

# ReSource

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F O R E D U C A T O R S

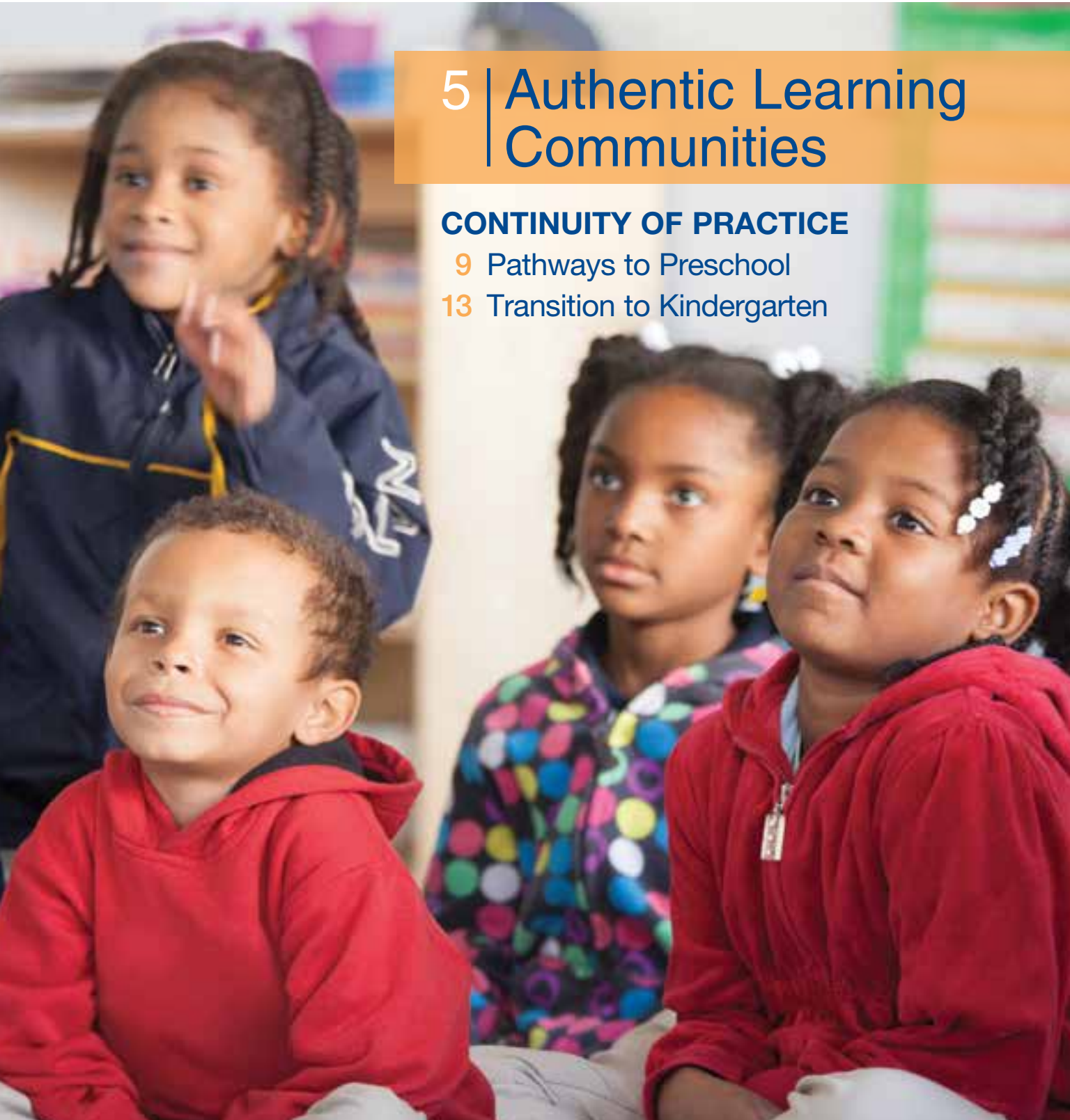
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Everyone needs support at one time or another, especially children. That's a fact. What's equally true is that the supports that are offered in our educational system are unevenly distributed. What's more, we all know this. Finally, the ultimate truth concerning equity in today's educational environment: We are in a position to do something about it.

So the question becomes, how can we engage in candid, honest conversations about this inequity? Silence only reinforces the status quo, and the status quo isn't good enough. Not for *our* children.

So let's be candid. Anything less undermines the authenticity of the task of preparing our children — our own and the children of others who may or may not be very much like us — for long-term competency and success. I'm talking about difficult and frank conversations. The kind that make us uncomfortable. As a community of those concerned for children's welfare, this is our biggest challenge: to overcome the gravity of long-held assump-

tions and beliefs and engage in a new conversation; to be in a constant state of self-reflection and self-critique.

And above all, to reach out and connect with others. Together we are the educational, economic, and social context that forms our children's experience.

*We* are the educational community, and *we* make the decisions — both the long-term and everyday decisions, in policy and practice.

I recently invited Dr. Margaret Beale Spencer of the University of Chicago to speak to a group of HighScope educators about the kinds of candid conversations we need to be having as an educational community. Her constructive dissatisfaction with the status quo was sobering and provocative, and above all, inspiring.

Dr. Beale Spencer has spent her career researching resiliency, identity, and competence formation in youth. She has agreed to consult with us as we launch a professional learning community dedicated to digging deeper in a discussion of how diversity affects the mindsets, practices, relationships, and effectiveness of educators and researchers.

This process starts with each of us. A first step is engaging in conversation about continuity of practice in our own early childhood communities. In this issue of *ReSource*, both Christine

Snyder and Cathy Albro offer some wonderful strategies for building and reinforcing this continuity of practice on the local level.

And that's just the beginning. Continuity of practice isn't simply a local issue — this is a movement, the *real* work of early childhood educators. As we experience success, that success will in turn attract more success.

And it will attract bigger challenges too. This isn't just a local issue, or a race issue, or a socioeconomic issue. This is a human rights issue.

It's a human rights issue, and we are the decision makers.

I invite you to join us in this conversation about how best to harness our collective force to dramatically alter the educational status quo. And I trust that each of you, in making this lifelong commitment, has the power to offer this generation and the next an experience of equality that is much more than an abstract concept.

I know that, together, we can make equality and equity a reality.

Sincerely,

Cheryl Polk, PhD  
President

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



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## HIGHSCOPE RESOURCE

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# What's New

News on the Foundation's latest projects and products

## @HighScope?

### HighScope Aligns With State, Federal, and Professional Standards

Locating alignments just got easier with our newly revised alignment web page. Simply click on your state in the interactive map to compare your state's



standards with HighScope's COR Advantage items. HighScope's assessment instruments reflect best practices and align with key early childhood standards. COR Advantage (HighScope's child assessment instrument for birth through kindergarten) aligns with state early learning standards, the Common Core State Standards, and Head Start's Early Learning Outcomes Framework. Visit [highscope.org/alignments](http://highscope.org/alignments) to see specific alignments.

### W.K. Kellogg Foundation Awards HighScope Grant to Design Early Childhood Professional Learning Communities

HighScope has been awarded a \$385,000 one-year grant by the W.K. Kellogg Foundation to create a pilot Professional Learning Community (PLC) in Ypsilanti, Michigan and Seattle, Washington that is dedicated

to diversity, equity, and excellence in education for young children from diverse backgrounds.

By creating a PLC linking the efforts of HighScope and the Seattle early learning initiative, this pilot will break new ground in deeply understanding diversity among young children and applying professional insights to bring about individual and institutional changes in professional practice.

"This important grant supports a framework for a professional learning community that will provide early childhood teachers with professional development in dual-language acquisition and cultural responsiveness," said Sue Bredekamp, Chair of the HighScope Board of Directors. "The result will be an organization with the demonstrated commitment and capacity to advance both excellence and equity in education for young children from diverse cultural, linguistic, racial, and economic backgrounds."

Turn to page 5 to learn more about PLCs.

### Annual HighScope International Conference May 9–12

HighScope will host its 2016 International Conference at the Detroit Marriott at the Renaissance Center. This year's conference theme is "Striving for Excellence and Equity in Early Learning." Conference activities will begin on Tuesday, May 10, with a keynote opening address presented by Walter S. Gilliam, the Director of The Edward Zigler Center in Child Development and Social Policy. The conference will conclude at noon on Thursday, May 12. One-day preconference workshops are scheduled for Monday, May 9.

### Look for Us at These Upcoming Spring Conferences!

For more than 40 years, HighScope has helped great teachers attain excellence through professional development. Visit [highscope.org/conferences](http://highscope.org/conferences) for more details on sessions that we are presenting. We hope to see you at one of these upcoming spring conferences.

- **February 24–26** Michigan Head Start, Lansing, MI
- **March 31–April 2** California Association for the Education of Young Children (CAEYC), Pasadena, CA
- **March 31–April 2** Michigan Association for the Education of Young Children (MiAEYC), Grand Rapids, MI
- **April 13–15** Young Child Expo, New York City, NY
- **May 10–12** HighScope International Conference, Detroit, MI
- **May 16–20** National Head Start, Nashville, TN

Look for registration to open in mid-February. Stay up to date with all the latest information on the speakers, sessions, and events happening at the conference by visiting our website at [highscope.org/2016conference](http://highscope.org/2016conference).

Striving for  
Excellence and Equity  
in Early Learning

at the  
2016  
HIGHSCOPE  
INTERNATIONAL CONFERENCE

May 10–12, 2016 • Detroit Marriott at the Renaissance Center  
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# An Authentic Learning Community

## ASKING THE RIGHT QUESTIONS

by Adam Robson & Carrie Hernandez

**D**r. Margaret Beale Spencer is frustrated. Very frustrated. “I am so tired of reading about yet another gap,” she says. “Every week there’s a new gap.” The racial gap. The gender gap. The socioeconomic gap. The foster care gap...the list continues to grow.

Dr. Beale Spencer, the Marshall Field IV Professor of Urban Education and Professor of Life Course Development at the University of Chicago, has spent her career researching resiliency, identity, and competence formation in youth from preschool to young adulthood; and although she understands that all of us — no matter one’s race, ethnicity, gender, or class — represent some status of human vulnerability, she is also certain that the sources of these vulnerabilities cannot be isolated in a lab, but occur in contexts that are essential to understanding the nature of the vulnerability itself.

Reducing a given demographic to its “deficits” and attempting to remedy those deficits through one program or another is a common practice of educa-



*Dr. Margaret Beale Spencer of the University of Chicago speaks to a group of HighScope educators on November 11, 2015.*

tional reformers. This trend has perhaps been exacerbated by the No Child Left Behind Act (2001), which not only raised awareness of the disparity between the educational outcomes of white students and minorities — it raised awareness of other achievement gaps as well. For Beale Spencer, this focus on gap outcomes is a problem. In part, that’s because that attention has been ineffective, having “led to more targeted interventions for different groups of students, but not [narrowing] most achievement gaps to an appreciable degree a decade after the law passed” (Editorial Projects in Education Research Center).

More to the point, says Beale Spencer, by focusing on the gaps, we’re

scrambling for answers to the wrong questions. “The real issue is not just counting the outcomes — the *what*. You can count the *what*. That’s easy arithmetic,” she says. But it’s not simply a matter of determining the educational outcomes of various demographics and applying a one-size-fits-all solution. “The calculus,” she says, “is the *how* and the *why*. If we understand the *how* and the *why*, then we’re able to design apropos programming wedges to intervene with those outcomes.”

### A call for collaboration

It was this focus on the *how* and the *why* that brought Dr. Beale Spencer to Ypsilanti, Michigan to collaborate with HighScope staff, teachers, field consultants, and others in building a foundation for a professional learning community (PLC) dedicated to ensuring children’s long-term competence and general resiliency, and concerned with the direction of mainstream initiatives to address educational inequities. Funded by the W.K. Kellogg Foundation, the HighScope pilot PLC aims to answer “the right questions” — questions that remain

unasked because all too often, says Beale Spencer, mainstream efforts at reform have focused not on how an education gap came to be, but on the easy math required to demonstrate an assumption about the fact.

“A bias for those of us who are producers of science — one that is never acknowledged, never spoken of — is the bias about ‘the Other,’” she explains. “And when we place people in the position of ‘Other’, then the questions that are posed are questionable or inauthentic. The interpretations made of the data are questionable. And the strategies that are used are questionable; in fact, the remedies are inadequate for producing the desired outcomes.”

If, for example, the gap between black and white students is measured by standardized testing, the answer isn’t to throw more money at tutoring for students whose test scores neatly match researchers’ assumptions. That may be the most readily measurable approach, but it doesn’t address the underlying cause, or remedy the “gap,” because it assumes a deficit on the part of the student, and removes the all-important context from the calculus. Failing to acknowledge and account for the significance of context is the equivalent of assuming a toy is defective, without asking “In what way are there connection issues?” and “Who was playing with it last?”

### A revolution of conscience

Dr. Beale Spencer advocates a different kind of science, a “science with a conscience” that recognizes our connectedness, our shared humanity. And so it transpired that the kickoff event held at the Ypsilanti Marriott on November 11th to “start the conversation” involved a dialogue largely about *how* to start the conversation.

“We’re going to figure it out together. In this movement to maximize our children’s development, we’re all in this together,” said HighScope President, Dr. Cheryl Polk. “This is a lifelong commitment.”

This commitment asks us to think differently about our children and our responsibilities to one another; it’s a change in “the way we do things around here” — what Beale Spencer calls a “revolution of conscience” — and it’s not just a personal change, or a structural

*Building authentic learning communities means acknowledging that everyone has vulnerabilities to some extent or another, and everyone needs support.*



**The kickoff event held at the Ypsilanti Marriott on November 11th to “start the conversation” involved a dialogue largely about *how* to start the conversation.**

change, but a cultural and collective one. This kind of profound collective change, according to Richard DuFour and Michael Fullan (2013), two recognized authorities on professional learning communities, “requires altering long-held assumptions, beliefs, expectations, and habits that represent the norm” (DuFour & Fullan, p. 2).

So this commitment to building an authentic learning community — one focused on asking the *right* questions — concerns not just *for* whom we are doing this, but also *with* whom.

“If we don’t partner, then we don’t maximize best fit, and we are



## What is a PLC?

One trait common to the process of starting a PLC is confusion about what exactly a PLC is, and is not. Many teachers in the current educational climate have found themselves part of a nominal PLC, without any direction or indication of its purpose. Those loose affiliations tend to fizzle out fast. So too do top-down management



*Professional learning communities (PLCs) create a process for system reform with the goal of achieving better results through quality implementation.*

systems that lack the buy-in of the change agents within the system. It's important, then, at the beginning of the process, to establish just what a PLC is. DuFour and Fullan, authors of *Cultures Built to Last: Systemic PLCs at Work*, offer six characteristics of a professional learning community:

1. Shared mission (purpose), vision (clear direction), values (collective commitment), and goals (indicators, timelines, and targets), which are all focused on student learning
2. Collaborative culture with a focus on learning
3. Collective inquiry into best practice and current reality
4. Action orientation or "learning by doing"
5. Commitment to continuous improvement
6. Results orientation

*(Cultures Built to Last: Systemic PLCs at Work, 2013, p. 14)*

undermining our own selves and our own efforts," says Beale Spencer.

Given the responsibility that HighScope and other early childhood education organizations have to make good on their potential to effect positive

**By investing in the development of practitioners, this pilot will break new ground in deeply understanding how diversity affects our children's educational context.**

change for those without a "seat at the table," Beale Spencer advocates for an "intellectual assertiveness," a demand on the part of agents of change to do whatever it takes to build authentic learning communities. Together, as the early childhood education community, we make decisions about "what we do, how we do it, and the questions that are asked." By collaborating, we maximize the impact we have with others who serve as the context of development and learning for our children. To do anything less, she insists, "should be considered a human rights violation."

### Building an authentic learning community

So it begins with a mission. The purpose of HighScope's pilot professional learning community is to advance equity and excellence in education for the youngest learners of all cultural, linguistic, racial, and economic backgrounds. Field consultants in Seattle and Michigan will begin by looking at the kinds of supports their respective communities need. These supports will follow from asking the right questions: How can teachers harness their collective sense of responsibility to form a strong collaboration focused on student learning across the birth-to-grade-three continuum? How do issues of diversity implicitly and explicitly, inadvertently and intentionally,

shape and affect the educational context and teachers' mindsets, relationships, practices, and effectiveness?

Accomplishing the shared goals of the organization requires a leadership that empowers agents within the system to engage with others and use evidence strategically "to better meet the needs of individual students, to inform and improve individual and collective practice, and to strengthen the ability of the team to achieve its goals" (DuFour & Fullan, 2013, p. 57). To do this, HighScope's pilot PLC relies on a bottom-up approach that will enable ongoing, field-embedded professional development for HighScope's field consultants who work directly with preschool and child care practitioners across the country as they learn to implement the HighScope early learning curriculum and assessment system.

By investing in the development of practitioners and coordinating with families, this pilot will break new ground in deeply understanding how diversity affects our children's educational context. Through participation in a professional learning community, field consultants can engage in "iterative cycles of inquiry" and reflective practices, or what Dr. Beale Spencer calls "a reanalysis and recritique of who we are and how we do what we claim we wish to do in support of kids." Only through this "state of self-critique" and reflection can we then apply the insights to bring about individual and institutional changes in professional practice that accord with principles of equity and excellence.

*An authentic learning community maximizes the efforts and impact of those who create the context of our children's development.*





One of the primary goals of the HighScope professional learning community is to use the insights of current research systematically to better meet the needs of individual students.

In essence, HighScope, through this pilot PLC, is establishing a culture of “many leaders who work *on* the system as well as *within* it” (DuFour & Fullan, p. 64). And that is “the right work” of the PLC process, as educators strategically “*use* evidence of student learning and not merely gather it.”

As the dialogue proceeds, as we find out what works and what does not, the culture that we establish in the process becomes organic, inseparable from the process itself. This cohesion of purpose and identification with the organization is what DuFour and Fullan call “systemness” — an essential component of all authentic learning communities (p. 18). It is this collective responsibility and identification that HighScope and the W.K. Kellogg Foundation aim to achieve — by asking the right questions, and strategically applying what is learned from those questions.

This strategic application of data is at the heart of Beale Spencer’s message too. “One of the critiques that people have leveled over the years in terms

**As the dialogue proceeds, as we find out what works and what does not, the culture that we establish in the process becomes organic, inseparable from the process itself.**

of the success of the Perry Preschool Project has been the expense,” she explains. “What happened here is that you demonstrated that you can make a difference — you can make a long-term

difference.” But, she argues, the debate that continues over whether the expense is worth the outcome proceeds from the wrong question.

Instead, Beale Spencer assumes variability within vulnerability in a given population — that is, though vulnerability may be typical of a group, not all members experience that same level of vulnerability, or experience it in the same way. Viewed from this perspective, could it be, she asks, that a more strategic application of the supports recommended by the Perry data would produce the same outcomes?

In other words, if we can provide quite significant supports for those who have a level of need and will use them, rather than generalizing across a population based on assumptions, the work we do will go that much further. Our efforts “could have even more impact on even more families and even more kids,” she reasons, “if we were more strategic — looking *within* the population, with the same amount of money. The suggested strategy acknowledges variations of available protective factors and supports evident even within the same family and most certainly within the same community.”

Honest assessment is the result of honest dialogue and asking the right — and often tough — questions. “Honest self-assessment is not easy. Indeed, it is often uncomfortable,” says Dr. Polk. “But with the support of a PLC, together with other dedicated early childhood professionals and families, we can continue to do the work HighScope has always done — improving lives through education.” ■

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DuFour, R., & Fullan, M. (2013). *Cultures built to last: Systemic PLCs at work*. Bloomington, IN: Solution Tree Press.

Editorial Projects in Education Research Center. (2011, July 7). Issues A-Z: Achievement Gap. *Education Week*. Retrieved November 23, 2015 from <http://www.edweek.org/ew/issues/achievement-gap/>



## Announcing the 2016 Schedule!

### Professional Learning Courses

For more than 40 years, HighScope has helped great teachers attain *excellence* through professional development courses and trainings. **Grow your skills and your career this summer with HighScope’s help.** One-day to multi-week options for preschool or infant-toddler teachers and trainers.

Turn to page 22 for details or visit [highscope.org/training](http://highscope.org/training).



# From Toddler to Preschooler

## CONTINUITY OF PRACTICE

by Christine Snyder

**A**ny change we experience — big or small — causes stress relative to the degree of change and the impact it has on our lives. Change can be exciting or terrifying; it can happen in an instant or occur over time.

We can ease the process of adjusting to change for children, parents, and teachers by preparing for the changes that children will experience in our education setting and by implementing specific strategies to ensure continuity between classrooms. Though stress always accompanies change, continuity of practice can help to reduce the stress experienced by children and their families as it softens the transition to preschool.

### Continuity for the children

First and foremost, our obligation is to the children — to have high regard for their perspectives and individual needs. This impacts our daily decisions and implementation of the curriculum, but it is equally important to consider the child's perspective when planning for the move to a new program. Toddlers



*Establishing continuity of practice eases the transition from toddler programs to preschool.*

moving to a preschool classroom may be excited, cautious, curious, nervous, or even unaware of what the change might mean. Toddlers are concrete thinkers and they are focused on the here and now, so it can be hard for them to understand that “going to preschool” is a long-term plan rather than something they are doing just for today. The strategies below can help maintain familiarity and continuity between the toddler classroom and preschool program.

- **Encourage visits to the preschool classroom.** Plan trips to have toddlers spend time in the preschool classroom during various parts of the day. These visits should occur with a familiar caregiver, ideally the primary caregiver from the toddler classroom. Children may enjoy

visiting during work time when they have an opportunity to freely explore the materials, observe the other children in play, and interact with the preschool teachers and children. Visiting at this time of day allows them to become familiar with the new space and the new people without the expectation of following a routine they are not yet familiar with. During this time, help children locate materials that are similar to the types of things they enjoyed using in the toddler classroom. Helping them find things they enjoy will create a positive connection to the preschool classroom and encourage a sense of belonging. Other times to visit would be mealtimes or outside time. Visiting during these times will help children to understand how preschool and their own program share many parts of the daily routine.

- **Invite preschool teachers to visit the toddler classroom.** In addition to visiting the preschool classroom, it may be helpful to invite the preschool teachers into the toddlers' space. This



*Using visuals to introduce the new space or unfamiliar sequences in the daily routine accommodates toddlers' concrete thinking.*

will allow the toddlers to interact with the new teachers in their comfort zone. In addition, the preschool teachers will be able to witness how the toddlers engage, observe their current level of independence, and see the types of materials that interest them. This will inform the preschool teachers as they stock the

**First and foremost, our obligation is to the children — to have high regard for their perspectives and individual needs.**

preschool classroom with materials that are both interesting and safe for the entering toddlers to use.

- **Engage in positive conversations with the children.** Prior to the move to preschool, talk positively about the new space; highlight similarities between the two spaces. "You often choose to use the fire trucks during choice time," you might say. "The preschool classroom has fire trucks too." Following the move to preschool, teachers can continue to build the connections between the two spaces. This will help children

carry over positive experiences from one space to the other.

- **Use visuals.** Because toddlers are such concrete thinkers, visuals can be a positive, supportive way to introduce ideas about the new space. Prior to the transition, show children photos of the teachers and a picture sequence of the routine in preschool. During and following the transition, it can be equally valuable to offer children photo sequences of the daily routine and any specific sequences within the daily routine that they might not be familiar with, like the process of getting dressed to go outside, cleaning up after mealtimes, or taking care of personal bodily care needs.
- **Create personal space.** A real sense of belonging can be established by creating a space for children's personal belongings. In addition, when the space for children's belongings is an easy-to-find spot at their level, it will support children in participating in storing and retrieving personal belongings — an important step in establishing a sense of independence and self-care.

## Continuity for the families

One of the best ways we can ease transitions for children is to support their families. When parents feel posi-

tive and confident about a change, they are more capable of passing on those feelings to their children and focusing on what their child needs during this time of change. It is important to consider what kind of information families will need and in what form. The following ideas will help families feel informed about the upcoming change so that they can maintain the same connection to the preschool program that they experienced in the toddler classroom.

- **Give parents advance notice.** Let parents know about the transitions well in advance, including all the plans you have in place to help them and their child become familiar with new people, routines, and spaces. When possible, prior to planning a transition, it will be helpful to find out what concerns and questions the parents have about the new classroom and what the transition will mean for their child.
- **Meet and greet.** Provide a time for parents to meet the teachers outside of the classroom and the busy dropoff or pickup times. Establishing a trusting relationship and a comfort level between parents and teachers will set the foundation for future positive interactions.
- **Offer a classroom tour.** The director or preschool teacher can show the parents around the classroom, helping them to see what kinds of materials children will be using and the daily routine their child will be participating in. This should also include letting them know where to find parent information in the new space and walking them through the daily dropoff and pickup routines. The director or teacher can show the parent what their child will do at dropoff time and where personal belongings go so parents are able to easily guide and assist their child at dropoff time.
- **Arrange home visits.** Prior to the child's start in a new classroom, teachers should visit children's homes. This will allow for additional time for the teacher to interact and bond



with the child and parents. Home visits may also include orienting the child to the new classroom routines and expectations, gathering parent input on goals for the year, and answering any additional questions parents may have.

- **Encourage families to maintain a similar home routine before school.** As children move into a new classroom, it can be helpful if other components of their lives remain the same. Following a routine that feels normal to the child will minimize the number of changes that is experienced at one time.

- **Assist families in establishing a new dropoff routine at school.** Find out what a typical dropoff was like in a toddler program. Help parents to know what is expected at preschool dropoff and help them

establish a new routine that is as similar as possible to the dropoff routine the child was familiar with in the toddler room. Consider the amount of time that families would like to stay to support a dropoff. Time and space to read a quick book or engage with a toy could contribute to a successful transition into the classroom, and therefore a positive start to the child's day.

- **Provide a curriculum night or parent workshops.** Offer opportunities for parents to learn about the preschool curriculum and share ideas for how parents can extend their child's learning at home. This will help parents to talk positively with their child about the new routine and what is happening in the new classroom on a day-to-day basis, and to engage their child in similar ways outside of the classroom.

- **Schedule parent events.** In addition to workshops and curriculum nights, parents and children will benefit from social experiences that allow them to casually mingle with the

**Like families, teachers are best able to focus on the needs of the children when they feel like they have enough information and support.**

teachers, as well as other parents and children. Building connections between children and other families will amplify their comfort level and sense of belonging in a new place.

### **Continuity for the teachers**

Like families, teachers are best able to focus on the needs of the children when they feel like they have enough information and support. Preparing teachers for upcoming transitions will also require careful attention and planning but will in turn ease the process of change for them.

The following ideas will assist in making sure teachers are well-equipped to meet the needs of the children and families entering their program.

*Consider the information that families need in order to feel confident about a change so they can focus on the needs of their child during transitions.*





- **Work as a team.** Bring the teaching teams together to make a balanced plan for transitions. Toddler teachers and preschool teachers can work together to make a transition plan that will allow for input, appropriate expectations, and continuity of practice between classrooms.
- **Warn of upcoming transitions.** Prior to a transition, be sure the lead teachers are aware of the change and have an opportunity to offer input. Likewise, be sure all assistant teachers and support staff know about upcoming transitions as well as the plans in place to meet the needs of the children, families, and teachers.
- **Make classroom modifications.** Following classroom visits and opportunities for toddler teachers and preschool teachers to connect, it will be necessary for teachers to make slight changes to the classroom to meet the needs of the children coming into the program. They should carefully determine that the materials available match the children's ability. This will require making decisions both for safety as well as interest. In addition to making decisions about materials, it will be necessary to make several other decisions about the environment. Teachers will need to carefully consider whether children are able to reach the things they need, if there is personal space for each child, and if appropriate visual supports are available to help children.
- **Differentiate for individual children.** Just as they do with the learning environment, teachers will need to use observations of individual children and their knowledge of child development when planning experiences for children coming into their program. Careful observation of the children will allow for meaningful planning and consideration for the new children's varying developmental levels.
- **Support during a time of transition.** As teachers are supporting new children in their program, they may benefit from extra support. They will



*To support transition to the preschool classroom, consider individual children's developmental needs when planning experiences and making changes to the learning environment.*

be assisting children in following and understanding a new routine and taking greater responsibility for their personal needs. Likewise, toddlers are used to much lower adult/child

**Prior to transitions, creating an intentional plan for supporting children, parents, and teachers will help everyone feel prepared and able to focus on the needs of the children.**

ratios and greater access to adult support. They too will benefit from having a familiar adult who knows the classroom routine, such as a volunteer, an administrator, or a student teacher to whom they can turn for support and assistance.

## **Creating an intentional plan**

Like the children in the preschool classroom, it is important to follow the plan-do-review model when implement-

ing big changes. Prior to transitions, creating an intentional plan for supporting children, parents, and teachers will help everyone feel prepared and able to focus on the needs of the children.

Throughout implementation of the plan, make changes to support the long-term outcomes for children. For example, if during a visit to preschool toddlers are very comfortable and eager to engage in the preschool environment, allow children to stay as long as they are comfortable (and ratios allow), even if that means staying longer than originally planned.

Following the transition to preschool, reflect on the process. Consider which parts of the plan were most successful and also areas where improvements could be made. Ask for input from parents and teachers to determine what additional support is needed.

Change can be hard. But when we use similar strategies between classrooms and establish a commitment to continuity of practice, we can ease the stress of transition periods. ■

# The Road to Kindergarten

by Cathy Albro

**A**s more studies are conducted about the effects of high-quality early childhood education on later success, the need for a clear definition of “high-quality” is more critical than ever. But it’s hard to pin down what “high-quality” means when so many answers to the question contain yet more elusive terms. One of the terms that cause confusion is “continuity of practice.”

At HighScope, we believe fidelity to continuity of practice during the early childhood years is an important ingredient of a “high-quality” education — an education that allows for the development of the whole child and leads to greater success in the later grades and in life. To that end, we’re working toward developing an evidence-based continuum of practice for birth through third grade.

But what do we mean by “continuity of practice”? And why is it so important to “high-quality” early childhood education? A recent report from the Institute of Medicine described one of the essential features of child devel-



*The transition from preschool to kindergarten presents many challenges to early childhood educators and efforts to maintain continuity of practice.*

opment and early learning as “a continuous, dynamic interaction among experiences” (Institute of Medicine & National Research Council, 2015, p. 4). When this “interaction among experiences” nurtures and supports the optimal development of young children, we call this “high quality.” And whether it’s within one setting or between settings, when adults and children work together to establish and maintain a “dynamic system,” that’s when we see “continuity of practice” at work.

## From one transition to the next

Put yourself in a child’s shoes. Depending on the circumstances, you may move from home to a group or other setting and back home again, in

addition to scheduled activities or other forms of childcare. The differences between settings are often confusing to you and can interrupt the flow of your learning and your understanding of the world. Even more confusing might be differences between adults (two teachers or two parents) in the same setting.

As you transition from one age group or class to another within the same physical building, you and your family may likely feel lost unless some degree of continuity of practice is in place. Staff must start all over helping you understand new norms and procedures. You may even feel that you’re taking a step backward in the process. (That’s because you are.)

In addition, children eventually transition between programs and schools. This may be the point where the most discontinuity occurs, often between preschool and kindergarten. Preschool teachers want to provide programs using developmentally appropriate practices, and kindergarten teachers want children to be ready for a more academic and structured experience, as they or the



school leaders feel pressured to increase students' academic achievement. But as programs across the country are showing, academic demands and developmentally appropriate practice can coexist in kindergarten.

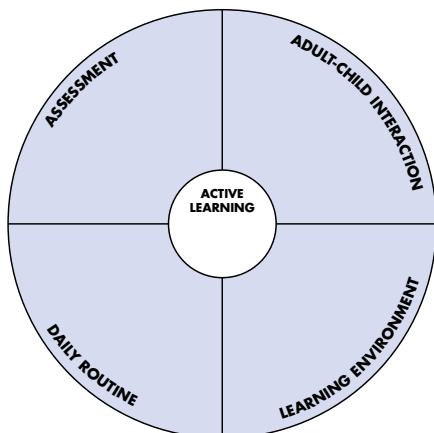
## Building a dynamic system

As many children and families can attest, discontinuity, both within and between programs, is frustrating — all the more so because, with routine maintenance and coordination between teach-

**As programs across the country are showing, academic demands and developmentally appropriate practice can coexist in kindergarten.**

ers and families, continuity of practice is a natural extension of a high-quality learning community. One of the hallmarks of the HighScope Curriculum is its systematic approach. A dynamic system that nurtures the development of the whole child encompasses many working components that operate in a multi-dimensional framework. Each component influences the quality and success of the other components in the system as they all work in concert. That, in essence, is continuity of practice.

*The principles that guide the HighScope Curriculum are illustrated in the Wheel of Learning.*



*In an active learning environment, children and adults share responsibility for learning.*

The continuity of these components in HighScope's dynamic system is illustrated by the Wheel of Learning. The hub around which the other components revolve is active learning. Its central position emphasizes HighScope's focus on the child's initiative and a comprehensive attention to the curriculum content. The other four quadrants of the wheel — learning environment, daily routine, adult-child interaction, and assessment — represent the responsibilities of supportive adults as they work with children in an active learning environment.

These elements exist in any HighScope program. But the components of the Wheel of Learning don't stand alone; instead, they describe the roles and responsibilities of the actors in the system. It's the teachers and children and families who work together (or don't) within the system that ensure its success (or failure). As in any system, coordination between the various components and regular maintenance is critical.

## Continuity between preschool and kindergarten

Perhaps the place where continuity of practice has been the greatest challenge is in the transition between preschool and kindergarten. Teachers, administrators, and parents often have different

philosophies related to pedagogy, and in the past, many local communities have claimed that there is insufficient time, interest, or leadership to achieve consensus. But those same communities are now realizing the importance of developing, at the very least, an alignment among early education programs.

In a recent study, The Early Childhood School Linkages Project found that, as opposed to the traditional "kindergarten readiness" demanded of children entering elementary school, effective programs had begun to view the transition as "an issue of child, family, and school readiness" in which "early childhood and elementary educators were active partners and participants in facilitating and supporting a smooth and effective transition" (Geisler, Horwitz, & Gernstein, 2013, p. 3). Children experience this smoother transition into elementary school when schools, early childhood education programs, and families work together to accomplish a shared purpose.

To promote this coordination among stakeholders, many organizations are advocating a continuum of practice in early learning that spans preschool through third grade, with a focus on the critical transition from preschool to elementary. The dynamic system that results is equally focused on preparing



the child for kindergarten *and* preparing kindergarten for the child.

### Preparing the child for kindergarten

To aid in preparing children for the transition to elementary school, Michelle Pogliano, director of the W. Scott Westerman Preschool and Family Center in Ann Arbor, Michigan, has developed what she calls “The Road to Kindergarten” for her 50+ children who go on to kindergarten each year. Currently, the program works with families of special needs children (with IEPs) only, but Ms. Pogliano aims to create a continuum between preschool and kindergarten that includes all of

**Children experience a smoother transition into elementary schools when schools, early childhood education programs, and families work together to accomplish a shared purpose.**

the children and families in her program, and all of the 21 kindergartens they will potentially attend.

The “Road to Kindergarten” program begins in January of the child’s prekindergarten year, with parent meetings and individual conferences offering specific guidance and information that has been shown to lead to more fluid transitions. The main goal is connecting families with their home schools by encouraging participation in kindergarten round-ups and sending home summer packets that include books, math manipulatives, scissors, alphabet activities, and a *My New School* book — a social story that introduces the child to his or her specific school. (A generic *My New School* book is provided if the family has not yet made a decision on the school they will attend.)

Ms. Pogliano follows up this coordination between families and schools by surveying parents after their children have transitioned to find out what changes they would recommend in “The Road to Kindergarten” program. The most common recommendation is repetition — parents want to hear essential information that will guide their decision making multiple times, not just once at the beginning of the process.

On the other end, what can the receiving schools do to welcome and prepare future kindergartners for the change that awaits them and their families? We asked some parents of children in the HighScope Demonstration Preschool about their experiences with transitioning into kindergarten. The kindergarten practices they touted as leading to smooth transitions included multiple opportunities for children and families to familiarize themselves with the elementary school setting, like picnics and other fun events before school begins, kindergarten orientation in the spring, and invitations to attend school events the year prior to kindergarten. These opportunities increase

future kindergartners’ sense of belonging and engagement in the school, allowing them a level of comfort before the school year begins.

One parent was most impressed with the personal approach her daughter’s receiving school took. In addition to hosting a kindergarten orientation the spring prior to kindergarten, and inviting the family to the school’s spring Learning Fair, “her teacher sent her a letter before the start of the school year, introducing herself and welcoming [the child] to kindergarten.”

### Preparing kindergarten for the child

Just as important as the child’s readiness is the preparation of the elementary school setting for the child.

Like many preschool principals and teachers, Ms. Pogliano is concerned that the kindergarten programs the children are transitioning to are incongruent with the developmentally appropriate approach at the preschool level. She has begun to conduct a roundtable discussion forum for preschool and kindergarten teachers, with the goal of creating a smoother transition for their children.

*A dynamic system focuses both on preparing the child for her new school and preparing the classroom environment to meet the needs of the child.*



One point of inquiry is “How can we make our schools ready for the children and their families, rather than expecting them to be ready for our school?”

Ensuring that a dynamic system like the HighScope Curriculum is in place is a solid foundation from which to start. Of course, every situation is differ-

ent, and there are many variables that contribute to discontinuity of practice. Here are some strategies you can use to enhance the continuity of practice in your early childhood education setting.

- First, ensure that the mission and vision for your program (family child care, center, or school) is comprehensive and that all stakeholders, includ-

ing families, understand and agree with it. This initial step should include a detailed written plan that lays out the responsibilities of teachers, children, and families. Providing

**Parents want to hear essential information that will guide their decision making multiple times, not just once at the beginning of the process.**

*Provide multiple opportunities for children and families to familiarize themselves with new teachers and new surroundings.*

professional learning to staff and education for families will contribute to their knowledge of how the practices are to be implemented, as well as their understanding of the importance of continuity and of all stakeholders fulfilling their responsibilities.

- Second, any dynamic system must be routinely monitored to maintain full functionality. A standardized program quality assessment tool (such as HighScope's Program Quality Assessment [PQA]) documents areas of strength and needed growth and will allow you to work with individuals and teams to set goals and develop professional learning plans (including accountability markers) to meet those goals.
- Just as the system itself must continually be assessed, a consistent means of assessing student progress must be in place to maintain continuity of practice. One of the problems





Connecting families to their home schools and offering specific guidance and information on the adjustment to the kindergarten environment leads to smoother transition from preschool.

in establishing this continuity is the misalignment of indicators for student growth across preschool and kindergarten. HighScope's key developmen-

**The Curriculum serves as the foundation, but only through cooperation, communication, and coordination (and a lot of dedication) can you ensure that the children in your program receive the high-quality education that is so important for their lifelong development.**

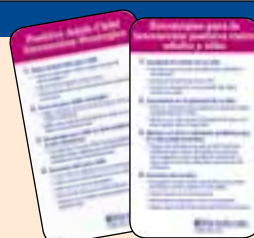
tal indicators (KDIs) were developed with the 0–5 age range in mind, and are one way to bridge the divide between the observation-based assessment of preschool and the more academic focus of kindergarten.

■ Additionally, the professional learning community (PLC) structure has been shown to be effective in building continuity of practice, as it opens communication and supports teamwork and collective problem solving to overcome the lack of consistency from classroom to classroom, school to school, and year to year. PLCs support staff as they work together over an extended period of time in the interest of more effective and consistent instruction. (For more information on PLCs, please refer to *An Authentic Learning Community* on page 5.)

Studies have shown that when a system is securely in place that continues to improve and sustain program performance, successful continuation is more likely, even when key people leave (Duncan & Murnane, 2014). The HighScope Curriculum is comprised of all the components that make up a smooth-flowing system — but that alone won't guarantee continuity of practice in your program. The Curriculum serves as the foundation, but only through cooperation, communication, and coordination (and a lot of dedication) can you ensure that the children in your program receive the high-quality education that is so important for their lifelong development. ■

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# Kindergarten Entry Assessments

by Jeff Beal

**Where do kindergarten entry assessments fit into continuity of practice? What role does the Kindergarten Entry Assessment (KEA) play in the birth-to-age-8 continuum?**

These are questions that preschool and elementary teachers and administrators grapple with still. Because of the timing of its administration, some see the KEA as an extension of preschool, some as the beginning of K-12, and still others as part of the transition process (bridge) from preschool to kindergarten. Whether the KEA's function is seen as summative, baseline, or as a bridge, it has its place and role in many states' coordinated early childhood systems, and a better understanding of how it can influence continuity of practice within the birth-to-age-8 continuum will benefit the field in general.

## What is a kindergarten entry assessment?

The US Department of Education (2013) defines a KEA as an assessment that is

- Administered during the first few months of kindergarten
- Adequate to assess all of the essential domains of school readiness

- Compliant with the recommendations of the National Research Council about early childhood assessment (Snow & Van Hemel, 2008)
- Reliable and valid for the intended purposes and target populations
- Aligned with State Early Learning Development Standards

It also states that the purposes of KEAs are to bolster efforts to minimize or close the school readiness gap as soon as children enter school, inform further instruction, and communicate to parents their child's entry status so they can make educational decisions about their children. Additionally, the Department of Education sets limits for the use

of KEAs, stating that they should not be the sole source of program accountability or be used for high-stakes decision

**The place of the KEA is squarely at the intersection of preschool and kindergarten.**

making, such as retaining children or denying entry into kindergarten.

## How do we connect early childhood experiences with early elementary experiences?

Four strategies to help children move seamlessly through the birth-to-age-8 continuum are offered by NAEYC's Deputy Executive Director, Barbara A.

Willer (2014). All four strategies are important in helping children, but one in

*A valid and reliable kindergarten entry assessment (KEA) has an important role in early childhood continuity of practice.*



## HighScope's Kindergarten Entry Assessment



In the fall of 2015, 27 kindergarten teachers from 18 schools in four states participated in the KEA validity phase of the COR for Kindergarten study. The 498 children who participated in the study (roughly between the ages of 4 and 7) came from a wide range of socioeconomic backgrounds, from extremely low-income families to upper-middle-income families.

Years in the making, COR for Kindergarten is comprised of two assessments that, in combination, reduce the assessment burden kindergarten teachers presently face. The first is the **Kindergarten Entry Assessment**, which is designed to measure student development at kindergarten entry; the second, the **Ongoing Assessment**, measures student attainment of the Common Core State Standards.

Though the results have yet to be fully analyzed, preliminary analyses indicate that the KEA measures what matters, and can provide scores that are valid and reliable. The assessment is also rated by participating teachers as practical and affordable, even when considering opportunity costs.

The pilot of the Ongoing Assessment will continue for the remainder of the 2015–2016 school year. The plan is to make the COR for Kindergarten available for use by the beginning of the 2016–2017 school year.

Request an overview of COR for Kindergarten and information about the development of this assessment at <https://highscope.formstack.com/forms/corkindergarten>.

particular — integrating early care and education practice with kindergarten-through-third-grade practice — speaks clearly to the place and role the KEA has in continuity of practice in the birth-to-age-8 continuum. She states,

*Educational quality and outcomes would improve substantially if elementary teachers incorporated the best of preschool's practices (for example, attention to the whole child; integrated, meaningful learning; and parent engagement) and if preschool teachers made more use of elementary school practices that are equally valuable, such as robust content and attention to learning progressions in curriculum and teaching.*

The place for the KEA is squarely at the intersection of preschool and kindergarten, which is where most states get their first chance at almost universal assessment. Its role is to provide infor-

**The purposes of KEAs are to bolster efforts to minimize or close the school readiness gap as soon as children enter school, inform further instruction, and communicate to parents their child's entry status so they can make educational decisions about their children.**

mation that preschool and kindergarten teachers can use to integrate early care and education practices.

The results of valid and reliable KEAs, administered by teachers who are competent in assessing children using observations and performance tasks, can provide the information teachers need to integrate early care and education practices because KEAs

do incorporate “the best of preschool’s practices” with “elementary practices that are equally valuable” when they

- Attend to the whole child (by assessing language and literacy, mathematics, approaches to learning, physical development and health, and social and emotional development)
- Assess students as they engage in integrated, meaningful learning
- Provide information that parents find meaningful
- Call attention to learning progressions in curriculum and teaching

The information provided by a well-designed KEA overlaps early education practices, creating a lens for looking back and looking forward — a lens needed to help teachers begin what are sometimes difficult conversations about which practices to integrate, how to integrate them, and how the effect of integrating the practices is measured.

In this way, KEAs inform further instruction and help families make decisions about their child’s education.

*KEAs are administered by teachers competent in assessing children using observations and performance tasks.*



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*Kindergarten entry assessments are authentic tools used to assess students as they engage in integrated, meaningful learning.*

As a “lens” that takes a closer look at where a child has been and where he’s going, kindergarten entry assessments allow kindergarten and preschool edu-

**The results of valid and reliable KEAs can provide the information teachers need to integrate early care and education practices.**

cators to more easily accomplish their shared goal of ensuring that all children have equal opportunities to succeed by creating smoother transitions throughout the birth-to-age-8 continuum. ■

### Resources

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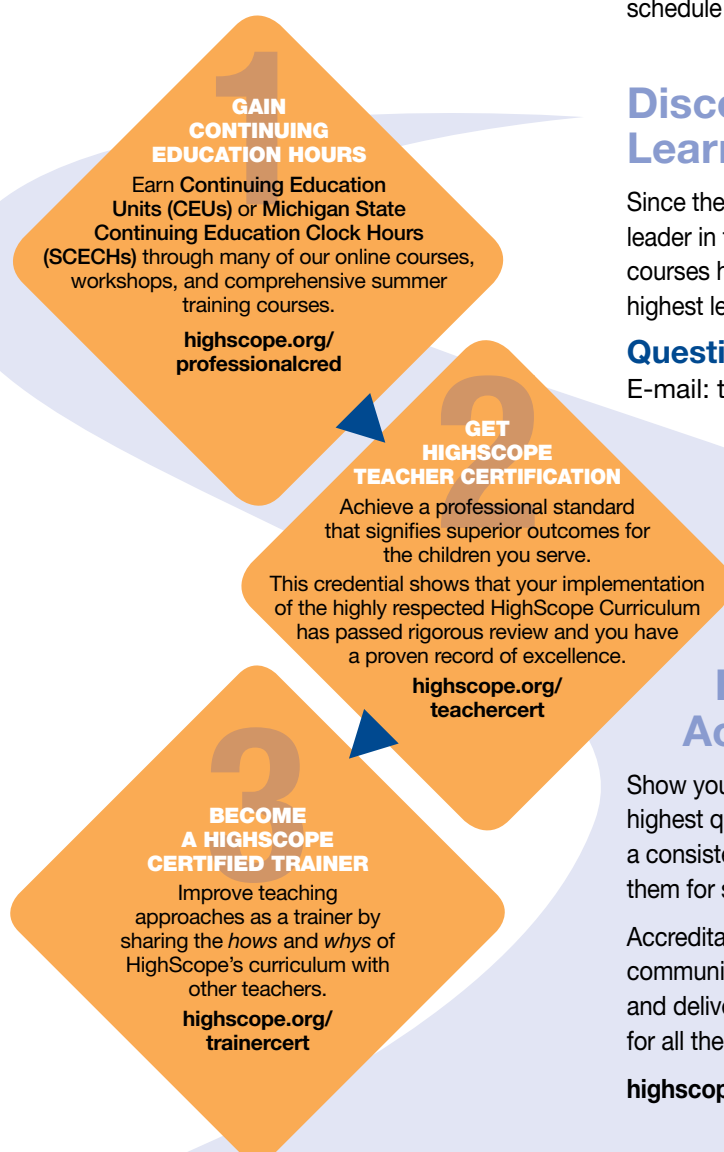


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	17	18	19	20	21	22	23
	Infant-Toddler Curriculum Course (ITCC), continued from previous week						
	Preschool Curriculum Course (PCC), continued from previous week						
	24	25	26	27	28	29	30
	Preschool Training of Trainers (ToT) Course • \$4,100 (includes one week in summer 2017) *Prereq: PCC						
AUGUST	31	1	2	3	4	5	6
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May 2–May 31, 2016

Clock hours: 5

**Cost: \$225**

# How do I choose the best **COURSE** for my **CAREER** or **PROGRAM**?

Whether you're just starting out or you've worked with HighScope before, whether you want to become an expert in our methods or you're just interested in early childhood education, our trainings are grounded in effective practices and validated research that have proven results.

A **one- or two-day workshop** is a great place to begin. With introductory information and exploratory content of our methods, these short trainings are a great way to develop classroom skills or build on your understanding of early childhood education.

Our **week-long courses** provide in-depth discussion and analysis of specific components of HighScope's model. Many of these courses, including selected workshops and online classes, are eligible for **continuing education credit**.

**Multiweek courses** are intended to lead to HighScope Teacher Certification, Trainer Certification, and/or Program Accreditation. For those serious about developing professional skills, these intensive courses promote the skills needed to establish a high-quality program and sustain best practices.

Like the children you teach, your preschool or care center is unique. If you're looking for more than our current opportunities offer, we'll work with you to create **customized trainings**. The first step is to perform an assessment of your program's needs and then to create

a tailored, affordable training plan aligned with your program's goals. These trainings can be organized for one, two, three, or more days depending on your needs and budget.

**Observation, Feedback, and Mentoring** is another service we offer to improve your program. Our experts help identify your team's strengths and weaknesses and collaborate with you on an appropriate training plan. We'll also take training experiences to the next level by helping you reflect on lessons learned and implementation.

Our courses and trainings provide a means for good teachers to become excellent and great programs to become outstanding. Your next step in professional development awaits!

**E-mail our Educational Services Specialists at [training@highscope.org](mailto:training@highscope.org) for more details.**

HighScope's **Regional and International Conferences** provide even more opportunities for professional learning, with ground-breaking talks, discussion, and resources. See our calendar of events at [highscope.org/conferences](http://highscope.org/conferences).

## Striving for **Excellence and Equity** in Early Learning

at the

 **2016**  
**HIGHSCOPE**<sup>®</sup>  
INTERNATIONAL CONFERENCE

May 10–12, 2016 • Detroit Marriott at the Renaissance Center  
[highscope.com/2016conference](http://highscope.com/2016conference)



# New Resources

## Information for Families Brochure

This all-new brochure provides an easy-to-understand overview of the HighScope approach. These brochures are an excellent resource to hand out to parents.

**English ZB1188 \$18.00** Set of 50.

**Spanish ZB1189 \$18.00** Set of 50.

## Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum, 2<sup>nd</sup> Ed., E-Book versions

Our in-depth overview of the HighScope Preschool Curriculum is now available in portable and desktop e-book formats. Enjoy all the features of our print book, plus full-color photos, video links, and the convenience of having easy access to key *Essentials* content on your computer or mobile devices. Copy protections allow for downloading on several devices.

This practical guide, suitable for all early childhood educators or students entering the field, presents a comprehensive and user-friendly introduction to the HighScope Preschool Curriculum, covering early childhood theory and research, teaching practices, curriculum content, and professional development. The book's appealing format offers examples, checklists, photos, child and teacher anecdotes, and thoughtful questions and hands-on exercises to help both experienced and new practitioners reflect on their teaching beliefs and practices.

This second edition reflects the most up-to-date research on child development and effective teaching practice and includes

- Curriculum content built around HighScope's 58 key developmental indicators (KDIs), which are organized into eight content areas aligned with recent state and national early learning standards
- Information on how adults can scaffold — support and gently extend — children at early, middle, and later stages of development, throughout the program day
- Additional suggestions on how to promote learning for children with special needs, English language learners, and those from diverse cultural backgrounds
- Expanded discussion on the benefits of parent involvement and more strategies on how to connect with families
- Updated information on HighScope's child and program assessment tools

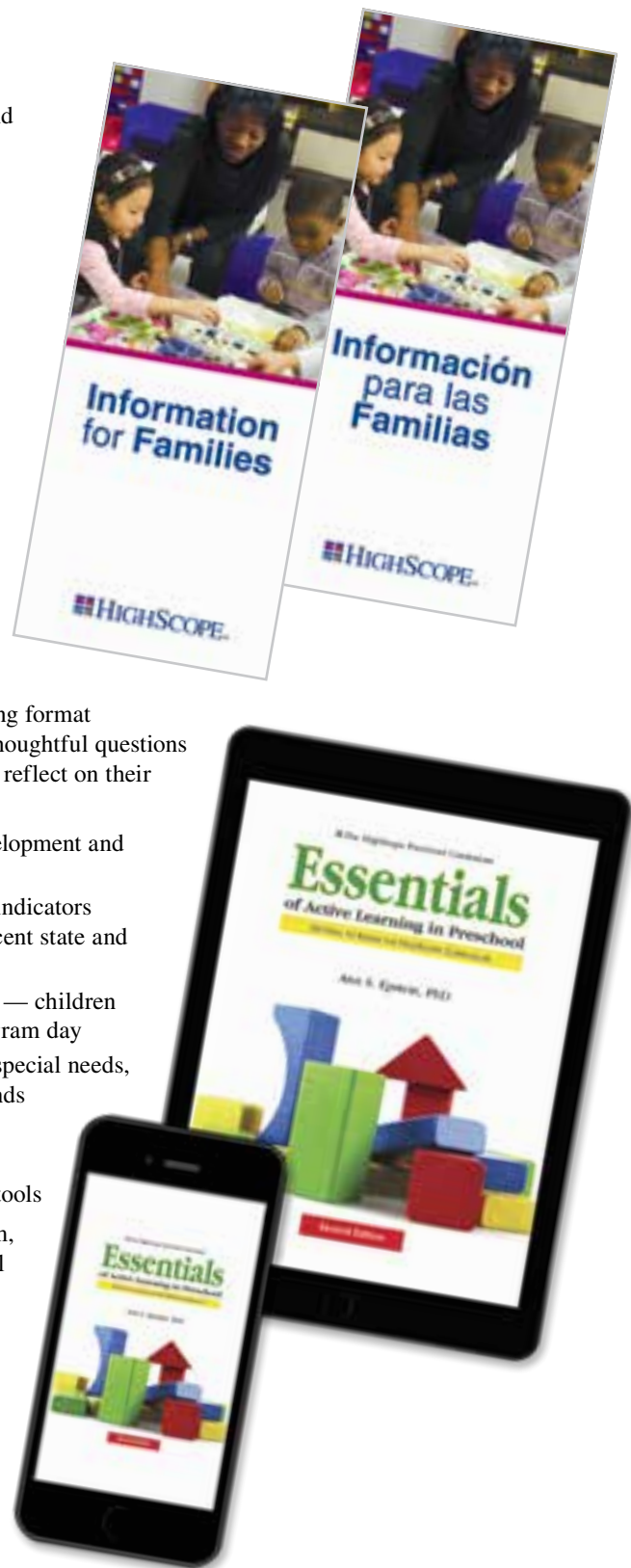
Whether you use or plan to adopt the HighScope Preschool Curriculum, or are just looking for information on what it takes to have a successful active learning environment in which all young children can thrive, this e-book is a must-have for all early childhood administrators and educators.

**ePub EB1423E \$30.00**

A. S. Epstein. Recommended for tablets and other mobile devices, including iPads, other iOS devices, and Android devices. 978-1-57379-739-9

**ePDF EB1423P \$30.00**

A. S. Epstein. Recommended for Windows-enabled or Mac computers and iPad or Android tablets. 978-1-57379-740-5



**New training courses are available!**  
Turn to p. 22 or visit [highscope.org/training](http://highscope.org/training).

# Infant-Toddler Curriculum



## Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings, 2<sup>nd</sup> Ed.

This second edition of *Tender Care and Early Learning* describes HighScope's active learning approach for very young children who are in the sensory-motor stage of development — the stage when children learn with their whole body and all their senses, and when they rely on trusted adults to support their learning adventures. Incorporating the latest research on infant and toddler development, this manual provides both a rationale and specific strategies for each part of the Infant-Toddler Curriculum.

**F1086 \$44.95**

J. Post, M. Hohmann, & A. S. Epstein. Soft cover, photos, 428 pages. 978-1-57379-583-8



## Infant-Toddler Key Developmental Indicators

Reflecting current infant-toddler research, these classroom resources will provide a handy reference to the HighScope infant-toddler key developmental indicators (KDIs). The 42 KDIs describing what infants and toddlers do and learn are organized into six content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Communication, Language, and Literacy; Cognitive Development; and Creative Arts.

### Key Developmental Indicators Desk-Size Posters

**Infant-Toddler F1089 \$14.95**

Set of 6 full-color posters, each 8½" x 11". 978-1-57379-646-0

### Wheel of Learning/Key Developmental Indicators Card

**Infant-Toddler F1087 \$3.95**

8½" x 11". 978-1-57379-547-0

### Key Developmental Indicators Wall Chart

**Infant-Toddler F1088 \$6.95**

Two-color, glossy, 22" x 34". 978-1-57379-549-4

## Infant-Toddler Program Quality Assessment (PQA): Starter Pak

The Infant-Toddler Program Quality Assessment (PQA) is a research-validated tool that provides an accurate and authentic picture of a program's strengths and needs for improvement, in a form that caregivers can understand and use.

**F1260SET \$30.00**

Includes Form A: Observation Items, Form B: Agency Items for Infant-Toddler Programs, and Administration Manual. 978-1-57379-625-5

**Component items sold separately. See page 46 for details.**

## Building a HighScope Program: Infant-Toddler Programs

Visit our online store at [highscope.org](http://highscope.org) for detailed book description and see other titles in this series!

**P1284 \$12.95**

T. S. Kruse. Soft cover, illustrated, 84 pages. 978-1-57379-266-0

[highscope.org/infant-toddler](http://highscope.org/infant-toddler)



# Infant-Toddler Curriculum

## Materials

### HighScope Excellerations® Soft Crocheted Balls

The soft, crocheted texture of these balls is welcoming to the touch. Children of all ages can play safely and with confidence! Machine washable. Set of 10 has two each of five vibrant colors. Cloth storage bag included.

**F3010 \$24.95** Set of 10, each 3¼" D.

### Infant Curriculum Supplement Kit

Lay a solid foundation for lifelong learning with this flexible curriculum kit. The products support the HighScope Curriculum for infants and can be used in conjunction with the HighScope book *Tender Care and Early Learning* and HighScope's active learning philosophy. Ages 18 months and up.

**F2001SET \$299.99**

### Toddler Curriculum Supplement Kit

Build school readiness skills with these wide-ranging products that support the HighScope Curriculum for toddlers. These products support the HighScope book *Tender Care and Early Learning* and HighScope's active learning philosophy. Ages 24 months and up.

**F2002SET \$279.99**

See p. 39 for Children's Storybooks!



## The Tender Care Infant-Toddler Series DVDs

### Active Learning

Infants and toddlers are naturally active learners who rely on caregivers to support their curiosity and need to explore with all their senses. In this DVD, learn about the ingredients that go into an active learning program and how to plan developmentally appropriate activities.

**F1084 \$34.95**

35 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-548-7

### Supportive Adult-Child Interactions

Within the security of trusting relationships, infants and toddlers develop curiosity, initiative, a sense of self, and a desire to explore their world. Part 1 of this DVD shows you how to create a climate of trust for infants and toddlers, form partnerships with children, and support their intentions. Part 2 provides information on establishing program policies that promote continuity of care. Part 3 includes unnarrated scenes from HighScope programs illustrating strategies for developing supportive adult-child interactions.

**F1082 \$44.95**

53 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-546-3

### Daily Schedules and Caregiving Routines

When caregivers provide consistent but flexible daily schedules and caregiving support, they let children know their needs will be met, freeing the children to investigate their world. This DVD provides you with an overview of an infant-toddler daily schedule, strategies for creating a schedule that is stable yet flexible enough to meet young children's needs, and a peek at typical infant-toddler routines.

**F1080 \$44.95**

90 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-544-9

### It's Mine! Responding to Problems and Conflicts

This DVD shows strategies caregivers can use to respond sensitively and positively to infants' and toddlers' social conflicts. Included are strategies for problem prevention, positive limit-setting, and conflict resolution.

**F1078 \$36.95**

40 minutes, viewer guide included. 978-1-57379-248-6



# Preschool Curriculum



## The HighScope Preschool Curriculum Set

Together, these nine books are an invaluable reference for early childhood professionals interested in creating a high-quality early childhood program that reflects the best practices of the early childhood field. *The HighScope Preschool Curriculum* is a detailed manual that explores how to create a supportive setting for young children built around the principles of active learning, including HighScope's signature plan-do-review sequence and small- and large-group times.

Each of the eight content areas is represented in its own book covering the key developmental indicators (KDIs) in that area. Each KDI includes a developmental scaffolding chart with teaching strategies for different levels.

**P1415SET \$189.95** Manual and 8 KDI books. 978-1-57379-659-0

Individual books are available from our online store at [highscope.org](http://highscope.org).

## Key Developmental Indicator (KDI) Scaffolding Charts

These charts provide practical examples to help adults scaffold early learning as they implement the HighScope Preschool Curriculum. Adapted from the scaffolding charts in *The HighScope Preschool Curriculum*, the 58 charts in this set, one for each KDI, are organized by eight content areas. Each chart contains examples of what young children at three developmental levels might do and say as they engage with each KDI, with corresponding examples of how adults can support and gently extend learning as they play and interact with children throughout the program day. This set also includes a short description of each content area.

**P1422 \$64.95**

A. S. Epstein, S. Gainsley, and B. Marshall. 68 (8½" x 11") cards, including 58 scaffolding charts and 8 content area cards (color-coded by content area), plus 9 (9" x 11") dividers, all three-hole drilled. 978-1-57379-661-3

## Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum, 2<sup>nd</sup> Ed.

The second edition of this practical guide presents a comprehensive and user-friendly introduction to the HighScope Preschool Curriculum, covering the most up-to-date research on child development, effective teaching practices, the daily routine, professional learning, curriculum content areas, and completely revised information on HighScope's key developmental indicators (KDIs). Also included is new information on how adults can scaffold children's learning throughout the program day.

Prefer reading on your desktop computer and/or mobile devices? Consider the new e-book versions of *Essentials*. See pp. 25 & 30 for details.

**Print version P1423 \$30.00** A. S. Epstein. Soft cover, photos, 260 pages. 978-1-57379-701-6

**ePub EB1423E \$30.00**

A. S. Epstein. Recommended for tablets and other mobile devices, including iPads, other iOS devices, and Android devices. 978-1-57379-739-9

**ePDF EB1423P \$30.00**

A. S. Epstein. Recommended for Windows-enabled or Mac computers and larger iPad or Android tablets. 978-1-57379-740-5

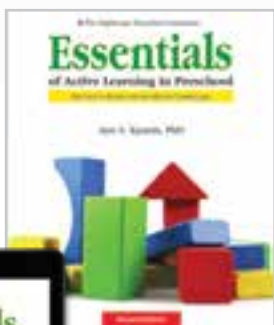
## Spanish Edition of *Essentials* coming in Spring 2016!

## Lesson Plans for the First 30 Days, 2<sup>nd</sup> Ed.

This guide puts 30 days of ready-to-use HighScope lesson plans right at your fingertips! Each lesson plan lists related KDIs and includes activities for greeting time, plan-do-review, and small- and large-group times. Includes a music CD, adult-child interaction strategies, and reproducible lesson planning sheets.

**P1418 \$34.95**

B. Marshall with S. Lockhart & M. Fewson. Soft cover, 184 pages, includes music CD. 978-1-57379-323-0





# Preschool Curriculum

## Numbers Plus Preschool Mathematics Curriculum

The *Numbers Plus® Preschool Mathematics Curriculum* is a comprehensive set of plans for small- and large-group activities, with ideas for extending mathematics learning throughout the program day.

Aligned with the standards of the National Council of Teachers of Mathematics, the 120 activities in *Numbers Plus* are divided into five content areas.

Each kit contains the following items:

- **120 Activity Cards** for small and large groups that include materials lists, step-by-step plans for carrying out the activities, developmental charts that show how teachers can scaffold learning for children at different developmental and ability levels, and follow-up suggestions
- **Teacher's Manual** that explains early mathematics development and provides strategies adults can use to help children build skills and construct mathematical knowledge
- **25 English-Spanish Parent Booklets** (also available separately) that support parents with ideas on how to extend math learning at home

**P1377SET \$274.95** A. S. Epstein. 978-1-57379-412-1

## Helping Your Young Child Learn About Mathematics

These English-Spanish parent booklets, sold in sets of 25, provide activities parents can use at home to give their children the math skills to succeed in school and in life.

**English-Spanish P1379 \$39.95**

A. S. Epstein. 5½" x 8½", self cover, 40 pages, 25 in a set. 978-1-57379-419-0

**English-Arabic P1400 \$39.95** 978-1-57379-420-6



[highscope.org/numbersplus](http://highscope.org/numbersplus)

## Materials

### Numbers Plus Math Materials Kit

The items in this incredible kit are aligned with the *Numbers Plus Preschool Mathematics Curriculum* and include objects such as Cuisenaire® rods, Unifix® cubes, counters, measurement tools, felt shapes, beads, rhythm sticks, and so much more!

**P3014 \$399.99**



### HighScope Excellerations® Wooden Geometric Solids

Large geometric shapes to sort and compare! Children gain hands-on, concrete understanding of 3-D shapes with these manipulatives made from high-quality solid birch wood with a smooth finish. Four each of five shapes: cone, cube, cylinder, pyramid, and sphere. Activity guide and storage bag included.

**P3016 \$28.99** Set of 20, 2" H each.

### HighScope Excellerations® Trace and Write Numbers

Get your hands on these numbers! Children can freely explore and trace the shapes of the wooden numbers while practicing forming them by writing directly on the dry-erase numbers. This set includes 10 each of wooden and dry-erase numbers, plus a canvas storage bag and activity guide.

**P3011 \$9.99** Set of 20, 2" H.





# Rediscover the **ESSENTIALS** of HighScope's Proven Curriculum

— on your tablet or phone!

Our new **E-BOOK** versions of *Essentials of Active Learning in Preschool*, Second Edition, bring you HighScope's recognized, validated research and teaching techniques in an intuitive, digital format. Now, explore HighScope's proven curriculum enhanced with...

- An interactive, searchable format
- Video links to view our proven teaching techniques in action
- And, the convenience of reading on multiple mobile devices

## For All Your Devices

**For your tablet or smartphone  
(including Apple or Android devices):**

ePub EB1423E \$30.00

**For your computer or tablet:**

ePDF EB1423P \$30.00

**Also available in print:**

Print P1423 \$30.00



For more details, turn to page 25 or search  
“Essentials” on [highscope.org](http://highscope.org)

THE **ESSENTIAL** GUIDE TO HIGHSCOPE'S PRESCHOOL CURRICULUM,  
NOW IN THE PALM OF YOUR HAND.

# Curriculum Resources

## Preschool Curriculum DVDs — Now With Spanish Subtitles

Visit [highscope.org](http://highscope.org) for program descriptions.

### Plan-Do-Review in Action

**P1432 \$39.95**

40 minutes (2 discs), English and Spanish subtitles, viewer guide included.  
978-1-57379-735-1

### Small-Group Times for Active Learners

**P1433 \$39.95**

42 minutes (2 discs), English and Spanish subtitles, viewer guide included.  
978-1-57379-736-8

### The Daily Routine

**P1431 \$39.95**

40 minutes (2 discs), English and Spanish subtitles, viewer guide included.  
978-1-57379-733-7

### Engaging Young Learners With Special Needs

**P1424 \$95.00**

Watch a preview in the online store! 98 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-702-3

### “I Want All the Turns!” Supporting Children in Resolving Problems and Conflicts

**P1421 \$95.00**

Watch a preview in the online store! 90 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-679-8



## Preschool Curriculum DVDs

Visit [highscope.org](http://highscope.org) for program descriptions.

### Watch Us Learn! Scenes From HighScope Preschools

**P1404 \$59.95**

5 hours and 15 minutes (3 discs), viewer guide included. 978-1-57379-642-2

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

**P1381 \$39.95** 48 minutes, viewer guide included. 978-1-57379-446-6

### The Indoor and Outdoor Learning Environment

**P1359 \$39.95** 40 minutes, viewer guide included. 978-1-57379-358-2

### Large-Group Times for Active Learners

**P1308 \$39.95** 53 minutes, viewer guide included. 978-1-57379-281-3

### Moving Past Praise: Supporting Children With Encouragement

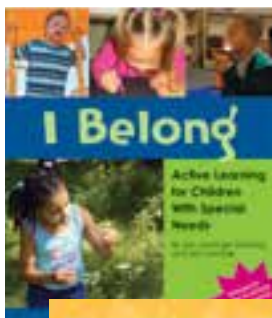
**P1361 \$29.95** 25 minutes, viewer guide included. 978-1-57379-360-5

### Outside Time for Active Learners

**P1363 \$24.95** 18 minutes, viewer guide included. 978-1-57379-351-3



# Curriculum Resources



## I Belong: Active Learning for Children With Special Needs

While current teaching practices in the field of special education are often based on correcting children's "deficits," the HighScope active learning model builds on and maximizes children's strengths and abilities. *I Belong* includes practical strategies and real-life examples of the authors' applications and adaptations of the HighScope Curriculum in a variety of preschool settings serving children with special needs.

**P1348 \$25.95** J. Dowling & T. Mitchell. Soft cover, photos, 152 pages. 978-1-57379-322-3

## From Message to Meaning: Using a Daily Message Board in the Preschool Classroom

This book describes the benefits of using a daily message board at greeting time, guides teachers through the process of creating messages, and offers strategies for making the message board an engaging and interactive experience for children. This book also includes strategies for incorporating a daily message board into your own early childhood program, guidelines for "writing" messages, and a DVD showing message board time in an actual classroom.

**P1355 \$19.95** S. Gainsley. Soft cover, photos and illustrations, 56 pages, includes DVD. 978-1-57379-355-1

## Setting Up the Preschool Classroom

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

**P1383 \$25.95** N. Vogel. Soft cover, photos, illustrations, 156 pages. 978-1-57379-447-3

## Building a HighScope Program Series

The books in this series are designed to help you adapt the HighScope Curriculum to a variety of early childhood settings. Each book gives you tips to plan your program, answers frequently asked questions, and provides strategies and practical examples from actual providers to help you deal with the specific challenges that arise in each type of setting. Also included are a brief overview of the active learning approach, sample daily routines, and a guide for getting started with HighScope.

Visit our online store at [highscope.org](http://highscope.org) for detailed book descriptions.

### Head Start Preschool Programs

**P1352 \$15.95** K. Rush with T. S. Kruse. Soft cover, photos, 116 pages. 978-1-57379-268-4

### Multicultural Programs

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

### Full-Day Preschool Programs

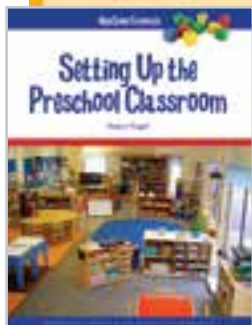
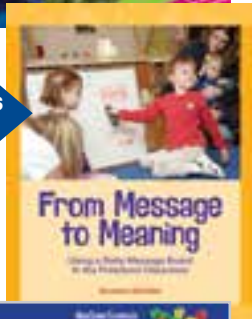
**P1282 \$12.95** T. S. Kruse. Soft cover, illustrated, 68 pages. 978-1-57379-264-6

### Family Child Care Programs

**P1283 \$12.95** T. S. Kruse. Soft cover, illustrated, 76 pages. 978-1-57379-265-3

### Infant-Toddler Programs

**P1284 \$12.95** T. S. Kruse. Soft cover, illustrated, 84 pages. 978-1-57379-266-0





# Curriculum Resources

## Problem Solving

### “I Want All the Turns!” Supporting Children in Resolving Problems and Conflicts DVD

In all early childhood programs, children have conflicts over space, materials, and friendships. Learning how to find solutions that work for everyone is an important educational opportunity for young children. This three-part DVD includes a special section on preventing bullying. Watch a preview in the online store!

**P1421 \$95.00**

90 minutes (2 discs), English and Spanish subtitles, viewer guide included. 978-1-57379-679-8

### You’re Not My Friend Anymore! Illustrated Answers to Questions About Young Children’s Challenging Behaviors

In an accessible pictorial format, this book explores typical *What if...?* questions about children’s challenging behaviors, each answered by two illustrated stories: one depicts a “typical” adult response to the problem situation; the other details a “problem-solving” approach to the same situation. Accompanying text explores the differences between the two approaches and offers strategies for effective problem solving.

**P1389 \$15.95** B. Evans. Illustrated by J. Wilcox. Soft cover, 104 pages. 978-1-57379-455-8

### You Can’t Come to My Birthday Party! Conflict Resolution With Young Children

This book presents a six-step mediation process adults can use to help young children resolve disputes. More than 50 scenarios of conflict resolution in action are included.

**P1171 ~~\$34.95~~ \$10.00 clearance** B. Evans. Soft cover, photos, 432 pages. 978-1-57379-159-5

### It’s Mine! Responding to Problems and Conflicts DVD

This DVD for adults working in infant and toddler settings shows many strategies caregivers can use to respond sensitively and positively to children’s social conflicts. Included are strategies for problem prevention, positive limit setting, and resolving conflicts.

**F1078 \$36.95** 40 minutes, viewer guide included. 978-1-57379-248-6

### Steps in Resolving Conflicts Small-Size Poster, English-Spanish

Conflicts inevitably arise between children in the classroom, and these situations provide excellent learning opportunities. Hang these posters in your classroom to help you remember the six steps to conflict resolution.

**P1365 \$11.95** Set of 2 posters, two-color, glossy, 8½" x 11". 978-1-57379-408-4

### Steps in Resolving Conflicts Wall-Size Poster, English only

This large-size poster of the six conflict resolution steps helps you and others keep the steps in mind when working with children.

**P1134 \$6.95** Two-color, glossy, 20" x 30". 978-1-57379-075-8

### Conflict Resolution Wallet Cards

These sturdy cards fit easily in your back pocket, providing a handy reference to the six steps of conflict resolution.

**Z4001 \$15.00** Two-sided, laminated cards, 3" x 5", set of 25, includes Spanish.

**See p. 22 for new training opportunities!**



# Curriculum Resources

## The Teachers' Idea Series

### Make Room for Boys! Helping Boys Thrive in Preschool

This much-anticipated book offers teachers the opportunity to explore the latest research on the specific experiences of boys, and to find solutions to some of the most common problems boys face in preschool. Though focused on the needs of boys, the solutions suggested in chapters including movement and space, behavior and emotion, and more, benefit all children. See page 23 for full description.

**P1427 \$30.00** G. Martin & S. Slack. Soft cover, photos, 120 pages. 978-1-57379-729-0

### Let's Play and Learn Together! 30 At-Home Activities to Share With Families

Keep the active learning going at home! You can offer family members copies of the 30 preschool activities in this book, which can be photocopied or printed from the accompanying CD. Activities are grouped into categories of Art, Music, and Movement; Language, Literacy, and Communication; Physical Development and Healthy Habits; Math, Science, and Technology; and Myself and Others. Each activity lists the corresponding COR Advantage assessment item; materials and cost; the "mess" factor; key learning experiences; step-by-step instructions; and suggestions for special needs.

**English P1429 \$30.00** T. S. Kruse. Soft cover, photos, CD, 96 pages. 978-1-57379-731-3

**Spanish P1430 \$30.00** T. S. Kruse. Soft cover, photos, CD, 100 pages. 978-1-57379-732-0

### Bringing Active Learning Home: Workshops for Preschool Parents

Parent workshops can help parents bring active learning home to their children! The 27 workshops contained in this book, a part of the Teachers' Idea Series, help family members learn about and appreciate the importance of active learning by experiencing it the way their children do. The workshops, designed for preschool parent meetings, give parents hands-on experiences in large- and small-group activities that are fun and easy to do, and which teach practical strategies for interacting with children in everyday situations outside the classroom. Each workshop includes objectives, an opening activity, central ideas for discussion, an application activity, and follow-up ideas for practicing strategies at home. This book is packaged with a CD containing PowerPoint slides and handouts for each workshop.

**P1425 \$30.00** S. Gainsley. Soft cover, photos, CD, 124 pages. 978-1-57379-728-3

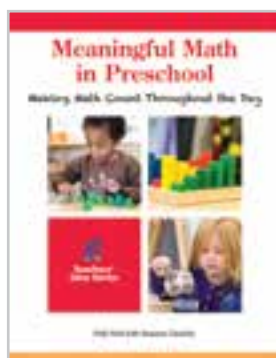
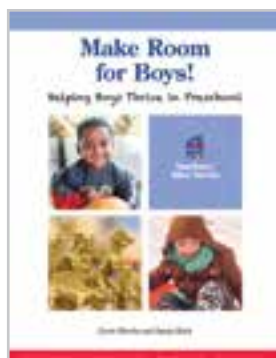
### Meaningful Math in Preschool: Making Math Count Throughout the Day

If you are looking for a way for your preschoolers — and you — to enjoy math, this book is for you! A part of the Teachers' Idea Series, *Meaningful Math in Preschool* shows you how to provide a learning environment that is rich with opportunities for children to explore, discover, and expand on various math concepts.

The book begins with an overview of the latest research in early mathematics and introduces you to HighScope's approach to math and its math key developmental indicators (KDIs). This is followed by sections on how to identify math in your daily routine, create a "math-rich" classroom, and support "math talk" among your preschoolers. The rest of the book, organized around the parts of the daily routine, offers demonstrations of how math occurs in the classroom (with anecdotes that illustrate the math KDIs), real examples of how teachers support these math experiences, and hands-on strategies you can use to encourage math learning. Also included is a bookmark that lists HighScope's math KDIs to use as a handy reference when reading the anecdotes and examples.

**P1420 \$30.00**

P. Neill with S. Gainsley. Soft cover, photos, 157 pages, includes bookmark. 978-1-57379-678-1



Includes  
CD

Includes  
CD

Includes  
CD

# Curriculum Resources

## The Teachers' Idea Series (continued)

### 50 Large-Group Activities for Active Learners

These 50 engaging large-group activities stimulate children's creativity, help them learn skills and concepts, and introduce them to a wide range of new and thought-provoking experiences. Contains valuable ideas for action songs, group storytelling, movement activities, and cooperative games and projects.

**Book P1316 \$25.95**

C. Boisvert & S. Gainsley. Soft cover, photos, 139 pages. 978-1-57379-282-0

**Cards P1353 \$37.95**

C. Boisvert & S. Gainsley. Photos, 60 cards, 7 dividers. 978-1-57379-349-0

### 80 Activities for Small Groups

These handy, durable, and easy-to-use cards contain practical suggestions and detailed descriptions to help teachers create active learning small-group activities.

**P1337 \$39.95**

M. Graves. Photos, 80 cards, 6 dividers. 978-1-57379-311-7

### Small-Group Times to Scaffold Early Learning

Contains 52 small-group activities based on five curriculum content areas: language, literacy, and communication; mathematics; science and technology; the creative arts; and physical development and health. It includes step-by-step instructions for each activity, suggestions for how to adapt the activity and materials for children with special needs, and content-area summaries describing how children master concepts and develop skills in each domain. Easy-to-read scaffolding charts outline examples of what children at different developmental levels may say and do during activities, with suggestions for how adults can support children at each of these levels.

**Book P1370 \$25.95**

HighScope Early Childhood Staff. Soft cover, photos, 162 pages. 978-1-57379-410-7

**Cards P1403 \$49.95**

HighScope Early Childhood Staff. Photos, 61 cards, 6 dividers. 978-1-57379-362-9

### Making the Most of Plan-Do-Review

This book includes support strategies for the plan-do-review process, including practical tips and suggestions, answers to frequently asked questions, real-life examples, and planning and recall sheets to use with children.

**P1152 \$25.95**

N. Vogel. Soft cover, photos, 250 pages. 978-1-57379-086-4

## Explore and Learn Quick Cards Series

This series contains many of the ideas found in The Teachers' Idea Series in an easy-to-use format. These colorful and durable cards are conveniently sized to store in hanging files and three-hole drilled for those who prefer to store them in a binder. Full descriptions above.

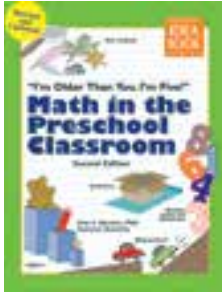
### Available in Card Sets:

- 50 Activities for Large Groups
- 80 Activities for Small Groups
- Small-Group Times for Scaffolding Early Learning





# Curriculum Resources

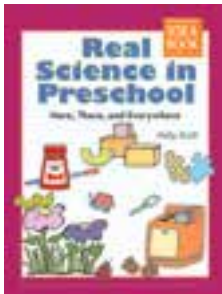


## The Teachers' Idea Series (continued)

### "I'm Older Than You. I'm Five!" Math in the Preschool Classroom, 2<sup>nd</sup> Ed.

This book presents 50 early math activities that meet the needs of preschoolers. Aligned with the early childhood standards of the National Council of Teachers of Mathematics (NCTM) and organized according to HighScope's *Numbers Plus* content areas, the activities will help children gain competence in number sense and operations, geometry, measurement, algebra, and data analysis.

**P1391 \$25.95** A. S. Epstein & S. Gainsley. Soft cover, photos, 144 pages. 978-1-57379-462-6



### Real Science in Preschool: Here, There, and Everywhere

Wondering how to "do science" with preschoolers? This book shows you how authentic, hands-on science learning takes place every day throughout the classroom as well as outdoors. You'll learn to recognize and support the six behaviors that make up the preschool scientific method that you'll see in all types of children's play.

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

## Materials

### Math Curriculum Supplement Kit

Teaching math has never been so easy or so much fun! This starter kit is based on and includes the HighScope book *"I'm Older Than You. I'm Five!" Math In the Preschool Classroom, 2<sup>nd</sup> Edition*. You'll find easy-to-follow activities that build on children's natural interests that you can use throughout the day.

**P3004SET \$299.99**

### Science Curriculum Supplement Kit

Like adult scientists, preschoolers wonder how things work and what makes things happen. We've made it easy and put this hands-on science kit together for you! The curriculum supplements support the included HighScope book *Real Science in Preschool*.

**P3005SET \$219.99**

### HighScope Excellerations® Sand and Water Play Station

Expand the potential of your sand and water center! Watch a preview in the online store!

- Incorporates tubes, funnels, and pipes into your existing table or tubs for exciting sand, sensory, and water exploration
- Use with sand, water, and sensory materials
- Inspires creative play and cooperation with space for many children
- Pipes and tubing can be assembled in a variety of configurations
- Play surface adjusts to 10 different heights, accommodating children of all sizes and needs
- Wheelchair accessible
- 3 predrilled holes in eave/trellis for pulley play (pulleys not included)
- Made of durable birch plywood with a water-resistant lacquer finish
- Simple adult assembly required
- Measures 69" L x 28½" W x 66¼" H overall

Adult supervision is recommended during sand and water activities.

**P3008 \$349.99**



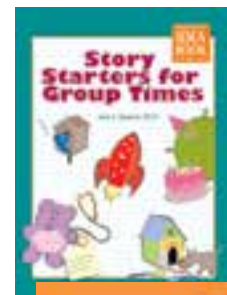
# Curriculum Resources

## The Teachers' Idea Series (continued)

### Story Starters for Group Times

Story starters are brief narratives teachers use to introduce small- or large-group activities. Each of the 84 activities in this book starts with a story and includes activity directions, a materials list, suggestions for scaffolding children's learning, vocabulary words, and follow-up ideas. The activities are organized in seven content areas.

**P1395 \$25.95** A. S. Epstein. Soft cover, photos, 188 pages. 978-1-57379-474-9



### "I Know What's Next!" Preschool Transitions Without Tears or Turmoil

This book provides guidelines that help teachers understand transitions from the child's point of view, along with strategies, songs, and games that are useful for particular transitions. Included are ideas for dropoff and pickup times, the times between parts of the daily routine, and the transition to kindergarten. Also offered are parent handouts, real-life transition scenarios, and illustrations with adult-child dialogues depicting contrasting approaches to transitions.

**P1336 \$19.95** B. Evans. Soft cover, photos and illustrations, 116 pages. 978-1-57379-297-4



## Materials

### HighScope Excellerations® Photo Unit Blocks

Personalize your block set using recognizable photos from the children's own community. These blocks can be filled with images of your community, as well as pictures of your students and their families. Set includes 20 blocks in three sizes.

**P3015 \$54.99**

Set of 20 includes 5 large squares, 1 1/3" W x 5 1/3" L x 5" H; 5 rectangles, 1 1/3" W x 5 1/3" L x 2" H; and 10 small squares, 1 1/3" W x 2" L x 2" H.

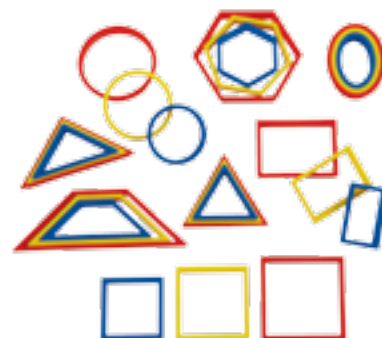


### HighScope Colorations® Shape Makers

Children learn to identify eight basic geometric shapes in three sizes as they cut modeling dough or trace the shapes — a creative, hands-on way to explore attributes, shape combinations, and mathematical relationships. Made of durable, easy-to-wash plastic pieces.

**P3018 \$16.99**

Set of 24, 2 1/2" to 5 1/2".



### HighScope Excellerations® Wooden Steering Wheels

These wooden wheels have a giant 12" diameter, yet are lightweight enough for young children to rotate freely. Playing with the wheels gives children a chance to pretend to do "grown-up" things and expand their imaginations through role play. Set includes a boat steering wheel, a racecar steering wheel, and an airplane steering wheel.

**P3009 \$39.99**

Set of 3, 12" D.



### HighScope Colorations® Heavy-Duty Activity Apron

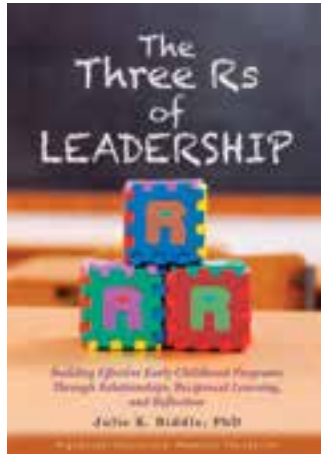
This heavy-duty vinyl material won't rip or tear. Easy to clean with a damp cloth, it will stay looking like new for years to come! The apron easily slips over the head for fast transitions between activities and is designed to fit children of all sizes.

**P3013 \$5.49**

6" diameter neck opening. 16" W x 15 1/4" L from neck down.



# Curriculum Resources



## Recommended for Leaders\*

### The Three Rs of Leadership

In *The Three Rs of Leadership*, Julie K. Biddle, PhD, redefines the concept of leadership in early childhood education, proposing a model of shared responsibility among school stakeholders. In this revised perspective, leadership is not tied to a single leader but is instead a quality of organizations that can be exerted by anyone. When educators enter into supportive *relationships* with each other; engage in *reciprocal learning* with students, parents, and colleagues; and *reflect* on their practice, they contribute to the evolution of leadership thinking and leadership action.

**P1402 \$19.95**

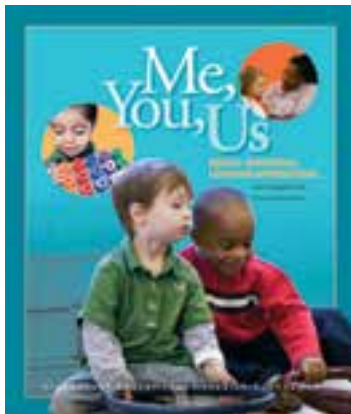
J. K. Biddle. Soft cover, 100 pages. 978-1-57379-361-2

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

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

**P1372 \$25.95**

A. S. Epstein. Soft cover, photos, 190 pages. 978-1-57379-425-1



### The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning, Revised Ed.

This revised edition of *The Intentional Teacher* explores strategies for balancing both child-guided and adult-guided learning experiences that build on children's interests and focus on what they need to learn to be successful in school and in life.

Co-published by HighScope Press and the National Association for the Education of Young Children (NAEYC), this edition offers new chapters on science, social studies, and approaches to learning. Also included is updated, expanded information on social and emotional development, physical development and health, language and literacy, mathematics, and the creative arts. In each chapter are many practical teaching strategies that are illustrated with classroom-based anecdotes.

**P1426 \$30.00**

A. S. Epstein. Soft cover, photos, 262 pages. 978-1-938113-06-2



\*The books on this page are co-published by HighScope Press and the National Association for the Education of Young Children (NAEYC).

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Restrictions apply.



# Early Literacy

## The HighScope Children's Storybook Collections

Early literacy and reading to children have always been important parts of the HighScope Curriculum. The following book sets have been selected by HighScope educational consultants for their high-quality content, illustrations, and suitability for use in any preschool or child care setting.

All books are subject to publisher availability. If a specific book in a set is not available from the publisher, we will substitute an appropriate title.

**Please note:** Since we are already offering discounted prices on our children's storybooks, no additional discounts will apply.

### Preschool Classroom Library Set of 50 Hardcover Books

**PHB55** List Price: ~~\$884.54~~ Our Price: **\$751.79**

### Multicultural Hardcover Books Set of 8 Hardcover Books

**PMHB13** List Price: ~~\$141.88~~ Our Price: **\$123.28**

### Special Needs Set of 8 Hardcover Books

**PHB07** List Price: ~~\$135.80~~ Our Price: **\$127.40**

### Early Math Set of 8 Hardcover Books

**PHB65** List Price: ~~\$141.92~~ Our Price: **\$120.62**

### Our Families Set of 8 Hardcover Books

**PHB90** List Price: ~~\$136.85~~ Our Price: **\$118.71**

### Tender Topics Set of 8 Hardcover Books

**PHB25** List Price: ~~\$128.82~~ Our Price: **\$118.93**

### My Feelings Set of 8 Hardcover Books

**PHB06** List Price: ~~\$132.92~~ Our Price: **\$117.77**

### Infant-Toddler Board Book Library Set of 50 Board Books

**FHSB50** List Price: ~~\$352.42~~ Our Price: **\$302.78**

### Preschool Board Book Classroom/Take-Home Library — Set 1

Set of 40 Board Books

**PBT60** List Price: ~~\$304.24~~ Our Price: **\$258.58**

### Preschool Board Book Classroom/Take-Home Library — Set 2

Set of 50 Board Books

**PBT70** List Price: ~~\$382.30~~ Our Price: **\$325.94**

### Multicultural Board Books Set of 10 Board Books

**PMB08** List Price: ~~\$72.78~~ Our Price: **\$63.05**

### Paperback Classroom/Take-Home Library — Set 1

Set of 40 Paperback Books

**PBL50** List Price: ~~\$292.55~~ Our Price: **\$249.67**

### Paperback Classroom/Take-Home Library — Set 2

Set of 50 Paperback Books

**PBL60** List Price: ~~\$362.50~~ Our Price: **\$309.27**

### Big Books — Set 1 Set of 10 Big Books

**LB03** List Price: ~~\$266.80~~ Our Price: **\$226.82**

### Big Books — Set 2 Set of 10 Big Books

**LB04** List Price: ~~\$268.70~~ Our Price: **\$228.40**

### Bilingual Favorites Board Books Set of 16 Board Books

**BBB10** List Price: ~~\$119.72~~ Our Price: **\$102.79**

A full list of titles in each set is available at our online store at [highscope.org](http://highscope.org).



# Early Literacy



## Letter Links: Alphabet Learning With Children's Names

*Letter Links* takes children's natural interest in learning to write their own name as an entry-way to teaching them letter-recognition skills, letter-sound correspondence, and letter/word writing by using nametags with letter-linked images. It outlines the research behind this learning system and provides reproducible examples of letter-linked images for 64 initial letter sounds. Also included are 25 fun-filled activities that support children's development in the alphabetic principle, phonological awareness, sense of word, and vocabulary.

**English P1204 \$25.95**

A. DeBruin-Parecki & M. Hohmann. Soft cover, illustrated, 112 pages. 978-1-57379-143-4

**Spanish P1327 \$25.95** 978-1-57379-296-7

## Letter Links Online

This online program complements the English and Spanish *Letter Links* books, enabling you to create a nametag for each child in your group, select a letter-linked picture, and print these out in various sizes quickly and easily. Users may select letter-linked pictures for words in English or Spanish. The program also enables teachers to save, store, and print group lists of letter links. Each 2-year license subscription is for one classroom's use. Site administrators can gain access to, transfer, delete, or update user accounts for sites with multiple licenses.

**License Subscription P1373 \$29.95** 978-1-57379-442-8

**License Renewal P1382 \$29.95** 978-1-57379-578-4

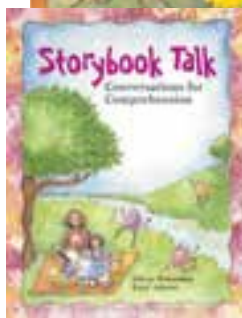
See the online store at [highscope.org](http://highscope.org) to purchase the *Letter Links* book with the online license!



## Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

This book focuses on phonemic awareness — the ability to recognize the smallest sound units that make up words — identified by reading experts as an essential skill that prepares children for reading. The 130 phonemic awareness activities are based on scientific evidence about what children need to become confident and successful readers and writers. The book offers more than enough activities to meet the standard of 20 hours of phonemic awareness practice recommended for all preschool children by the National Reading Panel and endorsed by the US Department of Education.

**P1190 \$25.95** M. Hohmann. Soft cover, photos, 80 pages. 978-1-57379-128-1



## Storybook Talk: Conversations for Comprehension

*Storybook Talk* shows you how to make reading and rereading a beloved book enjoyable for both children and adults while improving children's comprehension. The book gives guidance on storybook selection and analysis and offers 63 strategies for inviting child talk during story reading. These strategies build children's vocabulary as well as their ability to connect with stories, retell them, and predict what happens next.

**P1354 \$19.95** M. Hohmann & K. Adams. Soft cover, photos, 66 pages. 978-1-57379-353-7

## Materials

### HighScope Excellerations® Trace and Write Letters

In partnership with Excellerations®, HighScope brings you these durable wooden letters to help children build experiences with the alphabetic principle. Preschool children will be able to feel, trace, and be creative with these solid, 4" letters. Set includes: 26 wooden letters (A–Z), 26 (A–Z) write and wipe letters, handy storage bag, and teacher's activity guide. Ages 3 years and up.

**P3012 \$19.99** Set of 52, 4" H.



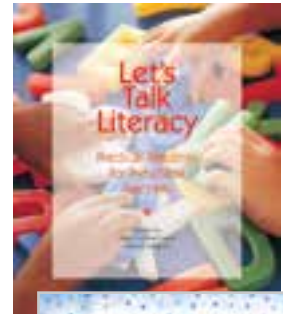


# Early Literacy

## Let's Talk Literacy: Practical Readings for Preschool Teachers

This book — a collection of articles by expert teachers and educators — gives practitioners the tools they need to enhance implementation of an effective early literacy curriculum in their preschool classrooms. With an overview of the four essential components of early literacy — comprehension, phonological awareness, alphabet knowledge, and concepts about print — this book addresses topics such as interactive story reading, storytelling, early vocabulary learning, the ways preschoolers read and write, and literacy for second language learners, among many others. Practical strategies for supporting children's language and literacy learning are included in every chapter.

**P1344 \$24.95** M. Hohmann & J. Tangorra, Eds. Soft cover, photos, 152 pages. 978-1-57379-318-6

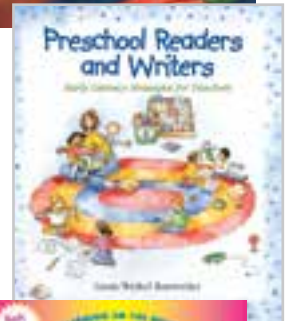


## Preschool Readers and Writers: Early Literacy Strategies for Teachers

This book presents research-based, classroom-tested practices for bringing the magic and joy of reading to young children. It explains how children's reading and writing skills develop in the preschool years and what adults can do to encourage these processes. Topics include oral language, phonemic awareness, alphabet learning, concepts about print, and more.

**P1224 \$34.95**

L. W. Ranweiler. Soft cover, illustrated, 232 pages. 978-1-57379-186-1



## Making Connections: Movement, Music, & Literacy — Learning on the Move, Preschool–Grade 2

This book provides you with 60 activities planned around curriculum concepts in movement, music, and literacy. CD included.

**M1030 \$27.95**

L. Haraksin-Probst, J. Hutson-Brandhagen, & P. S. Weikart. Soft cover, photos, 166 pages, includes music CD. 978-1-57379-319-3



With  
Music  
CD

## Materials

### Making Connections: Movement, Music, & Literacy Kit

This kit contains the materials you need to keep your preschoolers or early elementary children moving and singing as they develop literacy skills. Includes HighScope's book *Making Connections: Movement, Music, & Literacy*.

**M2500SET \$299.99**



### Language Curriculum Supplement Kit

Curriculum language items support and include HighScope's book *Fee, Fie, Phonemic Awareness*. Using the supplies in the kit, plus a small number of others typically found in the classroom, you'll be able to do 130 pre-reading activities. This kit is an amazing value with more than 750 pieces, including musical instruments, puppets, a stamp pad, alphabet stamping sticks, jumbo tracing letters, multiple alphabets, blank journals, dry-erase boards, markers, pencils, erasers, Scrabble and Brain Noodles™, plus seven classic classroom books.

**P3006SET \$279.99**





# Classroom Resources



## Wheel of Learning/Key Developmental Indicator Card

Handy laminated reference card containing the HighScope preschool key developmental indicators (KDIs) on one side and the wheel of learning on the other.

**Preschool P1397 \$3.95** 8½" x 11". 978-1-57379-579-1

## Key Developmental Indicators Wall Chart

Our popular wall chart contains HighScope's key developmental indicators (KDIs). Post this chart in your classroom or entry area to remind you and parents of the important abilities and concepts in each area of preschool learning or infant-toddler development.

**Preschool P1401 \$6.95** Two-color, glossy, 22" x 34". 978-1-57379-545-6

## Key Developmental Indicators Desk-Size Posters

A set of colorful posters showing the HighScope key developmental indicators (KDIs) in important content areas. Great for posting in your classroom or on your parent board.

**Preschool P1398 \$15.95** Set of 8 full-color posters, each 8½" x 11". 978-1-57379-594-4

**See. p. 26 for infant-toddler key developmental indicator materials.**

## Daily Routine Cards

The Daily Routine Cards are a set of 21 easy-to-read pictures with time-of-day names that identify the parts of a typical preschool classroom day. Use of these cards allows children to easily read the Daily Routine Card sequence and anticipate what happens next.

The cards in the set are sized in proportion to the amount of time devoted to that segment of the day and can be displayed vertically or horizontally.

**PC1001 \$24.95** Set of 21 cards, plus blank cards. 978-1-57379-303-2

## Classroom Area Signs

This set of 10 colorful signs features easy-to-see, simple pictures and area names that identify each part or interest area of the classroom. Organizing the classroom into clear work-and-play areas helps children to find materials they need and return them after use.

The large-size area signs are big enough to be seen from all around the classroom, while the medium- and small-size area signs are laminated and great to use during plan-do-review to help the children identify which area they will (or did) work in.

### Large-Size Sign Set

**English PC1000 \$29.95** 978-1-57379-302-5  
Set of 10 cards, plus blank cards, 19½" x 21".

### Medium-Size Sign Sets

**English PC1010 \$24.95** 978-1-57379-738-2  
**English-Spanish PC1009 \$24.95** 978-1-57379-737-5  
10 cards per set, laminated, 8½" x 11".

### Small-Size Sign Sets

**English PC1004 \$15.95** 978-1-57379-306-3  
**English-Spanish PC1007 \$24.95** 978-1-57379-704-7  
2 sets of 10 cards per package, laminated, 5" x 5½".

### Large- and Small-Size Sign Set Bundle

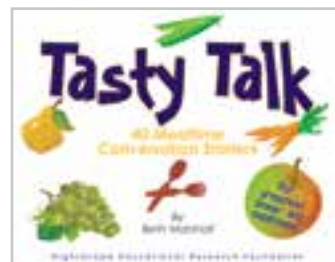
**English-Spanish PC1006SET \$48.00** 978-1-57379-705-4  
Set of 10 large cards, plus blank cards, 19½" x 21", and 2 sets of 10 small cards per package, laminated, 5" x 5½".

# Classroom Resources

## Tasty Talk: 40 Mealtime Conversation Starters

*Tasty Talk* puts ideas for conversation and simple games on attractive cards so you can get children thinking, talking, reflecting, and sharing on a variety of subjects while enjoying a snack or meal. In addition to helping boost children's literacy and social skills, these ideas help children engage with key curriculum content through playful talk with adults and other children.

**P1357 \$14.95** B. Marshall. 43 4" x 5" 2-color cards. 978-1-57379-356-8



## Work in Progress Signs

These signs are bright-yellow laminated tent cards with a "do-not-touch" symbol and the words *Work in Progress*. Children can use one of these sign cards to indicate they are in the middle of a project and wish to continue it later.

**PC1003 \$6.95** Set of 5 signs, laminated, 8½" x 5½". 978-1-57379-305-6



## Something From Nothing: Using Everyday Materials With Preschoolers

This book focuses on open-ended materials that you can find in your everyday environment, materials that are often free or available at a very low cost. Discover where to find the materials, where to add them in your classroom, and how to use them. Includes pictorial step-by-step directions for the easy-to-make materials and 20 small- and large-group activities.

**P1417 \$19.95** E. Thompson. Soft cover, photos, 8½" x 11", 200 pages. 978-1-57379-647-7



## Activities for Home Visits: Partnering With Preschool Families

This book includes 40 fun learning activities that teachers and families with young children can do together during regularly scheduled home visits. Each activity focuses on one of HighScope's eight preschool curriculum content areas. The activities are easy to follow and implement. Also included in this book are tips for communicating with parents during home visits and ideas on how to extend home visits into the classroom.

**P1390 \$19.95** S. Gainsley & J. Hoelscher. Soft cover, photos, 80 pages. 978-1-57379-456-5



## Preschool Activities for Family Child Care

Preschool Activities for Family Child Care includes 40 activities that help you support the development of children between the ages of 2 and 5 throughout the day. Each activity includes an explanation of what the children are learning and why it is important for their development. The activities are easy to follow and use simple materials available in any home. Includes recipes and how-to guides for making play dough, picture books, puzzles, and sand timers.

**P1396 \$19.95** S. Gainsley & J. Hoelscher. Soft cover, photos, 80 pages. 978-1-57379-565-4



## Ready, Sign, Go!

### Using Sign Language to Promote Preschool Learning

*Ready, Sign, Go!* gives preschool teachers and caregivers the information they need to support all their young learners with sign language throughout the daily routine. This book offers specific strategies and practical examples of how to incorporate ASL into small- and large-group activities, plan-do-review, and other parts of the preschool day.

**P1399 \$19.95** K. Rush. Soft cover, photos, 70 pages, includes DVD. 978-1-57379-449-7



Includes  
DVD

## Discovering HighScope: A Teacher's Journal

Learning more about the HighScope Curriculum can be fun and exciting when learning along with someone else! HighScope teacher Becky James describes her first year of implementing the HighScope Preschool Curriculum in her daily teaching practice and reflects on topics such as praise versus encouragement, conflict resolution, and effective planning and recall times.

**P1419 \$19.95** R. James. Soft cover, photos, 207 pages. 978-1-57379-677-4



# Movement & Music



## The Song Book

All children enjoy songs, and they all have their favorites. *The Song Book* gives children the opportunity to select from 25 well-known songs or nursery rhymes to be used at large-group time. This valuable resource provides a visual reminder of the children's favorites in pictures and words to help children make their selection. Each page of *The Song Book* includes a picture that relates to the song/rhyme title as well as the title itself spelled out (lyrics of the songs are not included).

**PC1005 \$24.95** Set of 25 cards, laminated, 8½" x 11". 978-1-57379-352-0

## Rhythmically Moving CDs

This set of nine CDs features music for students of all ages and includes suggestions for use with *Teaching Movement & Dance: A Sequential Approach to Rhythmic Movement*.

**Set of 9 CDs M1028SET \$125.00**

P. S. Weikart, creative director; performed by Gemini. CDs. 978-1-57379-648-4

**Individual CDs are available for \$15.95 each. Visit our online store at [highscope.org](http://highscope.org) for ordering information.**

## Movement in Steady Beat — Learning on the Move, Ages 3 to 7, 2<sup>nd</sup> Ed.

Infant-toddler caregivers, as well as preschool and early elementary teachers, will welcome the learning experiences in this book that develop children's basic timing, language, vocabulary, concentration, decision-making, and leadership abilities. CD included.

**M1023 \$24.95**

P. S. Weikart. Soft cover, 108 pages, includes music CD. 978-1-57379-130-4

## Movement Plus Music: Activities for Children Ages 3 to 7, 3<sup>rd</sup> Ed.

This book of activities and accompanying CD will enable you to provide many opportunities for children to experience the fun and creativity of music. While enjoying these activities, children will develop key abilities that are foundations both for physical and academic learning. CD included.

**M1027 \$19.95**

P. S. Weikart. Soft cover, 36 pages, illustrated, includes music CD. 978-1-57379-214-1

## Movement Plus Rhymes, Songs, & Singing Games, 2<sup>nd</sup> Ed.

These engaging movement activities provide age-appropriate movement experiences. Use them during large-group time, small-group time, or transitions. CD included.

**M1025 \$29.95**

P. S. Weikart. Soft cover, 100 pages, includes music CD. 978-1-57379-066-6

## Making Connections: Movement, Music, & Literacy Kit

See description on p. 41.

**M2500SET \$299.99**

## Moving With Purpose: 54 Activities for Learning, Fitness, and Fun

This book shows how you can help children in grades K–5 be purposeful and creative in their movements throughout the daily schedule.

Using the engaging activities found in this book, adults work as partners with children, encouraging them to think about, explore, and discuss movements that lead to specific skills. CD included.

**M1032 \$29.95**

K. Sawyers with E. Colley and L. Icaza. Soft cover, photos, 196 pages, includes music CD. 978-1-57379-473-2

## 85 Engaging Movement Activities — Learning on the Move, K–6

Classroom teachers, as well as specialty teachers in physical education, music, and recreation, will find this book to be a source of ideas for movement experiences. The experiences are planned around key curriculum concepts in movement and music as well as in academic areas. An easy-to-follow plan is given for each activity. CD included.

**E3040 \$34.95**

P. S. Weikart & E. B. Carlton. Soft cover, illustrated, 216 pages, includes music CD. 978-1-57379-125-0



# Español

## Recursos curriculares

**¡Vamos a jugar y aprender juntos!**  
30 actividades para el hogar para compartir en familia

P1430 \$30.00

**Enlaces de letras**

P1327 \$25.95

**Letter Links Online**

P1373 \$29.95

## DVDs para preescolar con subtítulos en español

**Engaging Young Learners With Special Needs**

P1424 \$95.00

**“I Want All the Turns!” Supporting Children in Resolving Problems and Conflicts**

P1421 \$95.00

**The Daily Routine**

P1431 \$39.95

**Plan-Do-Review for Active Learners**

P1432 \$39.95

**Small-Group Times for Active Learners**

P1433 \$39.95

## DVDs para bebés y niños pequeños con subtítulos en español

**Active Learning**

F1084 \$34.95

**Supportive Adult-Child Interactions**

F1082 \$44.95

**Daily Schedules and Caregiving Routines**

F1080 \$44.95

## Evaluación del programa

**PQA para bebés y niños pequeños**  
Formulario A: Elementos de observación

F1266 \$13.50

Para las descripciones visite la página [highscope.org](http://highscope.org).

## Evaluación del niño

**COR Advantage Guía de calificación**  
P2022 \$18.00

**COR Advantage Material de referencia de escritorio**

P2021 \$18.00 Conjunto de 2.

**Información para las familias**  
(COR Advantage folletos para la familia en español e inglés)

P2006 \$18.00 Conjunto de 25.

## Recursos del salón de clases

**Afiche en español e inglés de mediano tamaño con los pasos para la solución de conflictos**

P1365 \$11.95

**Tarjetas de bolsillo para la solución de conflictos**

Z4001 \$15.00 Conjunto de 25.

**Tarjetas de bolsillo para la interacción entre adulto y niño**

Z4002 \$15.00 Conjunto de 25.

**Información para las Familias**

ZB1189 \$18 Conjunto de 50.

**Libros bilingües favoritos**

BBB10 \$102.80 Conjunto de 16.

**Ayudar a su niño a aprender las matemáticas** (Numbers Plus folletos para padres en español e inglés)

P1379 \$39.95 Conjunto de 25.

**Ayudando a su Preescolar a ser un Lector: Ideas para los Padres**

L1039 \$4.95

## Rótulos para el área del salón de clases

**Paquetes de rótulos pequeños y grandes**

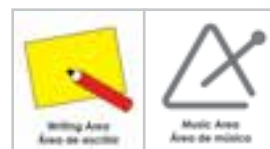
PC1006SET \$48.00 Conjunto de 30.

**Paquetes de rótulos medio**

PC1009 \$24.95 Conjunto de 10.

**Paquete de rótulos pequeños**

PC1007 \$15.95 Conjunto de 20.



# Program Assessment

## PQA makes it easy to conduct a comprehensive program assessment.

HighScope's family of Program Quality Assessment (PQA) tools are validated rating instruments designed to measure the quality of early childhood programs and identify staff training needs. The Preschool PQA, the Infant-Toddler PQA, and the Family Child Care PQA are available in both online and print versions.






Each PQA gives an accurate and authentic picture of a program's strengths and needs for improvement, providing information on a multitude of quality factors in specific terms that teachers and caregivers can understand and use.

The instruments may be used by teachers and caregivers as a self-assessment, or by administrators and outside agencies (such as a statewide Quality Rating and Improvement System) to evaluate individual classrooms or programs.

- PQA assessment is based on standards for best practices, rated on a five-point scale.
- All three tools assess factors of the classroom or family child care home that directly impact children, including:
  - learning environment
  - daily routine
  - adult-child interactions
  - safety considerations
- The Preschool and Infant-Toddler PQAs look at agency-wide factors that influence what happens in the care setting:
  - parent involvement and family services
  - staff qualifications and staff development
  - program management
- Each instrument has an administration manual that explains how the tool is used and provides results from the validation studies.

onlinepqa.net ■ Call or e-mail for pricing ■ 800.587.5639, Ext. 234 ■ [onlinepqa@highscope.org](mailto:onlinepqa@highscope.org)

## The PQA is available in Online or Print formats.

	Item Name	Item Description	Catalog Number	Price
	OnlinePQA	Includes automated scoring and reporting features; licenses are available through an annual subscription and provide options to conduct multiple assessments during the program year		Call for pricing
	Infant-Toddler PQA Starter Pak	Includes Form A: Observation Items, Form B: Agency Items for Infant-Toddler and Preschool Programs, and Administration Manual	F1260SET	\$30.00
	Preschool PQA Starter Pak	Includes Form A: Classroom Items, Form B: Agency Items, and Administration Manual	P1203SET	\$27.95
	Family Child Care PQA Administration Manual	Soft cover, 11 pages	P1386	\$7.95
	Family Child Care PQA Assessment Form	Soft cover, spiral binding, 68 pages	P1387	\$21.95

Component items sold separately at the online store at [highscope.org](http://highscope.org)

# Child Assessment



COR Advantage is a birth-to-kindergarten child assessment tool that assists teachers in supporting children at every developmental level — including children who are English Language Learners and those with special needs. It also provides administrators with more comprehensive reporting options to guide program planning and staff development.

Learn more about  
COR Advantage!



[coradvantage.org/overview](http://coradvantage.org/overview)



[coradvantage.org/reporting](http://coradvantage.org/reporting)



[coradvantage.org/family-engagement](http://coradvantage.org/family-engagement)



## COR Advantage Online Plans

The **Standard Plan** offers comprehensive reporting options, including child and classroom scoring levels; Head Start Child Development and Early Learning Framework; and other state early learning standards.

The **Limited Plan** offers selected features of the Standard Plan and is available for programs serving fewer than 100 students.

The **College Setting Plan** offers reduced pricing for college lab settings and no charge to college instructors for use in teaching about child development/assessment.

[coradvantage.org](http://coradvantage.org) ■ Call or e-mail for pricing ■ 800.587.5639, Ext. 237 or 206 ■ [CORteam@highscope.org](mailto:CORteam@highscope.org)

## COR Advantage Print Kit

This paper-and-pencil version of COR Advantage offers all the materials needed for one year's use of the assessment with 24 children. As in the online version, the instrument spans the birth-to-kindergarten age range and has eight distinct scoring levels for 36 items in nine child development content areas. The Print Kit is recommended for individual classrooms, centers with one to three classrooms, programs without Internet access, and family child care programs.

### Kit includes

- 1 COR Advantage User Guide
- 2 COR Advantage Scoring Guides
- 2 COR Advantage Desk References
- 24 COR Advantage Anecdote Booklets
- 25 COR Advantage Information for Families Booklets
- 1 each, reproducible COR Advantage Child Summary and Class Summary Forms
- 3 COR Advantage Sticky Note Pads
- 2 COR Advantage Anecdote Pouches
- 2 COR Advantage Expandable Files

**P2015SET \$225.00** 978-1-57379-719-1

Component items sold separately at the online store at [highscope.org](http://highscope.org)







# Supporting Families as Active Learning Partners

## Information for Families Brochure

Provides an overview of the HighScope approach; available in English or Spanish.

[See page 25](#)



## Bringing Active Learning Home

Workshops designed for preschool parent meetings.

[See page 34](#)



## Let's Play and Learn Together!

Thirty at-home activities to share with families; available in English or Spanish.

[See page 34](#)

## Helping Your Young Child Learn About Mathematics Booklet

Math activities and strategies to use at home; available in English/Spanish or English/Arabic. [See page 29](#)

## COR Advantage Information for Families Booklet

Describes how observational assessment is used to support children's learning; available in English/Spanish.

[See page 47](#)

## COR Advantage Family Network

A secure online portal for families to connect with their child's teacher.

[coradvantage.org/family-engagement](http://coradvantage.org/family-engagement)



[highscope.org/family](http://highscope.org/family)