1. Agencies must work with families to access services and resources that include
    i. Emergency/crisis assistance in food, housing, clothing, transportation
    ii. Education and counseling programs on child abuse/neglect, substance abuse, domestic violence
    iii. Continuing education and employment training

(d) Parent involvement – general

1. Agencies must provide opportunities in policy making, parent involvement, and education
2. Program settings must be open to parents during all program hours; parents must be welcomed; all parent participation must be voluntary and not a requirement for child's enrollment
3. Agencies must provide parents with opportunities to participate in the program as employees or volunteers

(e) Parent involvement in child development and education

1. Agencies must include parents in the development of the curriculum and approach to child development
3. Agencies must provide opportunities for parents to enhance their parenting skills and understanding of child development
5. Center-based programs must conduct two home visits and at least two staff-parent conferences per year

(f) Parent involvement in health, nutrition, and mental health education

1. Agencies must provide education programs in health (medical and dental), nutrition, and mental health

(g) Parent involvement in community advocacy

1. Agencies must
    i. Support and encourage parents to make community services responsive to their needs
    ii. Establish procedures to provide parents with comprehensive information about community resources
2. Parents must be provided with regular opportunities to work together on activities of interest to them

(h) Parent involvement in transition activities

1. Agencies must assist parents in becoming their child's advocate as they transition into the program from home or another child care setting, and from the program to another preschool, child care setting, or elementary school

(i) Parent involvement in home visits

2. Teachers in center-based programs must make at least two visits per year to home of enrolled children (unless parent does not permit it)
3. Home visits must be scheduled at times mutually convenient for families and staff
4. Visits may take place at the program site or another safe location that affords privacy

HSPS 1304.41 Community Partnerships

(a) Partnerships

2. Agencies must take affirmative steps with community agencies to support responsiveness to child and family needs

(c) Transition services

1. Agencies must establish procedures with child care/school/other agencies to support successful transitions including
    i. Coordination for transfer of records
    ii. Outreach to encourage communication among all relevant staff
    iii. Initiating meetings between parents and teachers
    iv. Initiating joint transition-related activities

HSPS 1304.50 Program Governance

(b) Policy group composition and formation

7. Parents of enrolled children must be proportionally represented on established policy groups

(d) Policy group responsibilities including

1. Meeting with management to review following procedures:

iv. Setting programs goals

vii. Defining recruitment, selection, and enrollment criteria

viii. Annual program self-assessment

ix. Program personnel policies and standards of conduct

x. Hiring and firing director

xi. Hiring and firing other staff

(e) Parent committee must carry out at least the following minimal responsibilities

1. Advise staff in developing and implementing local policies and activities

2. Plan, conduct, participate in formal and informal activities for parents and staff

3. Participate in recruitment and screening of employees according to established policies

HSPS 1304.51 Management Systems and Procedures

(a) Program planning

1. Agencies must develop a systematic process of ongoing planning

(b) General communication – Agencies must share information in a timely manner with parents, policy groups, staff, and the community

(c) Communication with families

1. Agencies must ensure effective and regular two-way communication between staff and parents

(e) Communication among staff – Agencies must have a mechanism for communication among staff to facilitate quality outcomes for children and families

(g) Record-keeping systems – Agencies must establish and maintain record-keeping systems to provide timely, accurate information and to ensure appropriate confidentiality of this information

(i) Program self-assessment and monitoring

1. At least once each year, agencies must conduct a self-assessment

HSPS 1304.52 Human Resource Management

(a) Organizational structure

1. Agencies must establish and maintain an organizational structure that addresses responsibilities assigned to each staff position and provide evidence of adequate mechanisms for staff supervision and support

(b) Staff qualifications – General

1. Agencies must ensure that staff and consultants have knowledge, skills, and experiences needed to perform assigned functions

4. Staff and program consultants must be familiar with ethnic background and heritage of families in programs and be able to communicate, to the extent feasible, with children and families with limited English proficiency

(c) Head Start director qualifications – Director must have demonstrated skills and abilities in a management capacity relevant to human services program management

(g) Classroom staffing and home visitors – Agencies must meet requirements regarding

1. Child-staff ratios

3. Group size

(h) Standards of conduct

1. Agencies must ensure that staff, consultants, and volunteers abide by standards of conduct that specify

i. They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability

ii. They will follow the program's confidentiality policies

iii. No child will be left alone or unsupervised while under their care

iv. They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation; they will not employ discipline methods involving isolation, use of food as punishment or reward, or denial of basic needs

3. Personnel policies must include provision of penalties for violating standards of conduct

(i) Staff performance appraisals – Agencies must at a minimum perform annual performance reviews for staff members and use results to identify staff training and professional development needs and assist each staff member in improving his/her skills and professional competencies

(j) Staff and volunteer health – Agencies must ensure that each staff member and volunteer has an initial health and screening examination

(k) Training and development

1. Agencies must provide an orientation to all new staff, consultants, and volunteers that includes at minimum goals and philosophy of Head Start and ways in which they are implemented by the program

2. Agencies must implement a structured approach to staff training and development, attaching academic credit whenever possible; this system should be designed to help build relationships among staff and assist staff in acquiring and increasing knowledge and skills needed to fulfill their job responsibilities

3. Training must include information on reporting child abuse, helping families transition to/from Head Start

HSPS 1304.53 Facilities, Materials, and Equipment

(a) Head Start physical environment and facilities

1. Agencies must provide a physical environment and facilities conducive to learning and reflective of different stages of children's development

2. Agencies must provide appropriate space for conduct of all program activities

3. Center space must be organized into functional areas that can be recognized by children and that allow for individual activities and social interactions

5. Centers must have at least 35 sq. ft. of usable indoor space and 75 sq. ft. of usable outdoor space per child

6. Facilities must meet licensing requirements

7. Agencies must provide for maintenance, repair, safety, and security of all facilities, materials, and equipment

8. Agencies must provide a center-based environment free of toxins

9. Outdoor play areas must be arranged to prevent children from leaving premises; no unsupervised exposure to traffic areas en route to/from program

10. Agencies must conduct safety inspections at least annually regarding space, light, ventilation, heat, and other physical arrangements consistent with children's health and safety needs

(b) Head Start equipment, toys, materials, and furniture

1. Agencies must provide/arrange sufficient equipment, toys, materials, and furniture to facilitate participation of children and adult. Must be

i. Supportive of specific educational objectives of local program

ii. Supportive of cultural and ethnic backgrounds of children

iii. Age-appropriate, safe, and supportive of abilities and developmental level of each child, with necessary adaptation for children with disabilities

iv. Accessible, attractive, and inviting to children

v. Designed to provide a variety of learning experiences and encourage each child to experiment and explore

vi. Safe, durable, and kept in good condition

vii. Stored in safe and orderly fashion when not in use

Alignment of Preschool PQA and Head Start Performance Standards

PQA ITEM	RELEVANT HEAD START PERFORMANCE STANDARDS
I. LEARNING ENVIRONMENT	
A. Safe and healthy environment	1304.22 (a, d, e, f) 1304.23 (e) 1304.53 (a, b)
B. Defined interest areas	1304.53 (a)
C. Logically located interest areas	1304.53 (a)
D. Outdoor space, equipment, materials	1304.21 (a, c) 1304.53 (a)
E. Organization and labeling of materials	1304.21 (a, c) 1304.53 (b)
F. Varied and open-ended materials	1304.21 (a, c) 1304.53 (b)
G. Plentiful materials	1304.21 (a, c) 1304.53 (b)
H. Diversity-related materials	1304.21 (a) 1304.23 (a) 1304.40 (a) 1304.53 (b)
I. Displays of child-initiated work	1304.21 (a, c)
II. DAILY ROUTINE	
A. Consistent daily routine	1304.21 (a, c)
B. Parts of the day	1304.21 (a, c)
C. Appropriate time for each part of day	1304.21 (a, c)
D. Time for child planning	1304.21 (a, c)
E. Time for child-initiated activities	1304.21 (a, c)
F. Time for child recall	1304.21 (a, c)
G. Small-group time	1304.21 (a, c)
H. Large-group time	1304.21 (a, c)
I. Choices during transition times	1304.21 (a, c)
J. Cleanup with reasonable choices	1304.21 (a, c)
K. Snack or meal time	1304.21 (a, c) 1304.23 (c)
L. Outside time	1304.21 (a, c)
III. ADULT-CHILD INTERACTION	
A. Meeting basic physical needs	1304.21 (a, c) 1304.23 (b, c) 1304.52 (h)
B. Handling separation from home	1304.21 (a, c) 1304.24 (a) 1304.40 (e)
C. Warm and caring atmosphere	1304.21 (a, c) 1304.52 (h)
D. Support for child communication	1304.21 (a, c)
E. Support for non-English speakers	1304.21 (a, c) 1304.52 (b, g)
F. Adults as partners in play	1304.21 (a, c)
G. Encouragement of child initiatives	1304.21 (a, c)
H. Support for learning at group times	1304.21 (a, c)
I. Opportunities for child explorations	1304.21 (a, c)
J. Acknowledgment of child efforts	1304.21 (a, c)
K. Encouragement for peer interactions	1304.21 (a, c)
L. Independent problem-solving	1304.21 (a, c)
M. Conflict resolution	1304.21 (a, c)
IV. CURRICULUM PLANNING AND ASSESSMENT	
A. Curriculum model	1304.03 (5) 1304.21 (a, c) 1304.51 (a)

PQA ITEM	RELEVANT HEAD START PERFORMANCE STANDARDS			
B. Team teaching	1304.51 (e)	1304.52 (g)		
C. Comprehensive child records	1304.51 (g)			
D. Anecdotal note-taking by staff	1304.21 (a, c)			
E. Use of child observation measure	1304.21 (a, c)			
IV. CURRICULUM PLANNING AND ASSESSMENT				
A. Curriculum model	1304.03 (5)	1304.21 (a, c)	1304.51 (a)	
B. Team teaching	1304.51 (e)	1304.52 (g)		
C. Comprehensive child records	1304.51 (g)			
D. Anecdotal note-taking by staff	1304.21 (a, c)			
E. Use of child observation measure	1304.21 (a, c)			
V. PARENT INVOLVEMENT AND FAMILY SERVICES				
A. Opportunities for involvement	1304.21 (a)	1304.40 (a, d-i)		
B. Parents on policy-making committees	1304.40 (d)	1304.50 (b, e)		
C. Parent participation in child activities	1304.21 (a)	1304.40 (d, e)	1304.51 (c)	
D. Sharing of curriculum information	1304.21 (a)	1304.40 (d, e)	1304.51 (b, c)	
E. Staff-parent informal interactions	1304.21 (a)	1304.40 (d, e)	1304.51 (c)	
F. Extending learning at home	1304.21 (a)	1304.40 (d, e)	1304.51 (c)	
G. Formal meetings with parents	1304.21 (a)	1304.40 (d, e, i)	1304.51 (c)	
H. Diagnostic/special education services	1304.20 (a-f)	1304.24 (a)		
I. Service referrals as needed	1304.24 (a)	1304.40 (a, b)	1304.41 (a)	
J. Transition to kindergarten	1304.40 (h)	1304.41 (c)		
VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT				
A. Program director background	1304.52 (a, b, c)			
B. Instructional staff background	1304.52 (b, g)			
C. Support staff orientation & supervision	1304.52 (i, j)			
D. Ongoing professional development	1304.52 (k)			
E. Inservice training content and methods	1304.52 (k)			
F. Observation and feedback	1304.52 (a, i)			
G. Professional organization affiliation	1304.52 (k)			
VII. PROGRAM MANAGEMENT				
A. Program licensed	1304.22 (a-f)	1304.23 (e)	1304.52 (j)	1304.53 (a, b)
B. Continuity in instructional staff	1304.52 (g)			
C. Program assessment	1304.50 (d)	1304.51 (i)	1304.52 (k)	
D. Recruitment and enrollment plan	1304.40 (h)	1304.50 (d)	1304.51 (a)	
E. Operating policies & procedures	1304.22 (a-d)	1304.50 (d)	1304.51 (g)	1304.52 (h, k)
F. Accessibility for those with disabilities	1304.21 (a)	1304.53 (a)		
G. Adequacy of program funding	1304.40 (d-i)	1304.52 (b)	1304.52 (k)	1304.53 (a, b)

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Attachment C.
Professional Development Course Prospectuses

The High/Scope Preschool Curriculum Course (PCC)

Purpose and Participants

The four-week Preschool Curriculum Course (PCC) is designed to prepare teachers and caregivers to implement the High/Scope educational approach in their early childhood programs. Using carefully selected training materials, participants focus on child development, developmentally appropriate practice, and their own educational development.

Outcomes and Benefits

- **The training program provides comprehensive coverage of the five major topics in the High/Scope Wheel of Learning:** *Active Learning, Adult-Child Interaction, Learning Environment, Daily Routine, and Assessment.*

- **The training program offers active participation and study for participants** to engage them in the learning process and help them become more effective teachers.

- **Those who complete the program are qualified to implement the High/Scope educational approach in their programs and assess its enhancement of children's development.** They receive certificates of participation and are encouraged to apply for High/Scope teacher certification through the International High/Scope Registry.

- **Those who complete the 20 days (120 hours) of training and all of the study assignments receive a transcript for 12 Continuing Education Units (CEUs).**

- **Preschool teachers who want to move into supervisory and training roles at their agencies could enroll in the High/Scope *Training of Trainers Course (TOT)*** to qualify them to provide training to others on staff.

- **The *Preschool Curriculum Course (PCC)* and the *Training of Trainers Course (TOT)* may be taken as a combined course (PCC plus TOT) to provide training in the educational model along with the development of skills to train adults.** Participants who meet the requirements for both curriculum knowledge and adult-training skills become High/Scope certified trainers with an endorsement in preschool.

Key Features

- **Training sessions.** The **Preschool Curriculum Course (PCC)** is composed of 20 six-hour days of instruction distributed over 4 five-day weeks. Training sessions are usually conducted in a single central location for groups of 20–40 participants. The training weeks are separated by three to four weeks to enable the teachers to practice what they have learned.

- **Ongoing participation.** Participants are actively involved in *group work* during the training weeks. At the beginning of each training week, the consultant discusses implementation issues and concerns

that teachers faced during the intervening weeks before moving on to new material. Together they *develop strategies* for enhancing implementation at their site.

- **Training assignments.** To actively study the material covered, *participants complete reading and reflective writing assignments* during the training sessions and in the weeks between sessions. These assignments help them to learn the central components of the curriculum presented in the written and audiovisual materials and to practice their implementation through activities they complete in their own classrooms.

Prerequisites

- **There are no prerequisites for teachers to enroll in the** *Preschool Curriculum Course (PCC)***.**

- **Teachers in different positions and at varying levels of experience may participate in the *Preschool Curriculum Course (PCC)*.** Evaluation has shown that the PCC can effectively improve the teaching skills of those with college degrees as well as those with high school diplomas. Experienced teachers who participate in the PCC not only improve their own teaching skills but are also in a position to serve as mentors for novice teachers.

Teacher Certification

Teachers who complete the *Preschool Curriculum Course (PCC)* are encouraged to apply for teacher certification. The certification process, conducted by the International High/Scope Registry, recognizes teachers whose practice reflects a high degree of knowledge about child development and its application in using the High/Scope educational approach. To be certified, teachers must demonstrate their competence in two ways in their own classrooms:

- **Program implementation.** Teachers must be observed and rated by a certified teacher-trainer using the High/Scope Program Quality Assessment (PQA) Instrument. To be certified, a teacher must achieve a rating of 4 or above (out of 5) on all the certification scales and an average rating of at least 4.5 on the PQA.

- **Child assessment.** Teachers must use the High/Scope Child Observation Record (COR) to observe and rate two children for a period of three months. They must submit a full set of anecdotal notes and the completed COR assessment for both children.

If all of the teachers (that is, those with full teaching responsibilities, not including assistants) at a single location in an early childhood agency are certified by the International High/Scope Registry, the agency can apply for program certification at that location. To achieve program certification, the agency must submit the required documentation that its policies and practices support the implementation of the High/Scope educational approach.

For a complete description of the PCC, please contact Gavin Haque at 734/485-2000, ext. 218, or via e-mail at ghaque@highscope.org.

The High/Scope Training of Trainers Course (TOT)

Purpose and Participants

*The three-week High/Scope **Training of Trainers Course (TOT)** is designed for those who have already completed extensive training in the High/Scope Curriculum and wish to extend their skills to training adults in the educational approach. Those successfully completing the TOT earn certification through the International High/Scope Registry as High/Scope trainers with an endorsement in the High/Scope preschool educational approach.*

Outcomes and Benefits

- **High/Scope certified trainers are qualified to provide ongoing training and supervision to teachers and caregivers in the implementation of the High/Scope Curriculum.** High/Scope certified trainers prepare and recommend teachers for certification, work effectively with agency administrators to secure support for program operations, and assess the fidelity of curriculum implementation and its enhancement of children's development.

- **Participants who complete the 15 days (90 hours) of training and all of the study assignments receive a transcript for 6 Continuing Education Units (CEUs).**

Key Features

- **Training in the High/Scope Curriculum is provided through the four-week High/Scope Preschool Curriculum or its equivalent.** *The combined PCC plus TOT sequence is equivalent to the seven weeks that make up the High/Scope Combined Preschool Curriculum Course and Training of Trainers Course.*

- **Training sessions.** The TOT is composed of 15 six-hour days of instruction distributed over 3 five-day weeks. Training sessions are usually conducted in a single central location for groups of 20–25 participants, also referred to as candidates. Training sessions are separated by three to four weeks to enable participants to practice what they have learned.

- **Ongoing participation.** Candidates are actively involved in *group work* during the training weeks. They learn to train teachers and caregivers using the *High/Scope adult education training model*, which emphasizes practice and demonstration.

- **Training assignments.** Candidates complete reading and writing tasks designed to help them learn and practice the central components of the curriculum and training methods. In the weeks between workshop sessions, candidates return to their own agencies to apply what they are learning. *Participants engage in an in-depth study of relevant course materials, establish a training classroom, do practice teaching, conduct workshops for teachers and caregivers at their home site, observe in classrooms and provide feedback to staff, meet with agency administrators to inform them of their progress, and keep a training journal to document and reflect on their activities.*

Prerequisites

TOT participants must have mastered the basic curriculum knowledge covered in the PCC (courses TE511, TE512, TE513, and TE514). To enroll in the TOT, participants must have completed all the course assignments and missed no more than four days of TOT instruction (no more than two days in any one week). Exceptions to these prerequisites will be considered on an individual basis.

Trainer Certification

To be certified as High/Scope trainers, candidates must demonstrate the curriculum knowledge and the training skills gained in the four-week PCC and three-week TOT, respectively (the equivalent of the seven-week PCC plus TOT course). The criterion level for trainer certification is defined as at least 80%, or a grade-point average of 3.0 or above, in all of the courses.

For a complete description of the TOT, please contact Gavin Haque at 734/485-2000, ext. 218, or via e-mail at ghaque@highscope.org.

The High/Scope Combined Preschool Curriculum Course and Training of Trainers (PCC plus TOT) Program

Participants who already know they want to become proficient at training others on the High/Scope approach may also choose to commit seven weeks and attend both programs at the same time. **The High/Scope Combined Preschool Curriculum Course and Training of Trainers (PCC plus TOT) Program is designed to provide participants with extensive training in the High/Scope Curriculum and the skills to train others to implement the educational approach.** The seven-week program is especially suited for staff holding full-time professional-support positions, such as education coordinators, center directors, and curriculum specialists.

For a complete description of the PCC plus TOT, please contact Gavin Haque at 734/485-2000, ext. 218, or via e-mail at ghaque@highscope.org.