

HIGHSCOPE[®] ReSource

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

Winter 2014–2015

HIGHSCOPE[®]
Headquarters



Canyons School District



Keansburg School District

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For more than forty years, the HighScope approach has been used successfully in diverse settings in the US and abroad. In this issue of *ReSource*, we explore the successes and the challenges faced by HighScope's programs in different regions of the United States. We'll discuss why programs far removed both geographically and demographically are choosing HighScope to meet their districts' educational needs.

It's been well over a decade since the Keansburg Preschool Program in Keansburg, NJ, was expanded and began incorporating the HighScope Curriculum. In her article, *The Quest for Excellence*, the preschool program's former Director of Early Childhood, Amy Goerl, discusses how HighScope, which stresses family involvement and the value of *all* children, was a perfect fit for her program's efforts to meet the needs of *all* learners in the least restrictive environment. HighScope's dedication to the principles of access, participation, and support ensure that Keansburg's preschool program is naturally inclusive of the entire range of children's interests and abilities.

Out West in Utah, the Canyons School District was attracted to HighScope for its strong, evidence-based practices. In kindergarten classrooms district wide, the HighScope Curriculum was chosen because it best supported a developmentally appropriate environment — both academically, through its alignment with rigorous Common Core standards, and socially, through the use of a common daily schedule and the plan-do-review process. Cathy Albro and Sheri Ebert report on the district's adoption of the HighScope Curriculum in their article, *Plan-Do-Review in Kindergarten*. Last year, all kindergarten teachers in the district received HighScope training, and these teachers are continually supported in the classroom by achievement coaches who are there to assist teachers in the implementation of HighScope's active learning approach.

On the opposite side of the country, the Redlands Christian Migrant Association (RCMA), which began its work in 1965 serving rural and low-income families in southern Florida, needed a comprehensive, reliable, and valid tool to assess children's progress. They knew that the transition from a paper-and-pencil assessment system to HighScope's OnlineCOR (now COR Advantage) would not be easy. With determination, they forged ahead, and are on the verge of their sec-

ond program year using COR Advantage. At times, it has been a struggle, but one that Director of Education Judy Burleson says was well worth it. HighScope's active involvement in training teachers for the transition and the participation of staff and families have made the decision to use COR one of the best — if not the easiest — her program has made.

As communities in the East and West, city and country — in every corner of the nation — continue to invest in early childhood development, HighScope will be there to help them meet their educational goals. We're proud to say that HighScope's COR Advantage assessment was one of three authentic assessment tools that were approved by New York City for use in its expanded universal prekindergarten program. With similar expansion afoot in Seattle as the vote for universal prekindergarten goes to the ballot in November, heads will once again be turning to HighScope. We hope you'll find these stories of challenge and triumph inspiring, and together we can look forward to another 40 years of "lifting lives through education."

Sincerely,

Cheryl Polk
President

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THE HIGHSOPE 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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Fifteen years ago, the Keansburg (NJ) public preschool program adopted HighScope’s approach to active learning. In the time since, the program has become a model of inclusion for its continuum of learners, addressing the need for access, participation, and support. *Amy Goerl*

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In 2010, the Canyons District (UT) determined that nearly one-third of its kindergartners were not at benchmark proficiencies in phonemic awareness. They began searching for a curriculum model that would support core standards with a strong foundation in evidence-based practices. They set their sights high with HighScope. *Catherine Albro, with Sheri Ebert*

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When the Redlands Christian Migrant Association (RCMA) in Florida needed a developmentally appropriate, reliable, and valid assessment for the children in their program, they looked no further than HighScope. How was their first year implementing COR Advantage? ¡Qué bueno! *Judy Burleson*

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HighScope’s online courses are perfect for trainers — experienced or not — looking to add new tools to their toolbox. Check out our Fall and Spring offerings! *Beth Marshall*

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HIGHSCOPE RESOURCE

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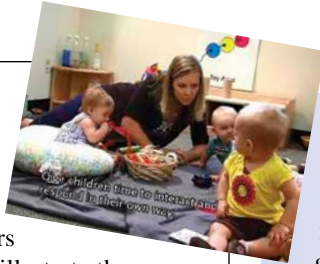
What's New

News on the Foundation's latest projects and products

@HighScope?

Additional Web Clips Updated

Web Clips are short video clips available to members on our website that illustrate the HighScope approach in action. We recently added more than 35 new infant-toddler Web Clips to the membership page at highscope.org. New videos include Infant-Toddler Schedules and Routines, Preschool Child Assessment, and more. To get full access, become a member of HighScope! It's free! Join at highscope.org in the Shortcut menu, on the left side of the home page. Select *Membership* to register and create your account. Limited Web Clips can be accessed by non-members from the home page of highscope.org, under the heading *Video Clips* in the Shortcut menu.



HighScope Partners With Dexter Early Childhood Learning Center

The Dexter Early Childhood Learning Center, which is opening in September in Dexter, MI, has entered into an agreement to become a demonstration site for HighScope. The partnership will include HighScope training for Dexter ECLC staff as well as opportunities for educational research funding. Dexter ECLC will implement the HighScope Curriculum in its classrooms, allow HighScope to use classroom observations in their research and educational materials, work with HighScope to develop curriculum for infants and toddlers, and help HighScope conduct research trials — all of which help to provide you with the best products and services available!



NYC Selects COR Advantage

An authentic assessment is required for Universal Prekindergarten (UPK) programs for preschool throughout New York City. HighScope is thrilled to announce COR Advantage has been approved in New York's UPK programs.

COR Advantage provides teachers with meaningful information to monitor children's progress as well as robust reporting to support decision making and planning. This user-friendly tool assesses children from infancy through kindergarten, covering the following nine content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and (if appropriate) English Language Learning (ELL). COR Advantage is fully aligned with the 2011 New York State Prekindergarten Foundation for the Common Core standards and works with all New York State approved curricula.



COR Advantage 1.5 Update

We are pleased to announce the launch of updates to COR Advantage 1.5 as of August 1, 2014. We created a new interface and added new features and resources that will enhance family engagement and efficiently organize COR Advantage data to aid instruction.

Updates to the online tool include

- An enlarged bank of activities developed by early childhood education specialists at HighScope for creating

lesson plans for infant, toddler, and preschool levels

- Improvements to the lesson planning tools and templates for teachers
- A new administrative lesson plan view at the classroom level
- Improvements to the online parent portal (Family Network) that provide opportunities for families to view their child's anecdotes and communicate with their child's teacher
- New activities in the Family Network — ideas for activities families can do at home with their child
- New reporting features, including the Alphabetic Knowledge report, available at the child and classroom levels, and the School Readiness report, available at the child, classroom, site, group, and organization levels
- Minor level description modifications and updated state alignments

COR Advantage 1.5 Scoring Guides and COR Advantage 1.5 Desk References are available for purchase and reflect the

minor level description modifications.

COR Advantage is HighScope's research-validated child assessment tool for children from birth through kindergarten. It is available in online, mobile, or print formats. Visit coradvantage.org to learn more.

Upcoming Conferences

Look for HighScope at these upcoming events:

- 58th Annual FLAIEYC Conference, October 24–26, 2014 in Orlando, FL
- 2014 NAEYC Annual Conference & Expo, November 5–8, 2014 in Dallas, TX



HIGHSOPE AND THE KEANSBURG SCHOOL DISTRICT'S Quest for Educational Excellence

by Amy Goerl

“ Many teachers worry about having a child with a disability in their class. They worry they do not have the proper training or expertise to help the child or to deal with a child’s problems. They worry that the child will take up so much extra time and energy that the rest of the class will suffer. These are real and valid concerns. However, most teachers find that when they actually have a child with a disability in their class, the joys far outweigh the problems, real or imaged...”

— Steffan Saifer (as cited in ExchangeEveryDay, 2014)

I came upon this quote in *Exchange-EveryDay* (www.ChildCareExchange.com) recently in a brief excerpt on inclusive classrooms, and it truly struck home for me. I have dedicated my career to young children with disabilities as a speech therapist, as a teacher of preschoolers with disabilities, as a director of instruction in a private school for children with autism, and, finally, as a director of early childhood in an inclusive preschool program. In



Keansburg teachers evaluate children in authentic learning situations. By observing children engaged in activities of their choosing, they are able to document and plan for the children’s developmental progress.

every capacity in which I have served children and families, the joy, elation, and shared tears far outweighed the challenges and energy invested. Picture these experiences: Maggie takes her first steps, Jimmy says his first word, and Peter sits at the kitchen table and eats with his family without distress. Inclusion is about the right of every child to have a sense of belonging. Every child thrives when meaningfully engaged, acting independently and able to communicate interactively with peers and family members.

Many teachers worry about meeting the needs of *all* of the children in their classroom, and especially children with exceptional needs. It is logical to worry; teachers want to do a good job, and they want to see each child grow and develop.

The truth is that, as conscientious early childhood practitioners in high-quality HighScope classrooms, we have the capabilities to teach children with mild to moderate disabilities alongside their typically developing peers. We know child development; we understand that *all* children learn by having direct, hands-on experiences with objects, people, ideas, and events in the world around them. We know that when teachers act as partners in this process, by supporting and extending each child’s learning, children flourish. We know that children with disabilities are children first; they have individual strengths and challenges, as does each and every child in your classroom. The reality is that there will always be a continuum of learners in your classroom. HighScope practices address this continuum of needs, and to illustrate this, it is with passion and commitment that I will tell the story of the Keansburg Preschool Program.

In 1999, the Keansburg public school district’s small preschool program was extensively expanded as a result of a

New Jersey Supreme Court ruling (Abbott vs. Burke) that identified 31 “Abbott districts” — school districts in New Jersey that were given funding to ensure their students would receive a quality public education. As a result of the Abbott decision, more than 300,000 school-age children and 60,000 preschoolers from these low-wealth urban school districts were ensured a “thorough and efficient” education. The districts were directed to implement a comprehensive set of improvements, including a universal preschool for all three- and four-year-old children. The Keansburg Preschool Program was and is a state-funded, high-quality, full-day early childhood program that provides inclusive learning opportunities for children in the context of the HighScope

Curriculum. I joined the administrative team in the Keansburg School district in 1999 as Director of Early Childhood and served the children and families in that role until 2011.

The reality is that there will always be a continuum of learners in your classroom. HighScope practices address this continuum of needs.

Key to a successful inclusive program is a philosophy and mission that clearly reflects the value of *all* children

and the involvement of families. It is essential that the program is “welcoming, respectful and accepting of children with special needs and their families” (NECTAC, 2010). The staff of Keansburg’s Preschool Program collaborated in developing their vision for the children and families in the community in the following mission statement for New Jersey’s Self-Assessment Validation Systems (SAVS):

The Keansburg preschool program believes that every child is entitled to a high-quality, developmentally appropriate preschool experience that includes many active learning opportunities in an inclusive environment which respects and supports individual differences. We are committed to creating partnerships among families, communi-

The Keansburg School District provides the ingredients of active learning in abundance: open-ended materials, opportunities to manipulate materials, choice, opportunities for children to describe what they are doing and understanding, and adult support.





Amy Goerl is the recently retired Director of Early Childhood in the Keansburg Public School District in New Jersey. Ms. Goerl currently serves on the HighScope Board of Directors and is the author of the 2014 HighScope DVD Engaging Young Children With Special Needs.

ty members, and colleagues to ensure the success of every child.

The New Jersey Department of Education had comprehensive requirements for the Abbott-funded preschool programs, which were formulated on best practice. The *Preschool Implementation Guidelines* set the framework for program development while the *Preschool Teaching and Learning Standards* identified effective teacher practices and projected student outcomes. Each district was required to select a proven early childhood curriculum that aligned to the standards; Keansburg chose HighScope. Further guidance for our preschool program came from the National Association for the Education of Young Children and the Council for Exceptional Children in their joint position statement: “The defining features of inclusion that can be used to identify early childhood programs and services are access, participation and support” (NAEYC/DEC final, 2009). Clearly, HighScope’s approach supports inclusion through three basic curriculum principles:

- All children in HighScope settings have *access* to interesting materials and activities.
- Adults use a range of strategies to encourage each child’s *participation* in play and learning.
- Teacher *support* is individualized, based on each child’s current and emergent abilities.

Successful inclusion begins with high-quality early childhood education. Keansburg’s program was established and monitored by the use of several classroom-based tools such as the *Early Childhood Environmental Rating Scale-Revised (ECER-R)* and HighScope’s *Preschool Quality Assessment (PQA)*. The target was fidelity to the HighScope Curriculum, so extensive professional development was provided to all classroom teachers, teacher assistants,

speech therapists, occupational therapists, physical therapists, nurses, and the administrator. Two master teachers took responsibility for teacher coaching, and teacher evaluations were completed by the Director of Early Childhood. An annual review of the program was required by the New Jersey Department of Education through a tool called the *Self-Assessment Validation System (SAVS)*. The entire staff was involved in collaboratively completing sections of the review; we all owned it!

The goal of an IEP is to support the child in functioning in the classroom. By writing functional goals, the teacher puts the focus on promoting the child’s success in everyday activities.

HighScope and Inclusion

Keansburg’s Preschool Program meets the needs of all learners in the least restrictive environment, due to the dedication of the entire staff and their commitment to best practice. The program holds the following tenets of inclusion:

- *Access* to all activities.
- *Participation* with adjustments to maximize engagement.
- *Support* for children *and* teachers through collaboration and training.

The program’s inclusionary practices are extraordinary and are based on the following features:

1. *Well-constructed learning environments that are responsive to the interests and needs of young children:*
 - Distinct interest areas marked by simple signs

- Accessible shelves filled with interesting and authentic materials labeled in a variety of ways
- Sensory options in each center for children traveling through the sensory-motor stage of development
- A barrier-free classroom footprint so all children, including those with adaptive equipment and mobility aids, have access to materials
- Cozy corners for respite from overload or perhaps just a comfy place to work alone quietly
- Adaptive seating and strategic placement of visual supports
- Absence of clutter (randomly placed materials can interfere with a child’s goal-directed behavior)

2. *Presence of active participatory learning:*

- *Materials:* Abundant supplies of age-appropriate materials that are open ended and appeal to the senses.
- *Manipulation:* Opportunities for children to handle, examine, combine, and transform materials and ideas. Special equipment and modification of materials are made available as a support.
- *Choice:* Opportunities for children to choose materials, play partners, and activities, based on their own interest and initiative. This fosters children’s decision making and problem solving.
- *Child language and thought:* Opportunities for children to describe what they are doing and understanding. Children communicate verbally and nonverbally. They modify their thinking to incorporate new ideas. Adults validate communication and provide augmentative communication options as indicated.
- *Adult scaffolding:* Adult support is used to gently extend each child’s current level of thinking and understanding. Adults follow children’s interest, playing as a

partner and intentionally incorporating content that heightens learning.

Responsive teachers of children with exceptional needs recognize how to keep learning active with simple tasks and activities. They strive to teach the children functional skills so they can engage with the environment, gain independence, and acquire the skills needed to communicate and socialize.

The savvy teacher task-analyzes the steps of frequent routines and guides the children in learning those steps by using visual supports and mini-picture schedules when needed.

3. *Effective orchestration of the daily routine and routines within routines.* The natural place to begin is the daily routine. Teachers know that a consistent schedule provides comfort to children. They know the value of having a visual representation of the daily schedule; for example, if there is a change to the daily routine, it can be shown in a way that children can see and understand. It is also important to give attention to transitions. Children often have difficulty

with transitions, but they can manage such changes more easily if they know they are coming. Warnings are given before a daily routine element comes to a close. After an activity, children participate in cleanup to provide a natural “end” to the activity. The amount of time that children are waiting for the next activity to start is reduced when transitions are planned and engaging.

Recognizing routines within routines and setting clear expectations can support the children in becoming independent. Multiple routines occur daily in the classroom — for example, at mealtimes, when getting ready to go outside, when washing hands, or when brushing teeth. The savvy teacher task-analyzes the steps of frequent routines and guides the children in learning those steps by using visual supports and mini-picture schedules when needed. For example, the steps of *How to pump paint* into a cup may be posted with representative icons in the art area. Or perhaps a picture sequence of the steps of the arrival routine is placed by the cubbies. Pictured sequences come and go as the children acquire the skills.

4. *Participation in the development of functional goals for Individualized Educational Programs (IEPs).* The Individuals with Disabilities Education Improvement Act (IDEA) of 2004 says that a child’s IEP must

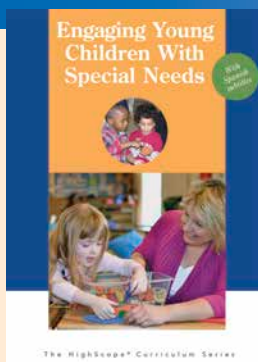
include a statement of measureable goals that “enable the child to be involved in and make progress in the general education curriculum.” Therefore, every child must have the opportunity to *access* and *participate* in classroom activities, and they must be provided with the necessary *supports* to experience the HighScope Curriculum.

Children with disabilities who are included in typically developing preschool programs have IEPs that are developed by an IEP team. The goal of an IEP is to support the child in functioning in the classroom. By writing functional goals, the teacher puts the focus on promoting the child’s success in everyday activities. The child will have more opportunities to learn and practice a skill if it is necessary for the child to navigate the daily routine. Typical preschool functional goals encourage engagement, independence, and socialization. For example:

- *Engagement:* Samantha will choose an activity during work time and work on it for at least five minutes.
- *Independence:* Carmen will unzip her coat and hang it up daily.
- *Socialization:* Dominick will sustain a reciprocal play interaction for five minutes, demonstrating two exchanges with a peer (exchanging a toy, sharing a toy, commenting on an action).

Family members play an important role as part of the IEP team as they work together with teachers to determine the skills and abilities their child will need to participate in the routines and activities of the home environment, the school, and the community.

5. *Use of embedded intervention.* Embedded intervention is an approach for addressing the individualized goals of the children with disabilities in their natural environments. If those goals and objectives are func-



Engaging Young Children With Special Needs DVD

Learn how HighScope’s active learning model provides inclusive experiences for children with or without disabilities, allowing all children to succeed. See page 35 for additional details.
P1424 \$95.00

tional, it is easier to provide the child with learning opportunities in the context of the daily routine (see above). The teacher follows these steps: 1) creates a structured learning environment; 2) catches the child engaged in an activity that interests him or her; 3) approaches the child and supports/extends his or her engagement; 4) works on concept/skill development; 5) supports the child by commenting on what he or she has accomplished. The adult-

child interactions are genuine and authentic; the learning experience is meaningful because it is relevant to the child's interests.

Parents are partners in their child's education and frequently participate in the classroom.

6. *Strong presence of family involvement.* Parents are partners in their child's education and frequently participate in the classroom. The teachers provide workshops for the parents based on their interests and questions, and formal parent conferences are held three times per year to review their child's progress.

Keansburg preschool's functional goals encourage engagement, independence, and socialization.

The Keansburg Staff — A Committed Team

The passion and commitment of the Keansburg staff has made all the difference in creating a high-quality preschool program. To illustrate what I mean by passion and commitment, picture this: 250 anxious preschoolers sit on the floor in an auditorium as Cinderella runs down the aisle, followed by the charming prince and the ugly stepsisters. Giggles from the young audience are accentuated by enthusiastic pointing. Teachers clad in crayon costumes depicting the characters in the familiar children's picture book *The Day the Crayons Quit*, by Drew Daywalt, join the procession, while young voices exclaim, "That's my teacher!"; "There's Mrs. DeRock-er!"; and "Hi, Mr. John."

The aforementioned scenario took place at the annual "Big Show" that the Keansburg preschool staff puts on for their young learners. That tremendous staff continues to be dedicated to the children in the community. Those same staff members rarely leave the district because they are committed to providing the children with a rich, meaningful early childhood experience. Their passion is clear — you can see it, you can feel it; they simply represent the best of the best. The children of Keansburg receive an exceptional education because of a group of people who care deeply; and it *is* always about the people, right?



For a look at HighScope in action in the Keansburg School District, see the HighScope DVD *Engaging Young Children With Special Needs*, written and directed by Amy Goerl.

7. Ongoing assessment and collaboration: Daily team planning is an essential component of the HighScope Curriculum. In inclusive classrooms, specialists such as a speech therapist, an occupational therapist, a physical therapist, a special education teacher and perhaps even a behavior specialist sometimes work alongside teachers in the classroom. Although they may not be present for team planning every day, the specialists meet regularly with teachers to monitor child progress. Together, the members of this extended classroom team develop targeted, child-centered objectives and strategies, try them out in the classroom, and evaluate their success.

Support services provided to the child by these specialists are integrated; the therapists join the children in the midst of the daily routine and assist them in achieving the objectives specified in the IEP. Through this practice, all professionals in the classroom can share knowledge. For example, the teacher learns about grasp patterns (e.g., the stages of a child's learning to hold a crayon) from the occupational therapist while the therapist learns developmentally appropriate ways to provide the child with opportunities to practice



The Keansburg preschool program is dedicated to providing a high-quality, developmentally appropriate preschool experience that includes many active learning opportunities in an inclusive environment that respects and supports individual differences.

more mature grasp patterns in authentic learning situations.

Authentic assessment of children helps teachers see how each child is developing across domains. Objective observations and child portfolios provide teachers with valuable and practical information for understanding and planning for the developmental needs of each child. In the HighScope classroom, the *Child Observation Record (COR, or COR Advantage)* provides the targets for child development in each domain. In an inclusive classroom, other assessment tools often inform the teacher and therapists on achievement of the goals and objectives delineated in the IEP.

With all of the ingredients of active participatory learning in place, together

with the passion and dedication of committed teachers and staff members, all the children of Keansburg receive an exceptional education! ■

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Plan-Do-Review in Kindergarten

HOW ONE UTAH SCHOOL SYSTEM MAKES IT WORK

by Catherine Albro, with Sheri Ebert



Catherine Albro [right] is Director of Elementary Education at the HighScope Educational Research Foundation. Sheri Ebert [left] is PreK-3rd Literacy Coordinator for the Utah State Office of Education.

Kate assembled a bouquet of flowers to take to a friend. She attached a note and left the “flower shop” to make the delivery. On the way to her friend’s desk, she noticed a bouquet that someone had delivered to her. She looked and looked for a note, but there wasn’t one. Kate shared during recall time, “When you deliver flowers, you are supposed to write a note...Mrs. Saltmarsh says that you always write a note, then you can say ‘thank you.’”

Kate is a kindergartner at Oak Hollow Elementary in Canyons School District, located in the southeast part of the Salt Lake Valley. More than 90 kindergarten teachers in 29 elementary schools in the Canyons School District have received HighScope professional development to incorporate the plan-do-review process into their program. In this article, we will look at how and why they decided to adopt HighScope and the benefits this has had for children.

Searching for a New Model

The decision to use HighScope as their kindergarten model was well-thought out, according to Sheri Ebert, a former Evidence-Based Learning Specialist for the district. Sheri, who I met at HighScope last summer, said that “since the district’s founding, both the elected board of education and the administration have maintained a fierce dedication to building a district of national distinction. To that end, Canyons District focuses its attention on four major tenets: student achievement, innovation, community engagement, and customer service. All students and teachers are part of one proactive educational system. Evidence-based instruc-

tion and interventions are aligned with rigorous content standards.”

Four years ago, the district’s Evidence-Based Learning Department implemented an early childhood initiative in response to screening data revealing that approximately 34 percent of kindergartners were not at benchmark proficiencies in phonemic awareness. A goal of 100 percent proficiency was set, and teachers were supported with high-quality professional development. Students reaching benchmark by the end of the year increased to 86 percent. Sheri says that achieving this was not easy, and that the work is not yet complete, but that by working together the teachers are now more willing to collaborate, give and receive feedback, look critically at data, and value a growth mindset in learning and applying evidence-based practices.

The next steps for the early childhood initiative were based on district-wide classroom observations made by the early childhood team. These observations enabled the team to identify a district-wide focus on the following: a

What Is “Evidence-Based”?

Evidence-based practices are those that demonstrate a strong, positive relationship between the practice and improved outcomes through multiple, high-quality studies.

High-quality studies

- Have observable, measurable outcomes demonstrating cause and effect
- Have been replicated by others
- Are peer-reviewed by experts in the field.

Source: Canyons School District website (<http://ebl.canyonsdistrict.org>)

common daily schedule, a developmentally appropriate learning environment with organized materials and supports for active learning, supports for social-emotional development, and increased oral language opportunities for students. Based on these identified needs, the early childhood team researched the evidence base and framework of several early childhood programs. Terri Mitchell, who is the special education programs supervisor of all Canyons preschools and a HighScope field consultant,

had implemented HighScope in every Canyons preschool when the district was created. Therefore, the team was able to observe HighScope’s successful evidence-based strategies firsthand in preschool classrooms.

Adopting HighScope

In 2012, HighScope was chosen as the kindergarten model because the early childhood team believed that HighScope could be effectively infused into the district framework supporting the rigorous core standards through its emphasis on active learning, a common daily schedule, oral language acquisition

and application, and supports for social and emotional development. Upon making their decision, all elementary administrators received training from Amber Roderick Landward, Canyons Director of Elementary Curriculum, and Terri Mitchell, focusing on the basic framework and on plan-do-review in particular. They also created a HighScope

In 2012, HighScope was chosen as the kindergarten model because the early childhood team believed that HighScope could be effectively infused into the district framework supporting [its] rigorous core standards...

checklist for elementary grades, to use for administrative walk-throughs. Sheri believes that administrator understanding and buy-in is crucial in fostering systemic change. Last year, all kindergarten teachers participated in HighScope training as they implemented what they learned in their classrooms. In addition, each elementary school has its own achievement coach. These coaches attend trainings with their kindergarten teachers, facilitate conversations about the training material as well as implementation, and support teachers back in their classrooms. Sheri reports that an essential part of the professional development process for teachers is the coaches’ asking for and responding to teacher feedback. The feedback informs the early childhood team in framing and adjusting trainings to better meet teachers’ needs and in fostering commitment.

HighScope was chosen as the kindergarten model for the Canyons School District because of its emphasis on active learning, a common daily schedule, oral language acquisition and application, and supports for social and emotional development.





Each classroom developed learning areas where children could pursue their interests. Teachers support children in following their plans and ideas.

Ms. Macgregor scaffolds individual students' learning and uses authentic experiences to assess the students. In addition, when conflicts over materials, space, friends, or other issues inevitably come up, children practice the six steps to conflict resolution and learn how to work and play together.

Plan-Do-Review

For planning, teachers are finding student planning journals (see below) to be highly effective in scaffolding the organization of students' ideas and helping students transfer their ideas onto paper. Further, students engage in richer conversations when sharing their plans, leading to more purposeful play, interaction with materials, and more in-depth and detailed review conversations. Students' planning journals can also serve as a quick assessment for teachers to identify where students are in their writing development. (On the following page is an example of one student's planning journal. Notice the progression in the student's writing and thinking.)

As she visits kindergarten classrooms, Sheri observes that the teachers use the HighScope plan-do-review checklist to support children as they plan, carry out their ideas, and review. In addition to content area assessment, plan-do-review is an especially effective time to observe, document, and support children's approaches to learning. The teachers then use the information they've collected about individual children's learning to inform their plan for the next day and beyond.

Approaches to Learning KDIs are applicable to kindergarten children,

HighScope in Action

To see HighScope in action in the district, we'll take another look into a classroom. In Amy Macgregor's kindergarten classroom at Copperview Elementary, the class is studying a Big Idea: How are animals and plants unique? Intentional selection of materials and arrangement of the play setting supports children's choices in learning about plants and animals during some parts of the day, including plan-do-review.

Learning Areas

In the Math Area, Ms. Macgregor has added egg cartons and paper plates for sorting, counting, and classifying, a variety of seeds and plants (some collected by the students), and a "floral shop" with a cash register, for students to sell flowers and plants.

Part of the Book Area has been turned into a cave (complete with stuffed animals and informational books) for exploring through dramatic play.

The Art Area contains the usual and unique open-ended materials that support children as they create their own models

of flowers, write greetings on cards, and make signs for the flower shop.

When conflicts over materials, space, friends, or other issues inevitably come up, children practice the six steps to conflict resolution and learn how to work and play together.

"Science lab" materials have been added to the House Area, where students explore real seeds, flowers, fruits, and other plants with real tools, such as magnifying glasses and tweezers. On display is a chart that labels all the parts of a plant. Students access the chart and other resources for research, discussions, and writing.

In one plan-do-review session, in which students are actively using new vocabulary orally and in their writing,

Six Steps in Conflict Resolution

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas for solutions and choose one together.
6. Be prepared to give follow-up support.



Teachers in the Canyons School District found planning journals to be highly effective in scaffolding the organization of students' ideas and helping students put their ideas on paper. Sharing their plans leads students to more purposeful play, interaction with materials, and more in-depth and detailed review conversations.

Approaches to Learning

Approaches to Learning is one of the eight content areas that provides the framework for the HighScope pre-school key developmental indicators (KDIs).

Approaches to Learning includes these KDIs:

1. Initiative
2. Planning
3. Engagement
4. Problem solving
5. Use of resources
6. Reflection

especially when using the descriptors in the "later" column of the KDI scaffolding charts. Two of the goals of the early childhood team were to create a common daily schedule and increase oral language opportunities for children. The team was able to achieve its goals by scheduling plan-do-review during a 55-minute oral language block of time Monday through Thursday for full-day programs and a 30 minute block for half-day programs. Plan-do-review was not scheduled for Fridays as students are released early for teacher planning time.

Benefits of Using HighScope

After just one year of learning and implementation, Sheri and others in the district have noticed these positive outcomes:

- Teachers and students are using the six steps to conflict resolution. Through explicit teaching and modeling, all kindergarten students are learning how to identify problems and collaboratively agree upon solutions.

- Kindergarten classrooms have been refined into developmentally appropriate, supportive environments, both socially and academically, in which students can thrive.
- Teachers are attending to the rigorous Common Core standards, the district framework, and intentionality as they plan when and how to infuse content materials into the oral language block of plan-do-review.
- During the 2012–13 school year, Canyons School District conducted an oral language study focusing on plan-do-review strategies used in the

oral language block. It was observed that students were making better-than-typical progress in oral vocabulary, especially in at-risk schools and with dual-language learners, and strong growth in positive social behavior across a vast majority of classrooms.

- First-grade teachers have noticed an increase in student independence and self-regulation.

So, as you can see, Canyons School District has taken a major step toward successfully integrating the HighScope active learning approach in kindergarten with all the other requirements that a public school must meet. Doing so has made transition from Pre-K to kindergarten more aligned and easier on children and their families. Sheri states that HighScope implementation is a work in progress as they invest their time and effort in making it a success! ■

Students are making better-than-typical progress in oral vocabulary, especially in at-risk schools and among dual-language learners, and strong growth in positive social behavior across the vast majority of classrooms. First-grade teachers have also noticed an increase in student independence and self-regulation.



Implementing COR Advantage in a BIG Way



by Judy Burleson



RCMA teachers found the online practice offered by HighScope staff invaluable.

A few years ago we began to acknowledge that our current child assessment was not meeting all of our needs. We have 75 centers in Florida, located in 21 counties. Funders were asking for more data that showed learning gains in a different way. Teachers and staff asked, “Why do we have a child assessment that does not match our HighScope Curriculum?” We had information in a database for preschoolers, but infant/toddler teachers began to ask, “Why don’t we have reports to show how our children are learning?” They were still using a paper version of our tool and there were no reports to analyze and no aggregated data for us to review as a program.

The reasons just began to pile up. As time progressed, we were more and more ready for a change. We knew that the Redlands Christian Migrant Association (RCMA) needed to assess the growth of individual children and plan ways to broaden those children’s learning opportunities. What we were missing

was a valid, reliable, and comprehensive assessment tool.

When we read an e-mail from HighScope announcing the new COR Advantage, with levels of learning for children’s progress, we knew that the criteria needed by funders and the capacity to achieve our agency needs would be met with this new tool. We began to think about what the plan to implement COR Advantage at RCMA would look like — costs, workloads, time frames, and challenges. We identified a window of time that would allow us to leave behind our old child assessment and start new with COR Advantage. It was risky in many ways, but we knew we had to be brave and bold with this decision. We signed the COR contracts with the HighScope

Foundation and we were on our way. What a journey it has been!

Getting Started

Our challenge was to train all of the teachers to use COR Advantage and to collect the anecdotal notes in a computerized data system. We accepted the challenge, and proclaimed that this would be “our learning year.” We began to plan the training and support needed for teachers in order to reach our goal of collecting child assessment data for our entire organization for the first year. That ambitious goal required the aggregation of data for over 3,000 children, three times during the program year. We needed to create an end-of-year report for our four major funding sources — Head Start, Early Head Start, Migrant Head Start, and Florida’s School Readiness funds, a subsidized child care program. RCMA also is a Voluntary Pre-Kindergarten provider. We needed reports to aggregate and disaggregate heaps of data.

With our contract in place, our newly assigned system administrator set up

each of the 75 locations in the 21 counties. Our technology staff, staff at center locations, and training support staff needed to coordinate the setup of the database and troubleshoot any problems. We had standing weekly phone meetings for several months to coordinate training and problem-solve our many struggles implementing the new technology. Of course, all of us wanted teachers to succeed using COR Advantage. We assisted teachers in setting up their user IDs and passwords and arranged for any support needed at the centers. I sent weekly e-mails to communicate with all the RCMA staff about our successes and challenges implementing COR Advantage. Even the Payroll and Human Resources staff could follow our benchmark successes.

Why COR Advantage?

One thing we needed from a strong child assessment was the ability to compile each child's information for home visits and teacher conferences. Perhaps the feature of COR Advantage that we valued most was the ability to share these reports in both Spanish and English. Most of the children's families speak Spanish as their home language. A family report in Spanish supports our

teacher/family partnership and the family's role as the child's first teacher. We are committed to continue strong family engagement in school readiness activities at all ages.

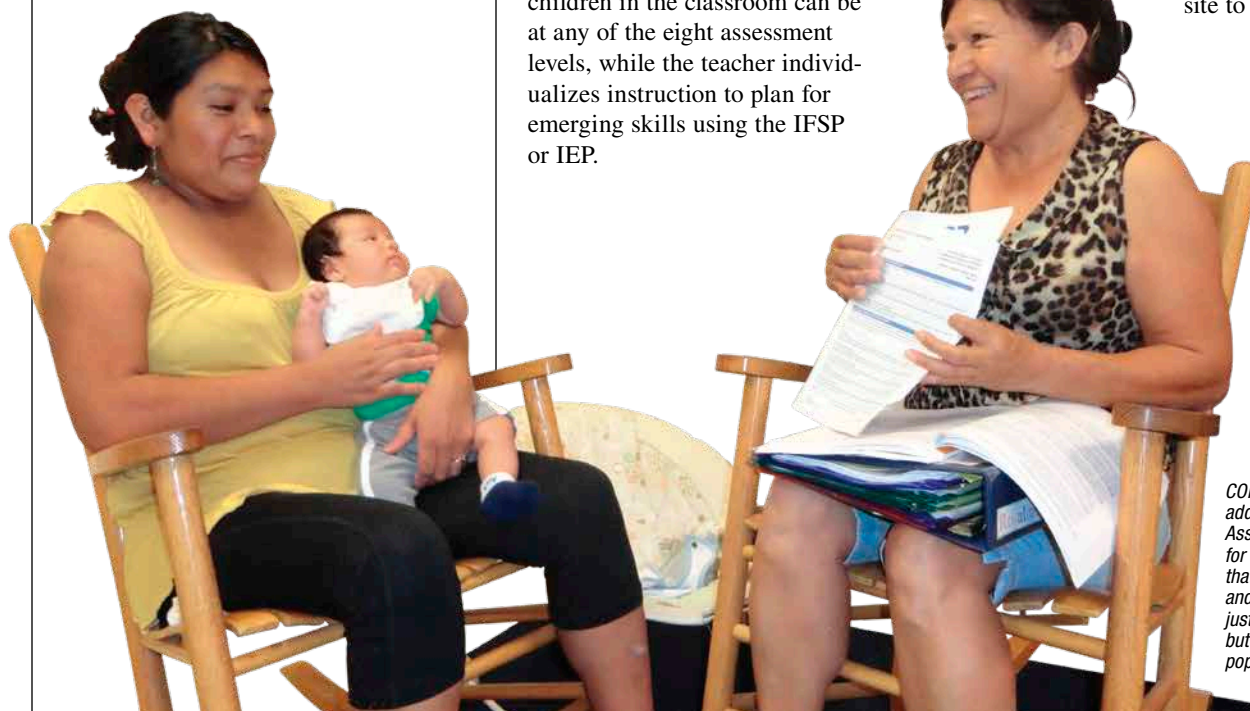
Most of RCMA's children have home languages other than English. Parents are eager for their children to learn English. As their child's first teacher, they also see the importance of continuing to support their child's language development in his or her home language. RCMA's culturally competent and bilingual teachers use COR Advantage's categories designed for English Language Learners (ELL) to measure children's English language acquisition. COR is valid as a child assessment tool to use with children who do not speak English. Teachers observe children at play using any language that they understand and use these observations and their corresponding level scores in COR Advantage to show growth.

Another factor to consider in implementing COR Advantage was our services to children with disabilities. Supporting teachers and their implementation of Individualized Family Service Plan (IFSPs) and Individualized Education Program (IEPs) was important. With COR Advantage, children in the classroom can be at any of the eight assessment levels, while the teacher individualizes instruction to plan for emerging skills using the IFSP or IEP.

Planning for RCMA Statewide Implementation

Planning for our large group of 830 teachers and staff was a huge endeavor. Staff start their program year at different times. Some teach year-round, some begin in August, and others begin in November. So we planned for three waves of training for fall. Training in each wave called for a six-hour day, followed by two weeks of online practice, a few hours each day. The face-to-face training was a strong orientation to child assessment and COR Advantage. There was in-depth training on how to take anecdotal notes during the day. The 39 statewide training days (22 sessions in Spanish, 17 in English) were held at various locations in Florida and were conducted by certified HighScope field staff. We organized cohort groups of teachers in group sizes of about 25 teachers. The two-week period of online practice was facilitated by HighScope staff. Many teachers remarked that the online practice was what gave them the confidence they were looking for to use COR Advantage. All of our teachers got e-mail addresses to communicate

with their online support trainer and to access the COR Advantage website to do their work.



COR Advantage addressed the Association's need for an instrument that measures learning and development not just in preschoolers but in its infant/toddler population as well.

For our implementation year, we required that our education staff follow the online practice with reliability training. The reliability training was an online selection of video clips and anecdotes to score. We wanted to be sure that our leadership staff trusted their own knowledge and skills using COR Advantage. Reliability testing gave them the confidence in their own competence using COR Advantage to support the teachers they work with. In the future, we will look at this training for all teachers.

We recognized that our implementation plan would have a learning curve. Trained teachers did not mean instantaneous data. It was going to take support and follow-up to make it happen. We let everyone know we were there to help...

Right away, we identified the need for a structured daily planning time for teachers. That meant that, for one, we had to budget our time differently to accommodate this more intentional focus on the teachers' observation and planning process. We always expected teachers to plan activities for the classroom and collect data for child assessment, but we saw the need to do it in a different way. We were replacing a system that relied mostly on pencil and paper and a simple checklist with an entirely new assessment that requires entering and scoring anecdotal notes online. Clearly, we needed laptops and Internet connections and an intentional planning time to do this work. This new approach required more planning time for teachers. The goal was for each teacher to have one hour of planning time daily to prepare materials, plan activities for children, and to score and



Judy Burleson is the Director of Education for RCMA, where she has served in a variety of positions for 33 years.

enter their anecdotal notes into COR Advantage. Another goal was for each classroom's co-teachers to have a laptop or computer and a quiet place to work with COR Advantage and discuss children and activities.

We recognized that our implementation plan would have a learning curve. Trained teachers did not mean instantaneous data. It was going to take support and follow-up to make it happen. We let everyone know we were there to help and we watched the Percentage of Completion by Item column on the Outcome report to determine where help was needed. Meanwhile, we found our education staff supporting teachers in their new duties of writing anecdotal records and entering information into COR Advantage. Teachers were overheard saying "I need to capture that" as they grabbed a pen and sticky note to write what the child did and said. We watched teachers stooped over on the playground and upon closer inspection discovered "Oh, she's writing a note about what a child is doing!"

Assessing Our Children's Progress — and Our Own!

We have seen tremendous professional growth in our teachers this year. From the beginning, some teachers let us know they were not comfortable using a computer, so we gave them old keyboards to practice on. Now you can see their

excitement using COR Advantage and their sense of accomplishment. Some were used to texting on their personal phones and found that the transition to a keyboard was not so hard. All the teachers have met with some success, and they all are so proud of their work. They worked very hard to learn the COR Advantage categories and to write anecdotal notes.

As we predicted, there was a learning curve in this first year of our implementation. Our first period, the initial timeframe for notes and scoring, was the bottom of our learning curve. The second period ending in January was much more complete. We knew we were climbing the curve. By the end of May, we knew we had gains we were proud of, not only in the children's development, but in ours as well! We look forward to our next program year and building on this "learning year."

We will continue to use COR Advantage reports at the statewide level to monitor outcomes and determine the patterns of children's progress. Analyzing this data at least three times per program year allows us to plan improvements and support teachers with data collection. We are also exploring other COR reports such as the Analytics report, which will allow us to aggregate and disaggregate data based on variables specific to our program.

We will also continue to support our teachers as they begin their second year with COR Advantage. Each teacher's data is monitored at our center by the

continued on page 22



**Research-Validated
Child Assessment Tool**

COR Advantage is a birth through kindergarten child assessment tool that is designed to support children's active learning. Discover how COR Advantage can help you in the classroom. Visit coradvantage.org to learn more.



HighScope Adds Online Courses Just for Trainers

Make your workshops pop with these interactive offerings!

by Beth Marshall

HighScope has been offering online workshops for teachers for several years. Our online workshops provide the same high-quality professional development for staff that our face-to-face workshops do, with the convenience of an online format. HighScope's online courses are interactive, and they require both computer time and practice time with children as you try out strategies as you learn. Each participant is provided with both one-on-one feedback from the instructor and opportunities to interact with other participants.

Our courses for preschool teachers have been extremely popular, and HighScope is excited to announce the addition of two online courses specifically for trainers: **Making Your Workshops Active and Engaging** and **Presenting and Facilitating Workshops**. These online courses are perfect for experienced trainers who want a refresher, and they are also appropriate for new trainers who want to add to their training skills and techniques. Like all of HighScope's online courses, each section is facilitated by either a HighScope Early Childhood staff member or an experienced HighScope Field Consultant. Each course is described as follows:

■ **Making Your Workshops Active and Engaging.** This course identifies the components of active learning for adults and shares the importance of including active learning in professional development activities. It provides ideas for a wide variety of workshop activities and gives

participants opportunities to share their activity ideas with one another. During the course, participants will share valuable tips for mastering the logistics involved in preparing for and delivering a workshop. *Workshop includes one registration week and three weeks of instruction (five training hours). Cost: \$200 per person.*

■ **Presenting and Facilitating Workshops.** Clearly communicating workshop points and being able to manage group discussions and group dynamics are the hallmarks of effective trainers. This online course shares six techniques for presenting the main ideas in a workshop. Participants will learn specific facilitation strategies for encouraging group sharing and building common understanding.

They will learn and have the opportunity to share ideas for dealing with difficult behavior from workshop participants. *Workshop includes one registration week and three weeks of instruction (five training hours). Cost: \$200 per person.*

Like all of HighScope's online courses, each section is facilitated by either a HighScope Early Childhood staff member or an experienced HighScope Field Consultant.

Our courses offer you the unique and valuable benefit of being able to apply, each week, what you have learned, as well as the opportunity to ask questions or address concerns based on real-time experience. These courses can be used as part of recertification for Certified HighScope Trainers. ■



HighScope's online courses are interactive, and they require both computer time and practice time with children as you try out strategies as you learn.

ONLINE COURSES FALL 2014–SPRING 2015

	COURSE	DESCRIPTION	DATES	CREDIT HOURS	PRICE
Curriculum	Creating Meaningful Lesson Plans	Learn how to plan for each segment of the daily routine	Nov. 3–Dec. 8* Feb. 2–Mar. 2 Mar. 30–Apr. 27	3	\$75
	Exploring Physical Development: Gross- and Fine-Motor Skills	Experience ways to include more movement in your classroom and still maintain a fun and safe environment	Nov. 3–Dec. 15* Feb. 2–Mar. 9 Mar. 30–May 4	6	\$140
	All About the Numbers Plus Preschool Mathematics Curriculum	Explore important math concepts in number sense and operations, geometry, measurement, algebra, and data analysis	Jan. 5–Feb. 23 Jan. 12–Apr. 13 Mar. 2–Apr. 20	12	\$250
Daily Routine & Schedules	Scaffolding Children’s Learning at Small-Group Time	Learn how scaffolding within activities maximizes children’s learning, and learn how to plan for the three components of small-group time	Nov. 3–Dec. 8* Feb. 2–Mar. 2 Mar. 30–Apr. 27	6	\$140
	Planning and Recall: Why and How	Learn the benefits of planning and recall times and how to create experiences based on your children’s interests	Nov. 3–Dec. 8* Feb. 2–Mar. 2 Mar. 30–Apr. 27	6	\$140
	Large-Group Time	Develop large-group activities and plans that bring children and adults together for action songs, cooperative games and projects, movement activities, and storytelling	Jan. 5–Feb. 2 Mar. 2–Mar. 30 May 11–June 8	6	\$140
	How to Support Active Learning During Work Time	Learn dos and don’ts for this part of the day as well as strategies for supporting active learning through the four types of play	Jan. 5–Feb. 2 Mar. 2–Mar. 30 May 11–June 8	3	\$75
Trainer Courses	Making Your Workshops Active and Engaging	Learn tips on how to prepare and deliver active learning workshops for adults	Nov. 3–Dec. 8* Feb. 2–Mar. 2 Mar. 30–Apr. 27	5	\$200
	Presenting and Facilitating Workshops	Share presentation techniques, facilitation strategies, and ideas for dealing with difficult behavior from workshop participants	Jan. 5–Feb. 2 Mar. 2–Mar. 30 May 11–June 8	5	\$200
Assessment	COR Advantage	In-depth instruction on writing objective anecdotes and understanding COR Advantage items and developmental levels. Includes optional Inter-Rater Reliability Test	Nov. 3–Dec. 15* Jan. 5–Feb. 9 Feb. 2–Mar. 9 Mar. 2–Apr. 6 Mar. 30–May 4 May 11–June 8	12	\$220
	Preschool Program Quality Assessment (PQA)	Hands-on experience in observing, recording, and evaluating program quality	Nov. 3–Dec. 15* Jan. 5–Feb. 9 Mar. 2–Apr. 6 Mar. 30–May 4	8	\$200
	PQA Reliability Test	Certifies that you are a reliable PQA Assessor	Nov. 3–Nov. 7 Dec. 1–Dec. 5 Jan. 12–Jan. 16 Feb. 2–Feb. 6 Mar. 2–Mar. 6 Mar. 30–Apr. 3 May 18–May 22	0	\$60

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Visiting HighScope's headquarters in Michigan to participate in course work is a special experience. We realize, however, that traveling to Michigan isn't always convenient; any of our courses can be offered at your site. In addition, we offer an ever-growing list of courses available online. Affordable services are available for staff at agencies of any size.



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Conference: May 6-8, 2015

Conference Fee: \$425/person before March 14, 2015
(\$475/person after March 14, 2015).

Please watch our website highscope.org for upcoming updates and deadlines.

Spotlight on Training

COR Advantage Trainings

COR Advantage — Face-to-Face Training With Online Component

During the one-day face-to-face training, participants will learn about the importance of using an ongoing, observation-based assessment and become familiar with the COR Advantage categories. You will learn how to write objective anecdotes, appropriately score them, and then share this information with families. Following this one-day session are two weeks of online training during which you gain additional experience writing anecdotes and perfecting your ability to score them accurately. Participants complete the training by taking the COR Advantage Reliability Test, during which they watch short video clips of preschool classes and score related anecdotes.

COR Advantage Technical Assistance Training

This three-hour, hands-on experience creates a greater understanding of the process of utilizing the online tool to its full capability. Expanding the knowledge provided by our free web-based support, we offer instruction on how to generate individual, group, and family reports; create lesson plans; and utilize COR Advantage data to guide teaching. Technical assistance training must be provided in a location where computers and Internet access are available for each participant.

Contact us for pricing and location options — 800.587.5639, Ext. 224 or 237, or e-mail training@highscope.org.

COMPREHENSIVE COURSES

Infant-Toddler Curriculum Course (ITCC)

Appropriate for caregivers, teachers, and teacher-trainers, this comprehensive course is designed to improve both staff skills and overall program quality. Topics covered in this course include

- Active learning for infants and toddlers in child care settings
- Supportive adult-child interaction with infants and toddlers
- Daily schedules and caregiving routines

Tuition: \$2,250/person

Week 1 — July 27–31, 2015

Week 2 — August 3–7, 2015

Week 3 — Summer 2016

Week 4 — Summer 2016

Preschool Curriculum Course (PCC)

Program administrators who want to be assured that their students are receiving benefits from all of the strategies developed by HighScope can support their staff in attending the Preschool Curriculum Course. Features of the course include comprehensive coverage of the five major topics in the HighScope Wheel of Learning and active participation and study to engage participants in the learning process. The Preschool Curriculum Course enables colleagues who complete the program to effectively implement the HighScope Curriculum. It also satisfies the prerequisite for the HighScope Training of Trainers (TOT) course.

Tuition: \$3,200/person

Week 1 — July 27–31, 2015

Week 2 — August 3–7, 2015

Week 3 — Summer 2016

Week 4 — Summer 2016

The ITCC and PCC each provide 120 hours of training or 12 Continuing Education Units (CEUs). Both courses are held at HighScope's headquarters in Ypsilanti, Michigan.

Preschool Training of Trainers (TOT) Course

The three-week Training of Trainers course is designed for those who have already completed extensive training in the HighScope Curriculum and wish to extend their skills to training adults in the educational approach. The prerequisite is the Preschool Curriculum Course. The course is held at HighScope's headquarters in Ypsilanti, Michigan. Those successfully completing the course earn certification as HighScope Trainers with an endorsement in the HighScope Preschool Curriculum.

Tuition: \$4,100/person

Week 1 — July 27–31, 2015

Week 2 — August 3–7, 2015

Week 3 — Summer 2016

For more information on HighScope's professional development options, customized on-site training, or certification, please call 800.587.5639 and ask for Karalyn, Ext. 237, or Nan, Ext. 224.



ONLINE COURSES

HighScope offers online classes throughout the year. See page 19 for a full list of classes and dates.

SUMMER WORKSHOPS

Location: Ypsilanti, Michigan

Promoting Key Developmental Indicators (KDIs) During Small-Group Time

July 6–9, 2015 ■ \$480/person

Introduction to the HighScope Curriculum for Infants and Toddlers

July 13–17, 2015 ■ \$600/person

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

July 20–24, 2015 ■ \$600/person

COR Advantage (with online component)

July 27, 2015 ■ \$230/person

Preschool Program Quality Assessment (PQA)

July 28, 2015 ■ \$120/person

"I Want All the Turns!" Tools for Conflict Resolution and Bullying Prevention

August 3–4, 2015 ■ \$260/person

Best Practices for Coaching Teachers

August 5, 2015 ■ \$140/person

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Rush Order Service

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We notify you immediately if an item is out of stock.

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Please note: DVD and software sales are final.

Please mail return merchandise only to:

HighScope Press
C/O TGI Direct
1225 Rosewood
Ann Arbor, MI 48104

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Early Childhood Specialist or a Mentor Teacher. Another level of review is the Program Coordinator, who is responsible for multiple centers. These review processes allow mentors to work closely with teachers to ensure data accuracy, timely reporting, and use of COR Advantage results in classroom activity planning.

Reflections on Our First Year

Now we have finished our first year with COR Advantage. We ask ourselves, "Did we make the right decision?" The answer is definitively "Yes!"

- Teachers are more engaged and interactive with children as they play and explore the classroom and playground.
- Teachers and children talk more about the child's interests and work.

A family report in Spanish supports our teacher/family partnership and the family's role as the child's first teacher.

- Teachers are more observant of the teacher-child relationship and children's relationships with each other.
- Teachers are thinking differently about the progression of developmental learning that happens in their classroom.
- Teachers and parents are comfortable sharing information using the Family Report, *Your Child's Developmental Profile*, in English and/or Spanish.
- Teachers are proud of themselves as they learn to use COR Advantage and enter their observations using a computer. They are using COR Advantage reports to tell them what they need to observe in the coming days to check progress.
- We have begun to aggregate data and we are using the reports to monitor and plan at the center, region, and statewide level.



The goal of RCMA is to enable the children and families in its programs to participate fully in the same opportunities for education, health, and social development that other Florida families enjoy.

- We used some preliminary aggregated reports with our School Readiness Leadership Team, with positive results.

All things considered, the process has been great and we have had no mishaps so far. We will continue to evaluate this year as we move forward.

Looking Forward to a New Year

We see next year as another learning year to get even closer to more complete and accurate data for children. We know we have a few teachers who still need lots of support. More new computers and laptops will be in our budgets in the future. The need for speedier Internet connections at our most rural centers is still a problem to confront. Curriculum development and staff training work will expand our lists of activities and materials in classrooms to fully meet all the COR Advantage categories. We will continue to review reports to maximize our implementation.

And we will continue to be grateful for the participation and assistance our bold move requires. Our partnership with staff at HighScope is critical to our continued success. RCMA appreciates all of our staff and the parents who have supported each other in our COR Advantage journey so far. We appreciate the HighScope trainers who came to Florida to help us with our COR Advantage "first days." We thank all the online instructors who helped our staff to practice using COR Advantage. (For some of our staff, it was their first experience with online support.) Thanks to all the HighScope staff that made COR Advantage such a great success here at RCMA! ■

New Resources

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.

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

Expand your classroom library with our Preschool Board Book Classroom/Take-Home Library — Set 2, containing 50 sturdy board books. This set can also be used for a take-home, parent lending library. See our online store at highscope.org for a full list of titles included in this set.

WC-PBT70 \$317.54 Set of 50 Board Books

Paperback Classroom/Take-Home Library — Set 2

Expand your classroom library with our Paperback Classroom/Take-Home Library — Set 2, containing 50 paperback books. This set can also be used for a take-home, parent lending library. See our online store at highscope.org for a full list of titles included in this set.

WC-PBL60 \$301.24 Set of 50 Paperback Books

Big Books — Set 1

This set contains 10 well-known big book titles that children will want to hear again and again. Big books are a great way to read and share a book with a group of children.

WC-LB03 \$226.82 Set of 10 Big Books

Included in this set:

- *Big Red Barn*
- *Brown Bear, Brown Bear, What Do You See?*
- *Eating the Alphabet*
- *I Went Walking*
- *If You Give a Mouse a Cookie*
- *Little Blue Truck*
- *Mouse Paint*
- *Planting a Rainbow*
- *Sheep in a Jeep*
- *Time for Bed*

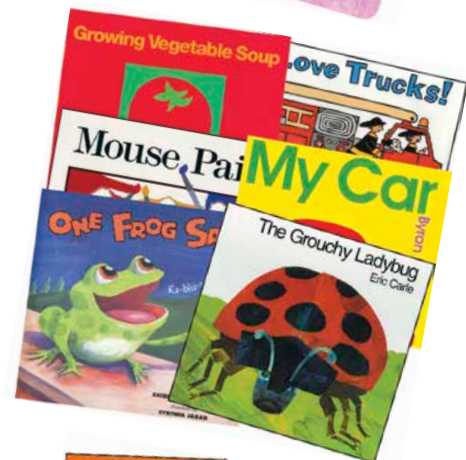
Big Books — Set 2

Expand your classroom library with our Big Books — Set 2, which contains 10 popular children’s books in a big book format. Big books are a great way to read and share a book with a group of children.

WC-LB04 \$226.70 Set of 10 Big Books

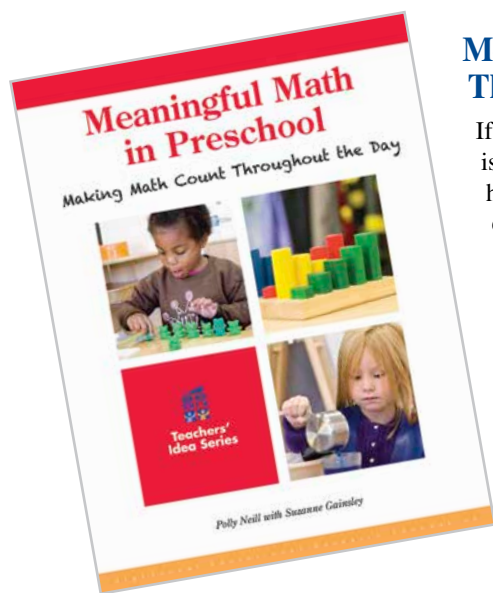
Included in this set:

- *Five Little Monkeys Jumping on the Bed*
- *Flower Garden*
- *Growing Vegetable Soup*
- *Here Are My Hands*
- *In the Small, Small Pond*
- *Mean Soup*
- *Polar Bear, Polar Bear, What Do You Hear?*
- *Silly Sally*
- *The Napping House*
- *Where Is the Green Sheep?*



See page 44 for additional storybook collections.

New Resources



Meaningful Math in Preschool: Making Math Count Throughout the Day

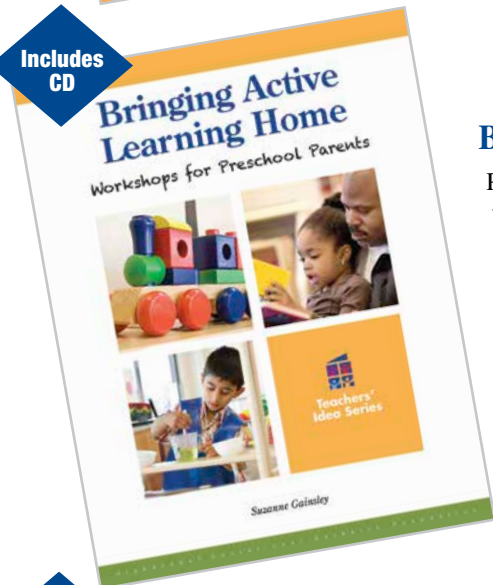
If you are looking for a way for your preschoolers — and you — to enjoy math, this book is for you! A part of the Teachers' Idea Series, *Meaningful Math in Preschool* shows you how to provide a learning environment that is rich with opportunities for children to explore, discover, and expand on various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

WC-P1420 \$30.00

P. Neill with S. Gainsley. Softcover, photos. Approximately 168 pages, includes bookmark. 978-1-57379-678-1

Includes
CD



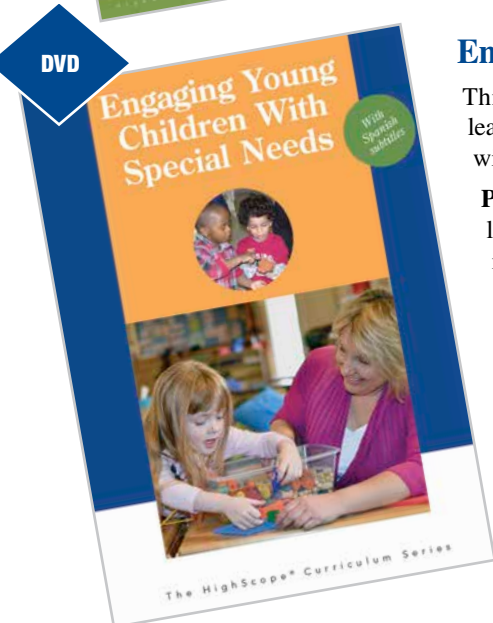
Bringing Active Learning Home: Workshops for Preschool Parents

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.

WC-P1425 \$30.00

S. Gainsley. Soft cover, photos; 124 pages. 978-1-57379-728-3

DVD



Engaging Young Children With Special Needs DVD

This two-part DVD program (98 minutes) describes how HighScope's active participatory learning model of early education provides inclusive experiences for children with and without disabilities, allowing children at all levels to succeed.

Part 1 of this program (39 minutes) demonstrates how active learning principles, the learning environment, the daily routine, and team planning with specialists help teachers individualize instruction for all young learners.

Part 2 (59 minutes) demonstrates how teachers can embed learning opportunities into all components of the daily routine. Viewers will see examples of teachers using adaptations and supports to allow each child to develop skills in key curriculum content areas and actively participate in the daily routine.

The program is illustrated throughout with unstaged adult-child interactions involving children with special needs as well as typically developing children. Classrooms from five diverse preschool settings are shown in the video.

DVD: WC-P1424 \$95.00

Color, 98 minutes (2 DVDs), Spanish subtitles, viewer guide included. 978-1-57379-702-3

New Resources

HighScope's Newest Research-Validated Child Assessment Tool — Available in Online or Print Formats



COR Advantage 1.5 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. 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 1.5 Scoring Guides
- 2 COR Advantage 1.5 Desk References
- 24 COR Advantage Anecdote Booklets
- 25 COR Advantage Family 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

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

Component items sold separately. See page 47 for details.



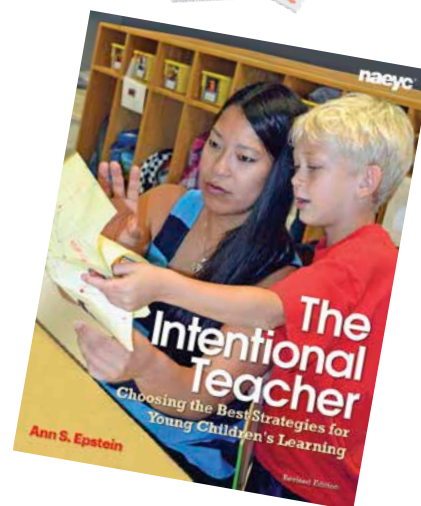
The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning, Revised Ed.

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 the National Association for the Education of Young Children (NAEYC) and HighScope Press, 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.

WC-P1426 \$30.00

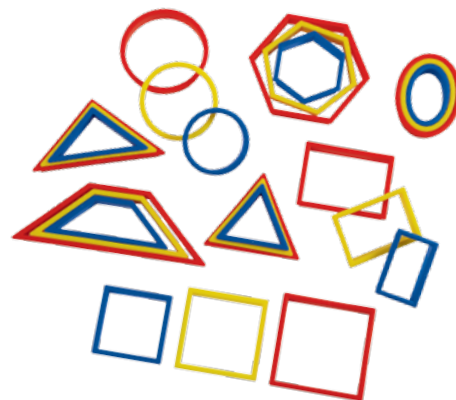
A. S. Epstein. Soft cover, photos, 262 pages. 978-1-938113-06-2



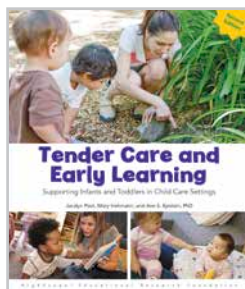
HighScope Colorations® Shape Makers — Set of 24

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. These durable, easy-to-wash plastic pieces measure 2½" to 5½".

WC-P3018 \$16.99



Infant-Toddler Curriculum



Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings, 2nd 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 extensively revised and expanded manual provides both a rationale and specific strategies for each part of the Infant-Toddler Curriculum.

WC-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.

Infant-Toddler Key Developmental Indicators Desk-Size Posters

WC-F1089 \$14.95

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



Infant-Toddler Wheel of Learning/Key Developmental Indicators Card

WC-F1087 \$3.95

8½" x 11". 978-1-57379-547-0

Key Developmental Indicators Wall Chart

WC-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.

WC-F1260SET \$30.00

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

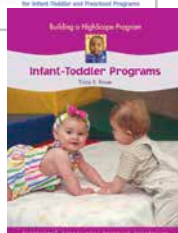
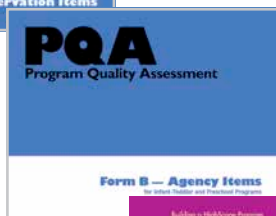
Component items sold separately. See page 45 for details.

Building a HighScope Program: Infant-Toddler Programs

Caregivers in infant-toddler programs are faced with accommodating the individual schedules of the infants in their program while working with active toddlers! In this book, find out how caregivers use the child-centered HighScope approach to meet individual children's needs in a flexible daily routine.

WC-P1284 \$12.95

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



Infant-Toddler Curriculum

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. Learn about the ingredients that go into an active learning program and how to plan developmentally appropriate activities.

DVD: WC-F1084 \$34.95

Color, 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 program 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.

DVD: WC-F1082 \$44.95

Color, 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 program 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.

DVD: WC-F1080 \$44.95

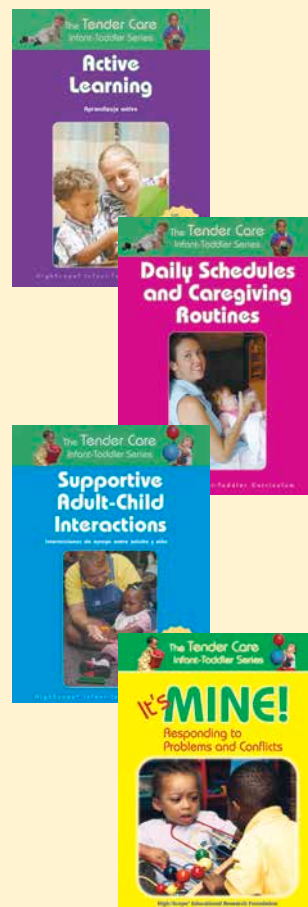
Color, 90 minutes, English and Spanish subtitles, viewer guide included. 978-1-57379-544-9

It's Mine! Responding to Problems and Conflicts

This DVD program 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.

DVD: WC-F1078 \$36.95

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



Materials

HighScope Excellerations™ Soft Crocheted Balls — Set of 10

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. Each ball measures approx. 3¼" diameter.

WC-P3010 \$24.95

Infant Curriculum Supplement Kit

Lay a solid foundation for lifelong learning with this flexible, comprehensive 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.

WC-F2001SET \$299.99

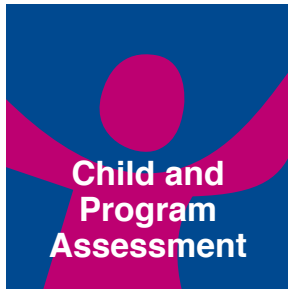
Toddler Curriculum Supplement Kit

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.

WC-F2002SET \$279.99



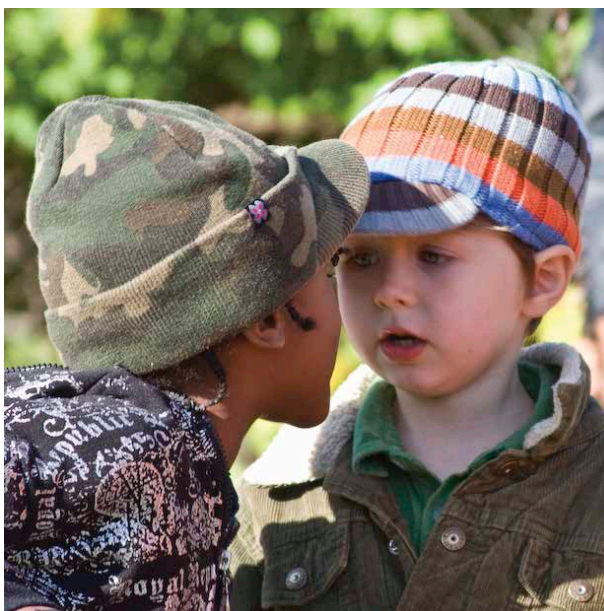
The HighScope Preschool Curriculum



ACTIVE LEARNING



The HighScope Curriculum integrates social-emotional learning content with other academic areas and gives children daily opportunities to practice skills such as emotional self-regulation and problem-solving. Teachers further support social development by helping children learn how to resolve interpersonal conflicts.



A comprehensive approach that supports lifetime benefits for families and children

A **reliable and effective research-based curriculum** that meets

- State early learning standards
- The Head Start Child Development and Early Learning Framework
- NAEYC developmentally appropriate practice guidelines

Adults apply **intentional teaching practices** by

- Planning developmentally appropriate activities
- Supporting and extending children's learning
- Providing materials that reflect children's interests and home culture
- Actively engaging children through direct experiences in pursuit of shared learning goals



Children's interests and choices are at the heart of HighScope programs. By making plans and following through on their intentions, children are taking the first step in the learning process and constructing their own knowledge through interactions with the world around them.

Receive a free preview of *The HighScope Preschool Curriculum* when you e-mail info@highscope.org with the subject line HSPC Overview.

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. Teachers learn how to choose interest areas and materials for the learning environment and to establish a consistent daily routine that includes HighScope's signature plan-do-review sequence and small- and large-group times.

The manual also guides teachers in implementing proven practices for adult-child interaction; family involvement; daily team planning; and observation-based, authentic child and program assessment.

Each of the eight content areas is represented in its own key developmental indicator (KDI) book. Each KDI includes a developmental scaffolding chart to help adults support children's learning at different levels.

WC-P1415SET \$189.95

Manual and 8 KDI books. 978-1-57379-659-0

Individual books are available for purchase. Visit our online store at highscope.org for more information.

Key Developmental Indicator (KDI) Scaffolding Charts

These charts provide practical examples to help adults scaffold early learning as they implement the HighScope Preschool Curriculum. The term *scaffolding* describes how adults support children at their current developmental level and gently extend their thinking and reasoning to the next level when the children are ready.

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.

WC-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

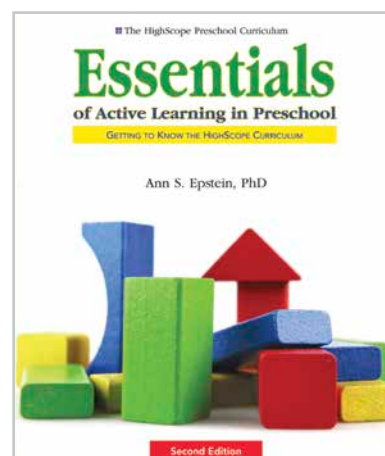
Essentials of Active Learning in Preschool: Getting to Know the HighScope Curriculum, 2nd Ed.

The second edition of this practical guide presents a comprehensive and user-friendly introduction to the HighScope Preschool Curriculum, covering early childhood theory, the most up-to-date research on child development, effective teaching practices, curriculum content, and professional development.

Also included is new information on how adults can scaffold children's learning throughout the program day, additional suggestions on how to promote learning for children with special needs, and expanded discussion on the benefits of parent involvement and connecting with families.

WC-P1423 \$30.00

A. S. Epstein. Soft cover, photos, 260 pages. 978-1-57379-701-6



Curriculum Resources

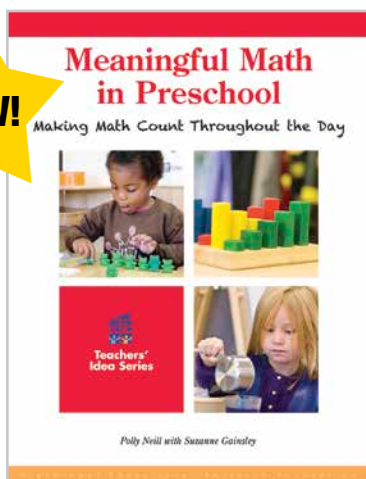


The Teachers' Idea Series

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.

WC-P1425 \$30.00 S. Gainsley. Soft cover, photos; 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.

WC-P1420 \$30.00 P. Neill with S. Gainsley. Softcover, photos. Approximately 168 pages, includes bookmark. 978-1-57379-678-1

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*. You'll find easy-to-follow activities that build on children's natural interests that you can use throughout the day. An amazing value with over 950 pieces, including counting bears, Unifix® cubes & stairs, wooden geometric size and stacking puzzles, pattern blocks, sand timers, over 6,000 sorting pieces with bowls and trays, measuring tools, blank journals, and chart tablets.

WC-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*.

WC-P3005SET \$219.99



Curriculum Resources

The Teachers' Idea Series (continued)

50 Large-Group Activities for Active Learners

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

WC-P1316 \$25.95

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

"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 before and after each part 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.

WC-P1336 \$19.95

B. Evans. Soft cover, photos and illustrations, 116 pages. 978-1-57379-297-4

Small-Group Times to Scaffold Early Learning

This book presents 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 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.

WC-P1370 \$25.95

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

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.

WC-P1152 \$25.95

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

Story Starters for Group Times

Story starters are brief narratives teachers use to introduce small- or large-group activities. Organized around seven content areas, the 84 story starters and accompanying activities in this book include materials lists, suggestions for scaffolding children's learning, vocabulary words, and follow-up ideas.

WC-P1395 \$25.95

A. S. Epstein. Soft cover, photos, 188 pages. 978-1-57379-474-9

"I'm Older Than You. I'm Five!" Math in the Preschool Classroom, 2nd 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.

WC-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.

WC-P1366 \$25.95

P. Neill. Soft cover, photos, 166 pages. 978-1-57379-364-3



Curriculum Resources



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.

What's in *Numbers Plus*?

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.

WC-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.

WC-P1379 \$39.95

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

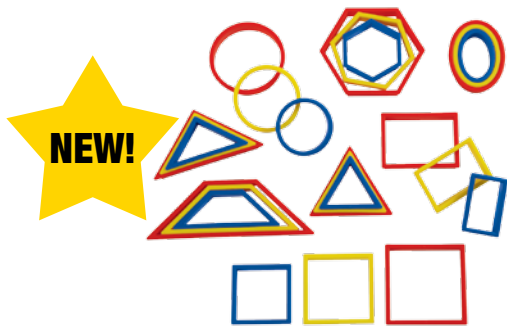


Materials

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!

WC-P3014 \$399.99



NEW!

HighScope Colorations® Shape Makers — Set of 24

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. These 24 durable, easy-to-wash plastic pieces measure 2½" to 5½".

WC-P3018 \$16.99



HighScope Excellerations™ Trace and Write Numbers — Set of 20

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.

WC-P3011 \$9.99

Curriculum Resources

Explore and Learn Quick Cards Series

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

Small-Group Times to Scaffold Early Learning

This set of colorful cards presents 52 small-group activities organized in five curriculum content areas: language, literacy, and communication; mathematics; science and technology; creative arts; and physical development and health. Each activity includes step-by-step instructions and a chart to help teachers recognize and support preschoolers' learning of specific concepts and skills at early, middle, and later developmental levels.

WC-P1403 \$49.95

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

80 Activities for Small Groups

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

WC-P1337 \$39.95

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

50 Activities for Large Groups

Each of these cards contains a large-group activity plan that describes the originating idea; the materials needed; the curriculum content areas; and the process for conducting the activity, including an opener, the main part of the activity, the transition to the next activity, variations, follow-up suggestions, and accommodations for children with special needs.

WC-P1353 \$37.95

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



Materials

HighScope Excellerations™ Sand and Water Play Station

Expand the potential of your sand and water center!

- 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.

WC-P3008 \$299.99

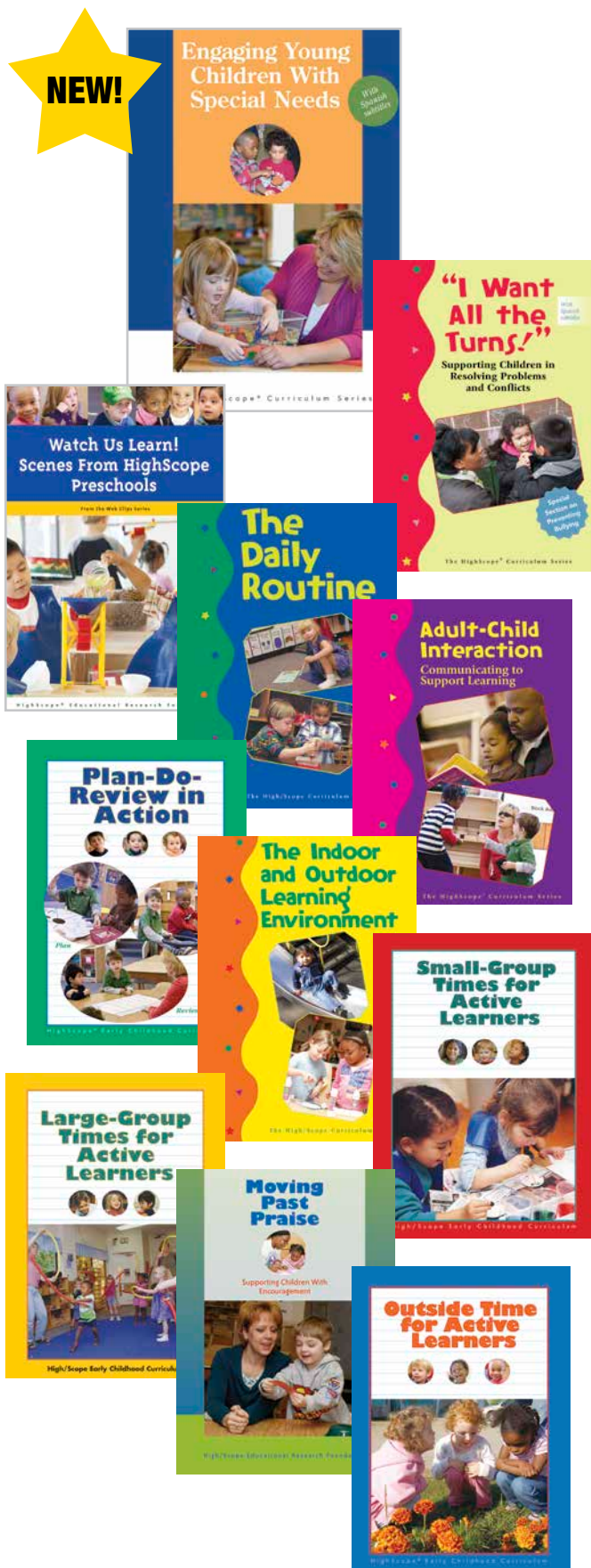
HighScope Colorations® Heavy-Duty Activity Apron

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. (6" diameter neck opening. 16" W x 15¼" L from neck down.)

WC-P3013 \$5.49



Curriculum Resources



Preschool Curriculum DVDs

Visit highscope.org for program descriptions.

Engaging Young Children With Special Needs

DVD: WC-P1424 \$95.00

Color, 98 minutes (2 DVDs), Spanish subtitles, viewer guide included.
978-1-57379-702-3

I Want All the Turns!

DVD: WC-P1421 \$95.00

Color, 90 minutes (2 DVDs), Spanish subtitles, viewer guide included.
978-1-57379-679-8

Watch Us Learn! Scenes From HighScope Preschools

DVD: WC-P1404 \$59.95

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

The Daily Routine

DVD: WC-P1341 \$39.95

Color, 40 minutes, viewer guide included. 978-1-57379-317-9

Adult-Child Interaction: Communicating to Support Learning

DVD: WC-P1381 \$39.95

Color, 48 minutes, viewer guide included. 978-1-57379-446-6

Plan-Do-Review in Action

DVD: WC-P1385 \$39.95

Color, 40 minutes, viewer guide included. 978-1-57379-451-0

The Indoor and Outdoor Learning Environment

DVD: WC-P1359 \$39.95

Color, 40 minutes, viewer guide included. 978-1-57379-358-2

Small-Group Times for Active Learners

DVD: WC-P1339 \$39.95

Color, 42 minutes, viewer guide included. 978-1-57379-315-5

Large-Group Times for Active Learners

DVD: WC-P1308 \$39.95

Color, 53 minutes, viewer guide included. 978-1-57379-281-3

Moving Past Praise: Supporting Children With Encouragement

DVD: WC-P1361 \$29.95

Color, 25 minutes, viewer guide included. 978-1-57379-360-5

Outside Time for Active Learners

DVD: WC-P1363 \$24.95

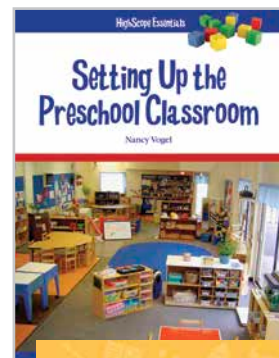
Color, 18 minutes, viewer guide included. 978-1-57379-351-3

Curriculum Resources

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.

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

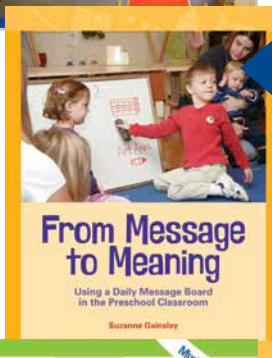


From Message to Meaning: Using a Daily Message Board in the Preschool Classroom

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.

WC-P1355 \$19.95

S. Gainsley. Soft cover, photos and illustrations, 56 pages, includes DVD. 978-1-57379-355-1

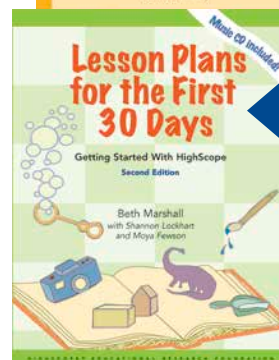


Lesson Plans for the First 30 Days, 2nd Ed.

This guide puts 30 days of ready-to-use HighScope lesson plans right at your fingertips! For teachers new to HighScope, this book will help you get started by providing six weeks of user-friendly plans. Teachers experienced with HighScope will find the book a ready source of new ideas. Each lesson plan lists related KDIs and includes activities for greeting time, plan-do-review, and small- and large-group times. The book also includes a music CD, adult-child interaction strategies, and reproducible lesson planning sheets.

WC-P1418 \$34.95

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



Special Needs

Engaging Young Children With Special Needs DVD

This two-part DVD describes how HighScope’s active participatory learning model of early education provides inclusive experiences for children with and without disabilities, allowing children at all levels to succeed.

Part 1 demonstrates how active learning principles, the learning environment, the daily routine, and team planning with specialists help teachers individualize instruction for all young learners.

Part 2 shows examples of teachers using adaptations and supports to allow each child to develop skills in key curriculum content areas and actively participate in the daily routine.

DVD: WC-P1424 \$95.00

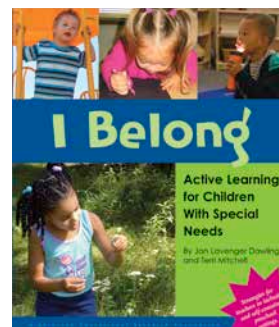
Color, 98 minutes (2 DVDs), Spanish subtitles, viewer guide included. 978-1-57379-702-3



I Belong: Active Learning for Children With Special Needs

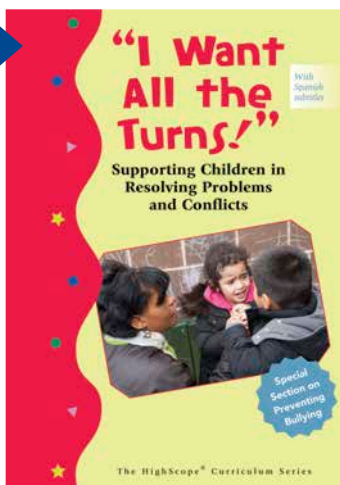
While current teaching practices in the field of special education are often based on correcting children’s “deficits,” the HighScope educational model builds on and maximizes children’s strengths and abilities. *I Belong* includes practical strategies and real-life examples of the authors’ applications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

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



Curriculum Resources

DVD



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 program includes a special section on preventing bullying.

DVD: WC-P1421 \$95.00

Color, 90 minutes (2 DVDs), 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, *You’re Not My Friend Anymore!* 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.

WC-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.

WC-P1171 \$34.95

B. Evans. Soft cover, photos, 432 pages. 978-1-57379-159-5

It’s Mine! Responding to Problems and Conflicts DVD

This DVD program 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.

DVD: WC-F1078 \$36.95

Color, 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 this poster in your classroom to help you remember the six steps to conflict resolution.

WC-P1365 \$11.95

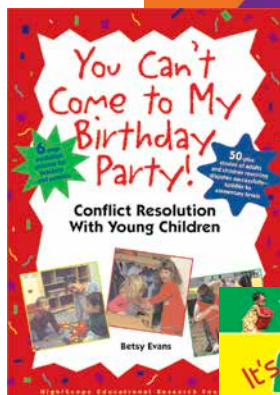
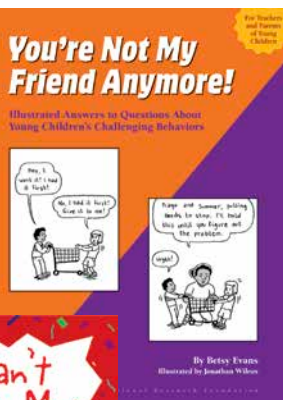
Set of 2 posters, two-color, glossy, 8½" x 11". 978-1-57379-408-4

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.

WC-P1134 \$6.95

Two-color, glossy, 20" x 30". 978-1-57379-075-8



DVD



Curriculum Resources

Recommended for Leaders

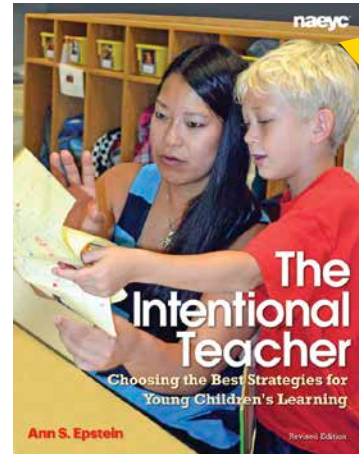
The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning, Revised Ed.

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 the National Association for the Education of Young Children (NAEYC) and HighScope Press, 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.

WC-P1426 \$30.00

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

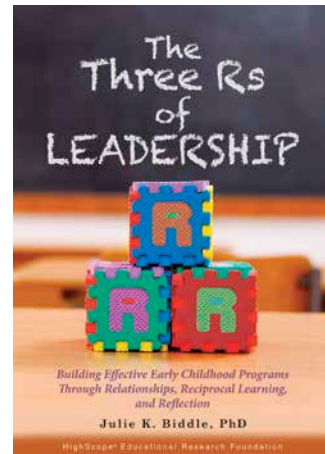


The Three Rs of Leadership

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.

WC-P1402 \$19.95

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

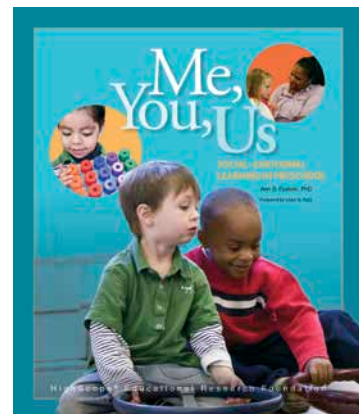


Me, You, Us: Social-Emotional Learning in Preschool

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.

WC-P1372 \$25.95

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



 **HIGHSCOPE**® Partners With



We combined talents to **design, develop,** and exclusively **distribute** **quality products** to benefit teachers and children.

Curriculum Resources



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, a guide for getting started with HighScope, and information on other related HighScope resources. We recommend using the books in this series to complement the comprehensive curriculum information found in *The HighScope Preschool Curriculum* book set or the book *Essentials of Active Learning in Preschool*.

Visit our online store at highscope.org for detailed book descriptions.

Head Start Preschool Programs

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

Multicultural Programs

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

Full-Day Preschool Programs

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

Family Child Care Programs

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

Infant-Toddler Programs

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

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. Ages 3 years and up.

WC-P3015 \$54.99

Set of 20 includes 5 large squares, 1½" W x 5½" L x 5" H; 5 rectangles, 1½" W x 5½" L x 2" H; and 10 small squares, 1½" W x 2" L x 2" H.

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. Grades: Pre-K and up.

WC-P3016 \$28.99

Set of 20, 2" H each.

HighScope Excellerations™ Wooden Steering Wheels — Set of 3

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. Ages 3 years and up.

WC-P3009 \$39.99



Movement & Music

Teaching Movement & Dance: A Sequential Approach to Rhythmic Movement, 6th Ed.

This edition features 134 step-by-step dance notations, including 30 new dances. This book proves valuable to music and physical education teachers, elementary classroom teachers, curriculum coordinators and supervisors, and persons working with older adults.

WC-M1029 \$54.95

P. S. Weikart. Soft cover, 489 pages. 978-1-57379-288-2

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 WC-M1028SET \$125.00

P. S. Weikart, creative director; performed by Gemini. CDs.

CDs are also available separately for \$15.95 each. Visit our online store at highscope.org for ordering information.

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

WC-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, 3rd 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.

WC-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, 2nd Ed.

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

WC-M1025 \$29.95

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

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.

WC-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

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.

WC-M1032 \$29.95

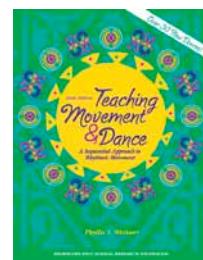
K. Sawyers with E. Colley and L. Icaza. Soft cover, photos, 196 pages, includes music CD. 978-1-57379-473-2

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

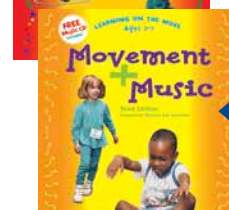
Classroom teachers, as well as specialty teachers in physical education, music, and recreation, will find this book to be a source of ideas for movement experiences. The experiences are planned around key curriculum concepts in movement and music as well as in academic areas. An easy-to-follow plan is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

WC-E3040 \$34.95

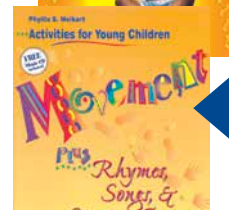
P. S. Weikart & E. B. Carlton. Soft cover, illustrated, 216 pages, includes music CD. 978-1-57379-125-0



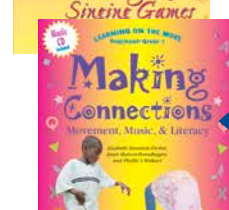
With Music & Rhyme CD



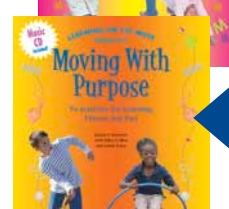
With Music CD



With Music CD



With Music CD



With Music CD



With Music CD

Classroom Resources



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 find materials they need and to return them after use.

The large-size area signs are big enough for each area to be seen from all around the classroom, while the 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.

English Large-Size Sign Set WC-PC1000 \$29.95

Set of 10 cards, plus blank cards, 19½" x 21". 978-1-57379-302-5

English Small-Size Sign Set WC-PC1004 \$15.95

2 sets of 10 cards per package, laminated, 5" x 5½". 978-1-57379-306-3

English-Spanish, Large- and Small-Size Sign Set Bundle

WC-PC1006SET \$48.00

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

English-Spanish, Small-Size Sign Set

WC-PC1007 \$15.95

2 sets of 10 cards per package, laminated, 5" x 5½". 978-1-57379-704-7

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.

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

Wheel of Learning/Key Developmental Indicator Card

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

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

Infant-Toddler WC-F1087 \$3.95 8½" x 11". 978-1-57379-547-0

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

Infant-Toddler WC-F1088 \$6.95 Two-color, glossy, 22" x 34". 978-1-57379-549-4

Key Developmental Indicators Desk-Size Posters

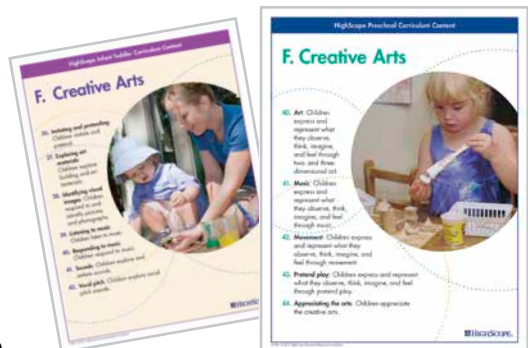
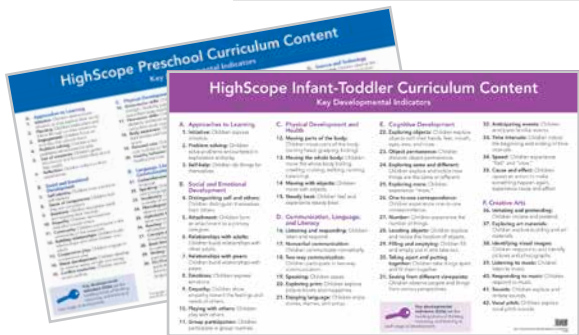
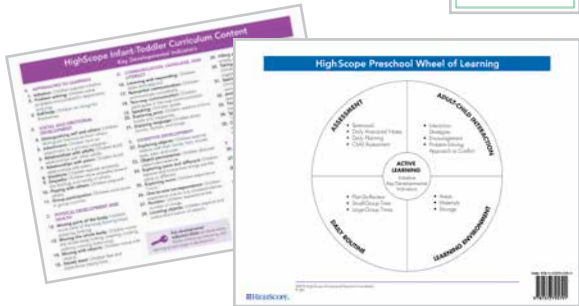
A set of colorful posters showing the HighScope key developmental indicators (KDIs) in important content areas. Great for posting in your classroom or on your parent board.

Preschool WC-P1398 \$15.95

Set of 8 full-color posters, each 8½" x 11". 978-1-57379-594-4

Infant-Toddler WC-F1089 \$14.95

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



Classroom Resources

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. Each chapter contains information on 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.

WC-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. Outlined with a beginning, middle, ending, materials list, and home extensions for parents, 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.

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

Preschool Activities for Family Child Care

See highscope.org for description.

WC-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.

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

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 the process 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.

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

The Song Book

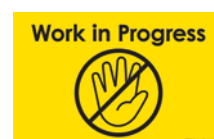
All children enjoy songs, and they all have their favorites. *The Song Book* gives children the opportunity to select from 25 well-known songs or nursery rhymes to be used at large-group time. This valuable resource provides a visual reminder of the children's favorites in pictures and words to help 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).

WC-PC1005 \$24.95 978-1-57379-352-0

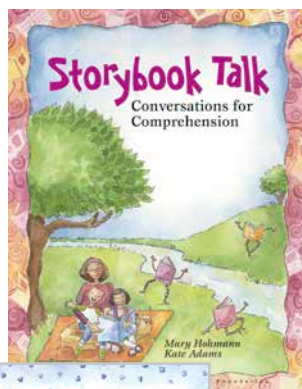
Work in Progress Signs

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.

WC-PC1003 \$6.95 Set of 5 signs. 978-1-57379-305-6



Early Literacy

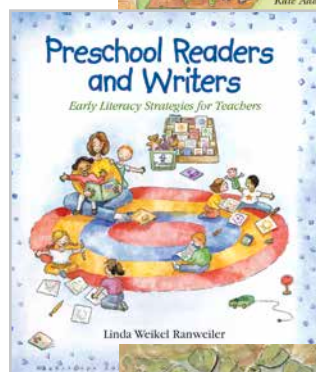


Storybook Talk: Conversations for Comprehension

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.

WC-P1354 \$19.95

M. Hohmann & K. Adams. Soft cover, photos, 66 pages. 978-1-57379-353-7

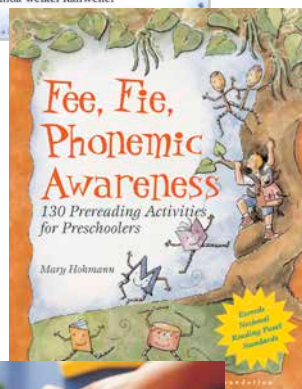


Preschool Readers and Writers: Early Literacy Strategies for Teachers

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.

WC-P1224 \$34.95

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

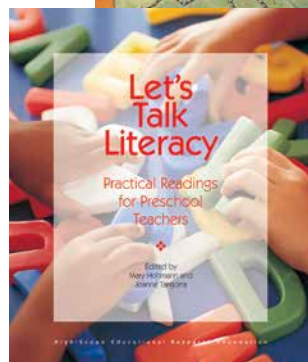


Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers

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.

WC-P1190 \$25.95

M. Hohmann. Soft cover, photos, 80 pages. 978-1-57379-128-1



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.

WC-P1344 \$24.95

M. Hohmann & J. Tangorra, Eds. Soft cover, photos, 152 pages. 978-1-57379-318-6

Materials

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 tracking letters, multiple alphabets, blank journals, dry-erase boards, markers, pencils, erasers, Scrabble and Brain Noodles™, plus seven classic classroom books.

WC-P3006SET \$279.99



Early Literacy

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 now gain access to, transfer, delete, or update user accounts for sites with multiple licenses — e-mail letterlinksinfo@highscope.org to learn more.

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

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

License Subscription With *Letter Links* book (English) WC-P1374SET \$44.95
978-1-57379-443-5

License Subscription With *Letter Links* book (Spanish) WC-P1375SET \$44.95
978-1-57379-444-2

Letter Links: Alphabet Learning With Children's Names

Letter Links takes children's natural interest in learning to write their own name as an entryway to teaching them letter-recognition skills, letter-sound correspondence, and letter/word writing by using nametags and letter-linked images. It outlines the research behind this learning system and provides examples of letter-linked images for 64 initial letter sounds, which introduces the book's more than 25 fun-filled activities that support children's development in the following categories: the alphabetic principle, phonological awareness, sense of word, and vocabulary.

English WC-P1204 \$25.95

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

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

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

See page 39 for a description.

WC-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

Tasty Talk: 40 Mealtime Conversation Starters

You can make snack- and mealtimes important learning times for preschool children! *Tasty Talk* puts ideas for conversation and simple games on attractive 4" x 5" 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 can help children engage with other key curriculum content through playful talk with adults and other children.

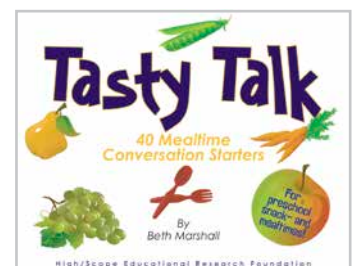
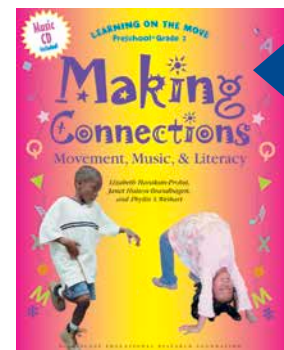
WC-P1357 \$14.95 B. Marshall. 43 4" x 5" 2-color cards. 978-1-57379-356-8

HighScope Excellerations™ Trace and Write Letters — Set of 52

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.

WC-P3012 \$19.99

The early literacy resources and storybooks on pages 42–44 are suitable for use in HighScope programs and in programs using other child development curricula.



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
 WC-PHB55 List Price: ~~\$877.46~~ Our Price: **\$745.78**

Multicultural Hardcover Books Set of 8 Hardcover Books
 WC-PMHB13 List Price: ~~\$140.88~~ Our Price: **\$122.43**

Special Needs Set of 8 Hardcover Books
 WC-PHB07 List Price: ~~\$134.76~~ Our Price: **\$126.51**

Early Math Set of 8 Hardcover Books
 WC-PHB65 List Price: ~~\$141.92~~ Our Price: **\$120.62**

Our Families Set of 8 Hardcover Books
 WC-PHB90 List Price: ~~\$135.92~~ Our Price: **\$115.52**

Tender Topics Set of 8 Hardcover Books
 WC-PHB25 List Price: ~~\$131.85~~ Our Price: **\$119.41**

My Feelings Set of 8 Hardcover Books
 WC-PHB06 List Price: ~~\$131.92~~ Our Price: **\$116.92**

Infant-Toddler Board Book Library Set of 50 Board Books
 WC-FHSB50 List Price: ~~\$349.46~~ Our Price: **\$298.47**

Preschool Board Book Classroom/Take-Home Library — Set 1
 Set of 40 Board Books
 WC-PBT60 List Price: ~~\$298.20~~ Our Price: **\$253.45**

NEW! **Preschool Board Book Classroom/Take-Home Library — Set 2**
 Set of 50 Board Books
 WC-PBT70 List Price: ~~\$371.18~~ Our Price: **\$317.54**

Multicultural Board Books Set of 10 Board Books
 WC-PMB08 List Price: ~~\$72.78~~ Our Price: **\$64.10**

Paperback Classroom/Take-Home Library — Set 1
 Set of 40 Paperback Books
 WC-PBL50 List Price: ~~\$286.55~~ Our Price: **\$243.53**

NEW! **Paperback Classroom/Take-Home Library — Set 2**
 Set of 50 Paperback Books
 WC-PBL60 List Price: ~~\$354.46~~ Our Price: **\$301.24**

NEW! **Big Books — Set 1** Set of 10 Big Books
 WC-LB03 List Price: ~~\$266.86~~ Our Price: **\$226.82**

NEW! **Big Books — Set 2** Set of 10 Big Books
 WC-LB04 List Price: ~~\$266.70~~ Our Price: **\$226.70**

Bilingual Favorites Board Books Set of 16 Board Books
 WC-BBB10 List Price: ~~\$119.73~~ Our Price: **\$102.80**

A full list of titles in each set is available in our online store at highscope.org.

Program Assessment

Program Quality Assessment (PQA) — Available in Online or Print Formats

The PQA is a research-validated rating instrument designed to evaluate the quality of early childhood programs and identify staff training needs. The PQA is appropriate for use in all center-based early childhood settings, including but not limited to those using the HighScope Curriculum.

OnlinePQA

Administrators can use the OnlinePQA to evaluate programs and classrooms, and teachers can use it to evaluate their own classrooms. Both can use it to identify professional development needs. Classroom licenses are available through an annual subscription and provide options to conduct multiple assessments during the program year. Visit OnlinePQA.net to view a recorded webinar or to enroll. For pricing or more details, e-mail info@highscope.org.

Preschool PQA, 2nd Ed. — Manual Version

The Preschool PQA covers 63 dimensions of program quality in seven domains:

- Learning environment
- Daily routine
- Adult-child interaction
- Curriculum planning and assessment
- Parent involvement and family services
- Staff qualifications and development
- Program management

Preschool PQA Starter Pak

WC-P1203SET \$27.95

Includes Form A: Classroom Items, Form B: Agency Items, and Administration Manual. 978-1-57379-134-2

Preschool PQA Administration Manual

WC-P1199 \$13.95

978-1-57379-135-9

Preschool PQA Form A — Classroom Items

WC-P1200 \$7.95

978-1-57379-136-6

Preschool PQA Form B — Agency Items*

WC-P1201 \$7.95

978-1-57379-137-3

*Preschool programs using OnlinePQA or that also have infants and toddlers in their center should order PQA Form B: Agency Items for Infant-Toddler and Preschool Programs (WC-F1262).

Infant-Toddler PQA

The Infant-Toddler 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.

Infant-Toddler PQA Starter Pak

WC-F1260SET \$30.00

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

Infant-Toddler PQA Administration Manual

This guide describes how the tool was developed and how it is used. It includes additional instructions for scoring specific items on Form A that do not appear in the form itself. Also included are results of the PQA Validity Study.

WC-F1263 \$9.50

Soft cover, 24 pages. 978-1-57379-628-6

Infant-Toddler PQA Form A: Observation Items

WC-F1265 \$13.50

Soft cover, spiral binding, 74 pages. 978-1-57379-700-9

PQA Form B: Agency Items for Infant-Toddler and Preschool Programs*

WC-F1262 \$9.50

Soft cover, spiral binding, 38 pages. 978-1-57379-627-9

Family Child Care PQA

The Family Child Care PQA is a validated instrument designed to measure the quality of family child care programs and identify provider training needs. It consists of standards for best practices that can be scored by outside raters or used as a self-assessment tool by providers.

Administration Manual

WC-P1386 \$7.95

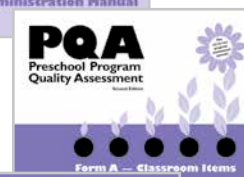
978-1-57379-452-7

Family Child Care PQA Assessment Form

WC-P1387 \$21.95

978-1-57379-453-4

Online
PQA



Child Assessment



HighScope's Research-Validated Child Assessment Tool—Available in Online or Print Formats

What's the Advantage?

Authentic assessment to

- Improve child outcomes
- Inform instruction at all developmental levels
- Guide program improvement

Valid and reliable scoring to support teachers using

- The HighScope Infant-Toddler Curriculum
- The HighScope Preschool Curriculum
- Any developmentally appropriate curriculum

Aligns with

- Head Start Child Development and Early Learning Framework
- Common Core State Standards
- State early learning standards

Alignments available at coradvantage.org

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 school settings and no charge to college instructors for use in teaching about child development/assessment.

Call for pricing.

coradvantage.org

800.587.5639, Ext. 234 or Ext. 206

Download the free app for your tablet!



"Having this tool directly correlate with the KDIs was a fabulous idea. This will simplify teachers' observations and enable them to concentrate their efforts on one set of indicators."

"[COR Advantage] is a great assessment tool! It is comprehensive and clear."

"It seems like people at HighScope have really listened to teachers!"

"The direct integration of the concepts in Numbers Plus and Growing Readers is also a big advantage."

Child Assessment

COR Advantage 1.5 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. 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 1.5 Scoring Guides
- 2 COR Advantage 1.5 Desk References
- 24 COR Advantage Anecdote Booklets
- 25 COR Advantage Family 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

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



Refresh Your COR Advantage Supplies

Item Name	Item Description	Catalog Number	Price
User Guide	Explains how COR Advantage assessment works and offers step-by-step instructions on using each component	P2005	Available for free download at highscope.org
Scoring Guide	Explanations for each assessment item and level help teachers score the instrument accurately	English P2020 Spanish P2022	\$18.00
Desk Reference	Desk-size laminated fold-out guide provides a quick look at the COR Advantage items and levels	English P2019 Spanish P2021	\$18.00/set of 2
Anecdote Booklet	Organized by the 36 COR Advantage items, with spaces for recording anecdotes	P2004	\$55.00/set of 24
Family Booklet	English-Spanish booklet for family members	P2006	\$18.00/set of 25 \$13.75 each/4 or more sets
Child Summary and Class Summary Forms	Reproducible forms on sturdy laminated cards	P2008	\$18.00/set of 2
Sticky Note Pads	Handy for recording your daily child anecdotes	P2014	\$3.00/pack of 3 pads
Anecdote Pouch	Portable pouch holds COR Sticky Note Pad, pen, and other items	P2013	\$25.00/pack of 5
Expandable File	Portfolio-style folder with 12 expandable pockets and elastic closure	P2012	\$14.00



Professional Development Opportunities

Flexible ■ Personalized ■ Accessible

- Apply the proven, research-based principles of active learning.
- Customize training to your needs, time constraints, and budget.
- Train with experts at our site, your site, or online.
- Focus on best practices, regardless of curriculum.
- Understand what and how to evaluate using observational assessment.

Contact HighScope's Educational Services Department!

training@highscope.org ■ 800.587.5639, Ext. 224 or 237

