



HighScope's Preschool Program Quality Assessment[®]

CLASS 2nd Edition for
Preschool

ALIGNMENT



Alignment of The HighScope Curriculum and COR Advantage With CLASS 2nd Edition for Preschool

This document aligns the content in **CLASS 2nd Edition for Preschool** with **HighScope's Preschool Program Quality Assessment**.

HighScope's Preschool Program Quality Assessment (PQA) is a reliable, scientifically validated assessment that reflects research-based, field-tested best practices in early childhood education. The PQA can be used with any performance standards and as a basis for reporting, monitoring, professional learning, and HighScope program accreditation.

References

HighScope Educational Research Foundation. (2003). *Preschool Program Quality Assessment Form A*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2003). *Preschool Program Quality Assessment Form B*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2003). *Preschool Program Quality Assessment Administration Manual*. Ypsilanti, MI: HighScope Press.

Emotional Support	
Positive Climate Relationships • Emotional connection • Group or community orientation • Collaborative activities • Social Conversation Enjoyment • Content appearance • Smiling • Laughter • Enthusiasm Positive communication • Verbal affection • Physical affection • Positive expectations Respect • Warm voice • Respectful communication	I. Learning Environment I-H. Materials reflect human diversity and the positive aspects of children’s homes and community cultures. III. Adult-Child Interaction III.B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. III. Adult-Child Interaction

• Cooperation or sharing • Communicates intent	III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English.
Negative Climate Expressed negativity • Irritability • Anger • Disconnected or escalating negativity • Peer negativity Punitive control • Threats • Physical control • Punishment Disrespect • Shaming or criticizing • Stereotyping or discriminating • Humiliation Severe negativity • Bullying • Physical punishment or aggression	III. Adult-Child Interaction III.B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III.B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III.B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III.B. Children’s separation from home and daily entry to the program are handled with sensitivity and respect. III. Adult-Child Interaction

	III-C. Adults create a warm and caring atmosphere for children.
Educator Sensitivity Awareness - Anticipates needs - Notices need for clarification, assistance, or challenge - Communicates availability - Checks in with children Responsiveness - Validates emotions or needs - Provides comfort and assistance - Provides individualized support Problem resolution - Helps in a timely manner - Scaffolds children to resolve problems for themselves - Effective resolution Child comfort - Seeks support and guidance - Freely participates - Takes risks	III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-L. Children have opportunities to solve problems with materials and do things for themselves. III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.
Regard for Child Perspectives Child-centered Incorporates children’s ideas or interests	II. Daily Routine

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| <ul style="list-style-type: none"> • Follows children’s lead • Shows flexibility | <p>II-D. The program has time each day during which children make plans and indicate their plans to adults.</p> <p>II. Daily Routine</p> <p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.</p> <p>II. Daily Routine</p> <p>II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.</p> <p>II. Daily Routine</p> <p>II-G. The program has time each day for small-group activities that reflect and extend children’s interests and development.</p> <p>II. Daily Routine</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p>II. Daily Routine</p> <p>II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.</p> <p>IV. Curriculum Planning and Assessment</p> <p>IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.</p> |
| <p>Support for autonomy and leadership</p> <ul style="list-style-type: none"> • Provides meaningful choice • Encourages children to lead activities • Gives children responsibility | <p>II. Daily Routine</p> <p>II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.</p> <p>II. Daily Routine</p> <p>II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.</p> <p>III. Adult-Child Interaction</p> |

Support for autonomy and leadership

- Provides meaningful choice
- Encourages children to lead activities
- Gives children responsibility

II-D. The program has time each day during which children make plans and indicate their plans to adults.

II. Daily Routine

II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.

II. Daily Routine

II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done.

II. Daily Routine

II-G. The program has time each day for small-group activities that reflect and extend children's interests and development.

II. Daily Routine

II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.

II. Daily Routine

II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next.

IV. Curriculum Planning and Assessment

IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.

II. Daily Routine

II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions.

II. Daily Routine

II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.

III. Adult-Child Interaction

Child expression • Balance of educator and child expression • Encourages expression • Elicits a range of ideas or perspectives Allows movement • Relaxed structure • Children can wiggle or fidget	III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace. III. Adult-Child Interaction III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). II. Daily Routine II-E. The program has time each day (e.g., work time, choice time, center time, free play) during which children initiate activities and carry out their intentions. II. Daily Routine II-G. The program has time each day for small-group activities that reflect and extend children’s interests and development. II. Daily Routine II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development.
Classroom Organization	
Behavior Management Behavior expectations • Developmentally informed • Clear • Consistent	III. Adult-Child Interaction III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day.

- Accompanied by rationale Proactive - Anticipates challenging behaviors or escalation - Monitors - Low reactivity - Models regulation - Facilitates social skills Redirection of behavior - Reduces challenging behavior in a timely and effective manner - Uses positive phrasing - Uses subtle cues to redirect - Modifies redirection	III. Adult-Child Interaction III-L. Children have opportunities to solve problems with materials and do things for themselves. III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts. I. Learning Environment I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas. I. Learning Environment I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children. I. Learning Environment I-G. Materials are plentiful. II. Daily Routine II-A. Adults establish a consistent daily routine. Children are aware of the routine. III. Adult-Child Interaction III-Adults participate as partners in children’s play. III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts. IV. Curriculum Planning and Assessment IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-J. Adults acknowledge individual children’s accomplishments. III. Adult-Child Interaction
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Child behavior • Cooperation with expectations • Little disruptive behavior	III-M. Adults involve children in resolving conflicts. II. Daily Routine II-C. An appropriate amount of time is allotted for each part of the daily routine. III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-K. Adults encourage children to interact with and turn to one another for assistance throughout the day. III. Adult-Child Interaction III-M. Adults involve children in resolving conflicts.
Productivity Opportunities for learning • Activities available • Effective completion of managerial tasks • Minimizing and managing disruption • Minimal waiting Routines • Consistent routines • Clear instructions • Children know what to do • Little wandering	II. Daily Routine II-C. An appropriate amount of time is allotted for each part of the daily routine. II. Daily Routine II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next. IV. Curriculum Planning and Assessment IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities. I. Learning Environment I-C. The location of the interest areas is carefully planned to provide for adequate space in each area, easy access between areas, and compatible activities in adjacent areas. I. Learning Environment I-D. An outdoor play area (at or near the program site) has adequate space, equipment, and materials to support various types of play. I. Learning Environment

Transitions • Organized and efficient • Explicit follow-through • Learning opportunities within Preparation • Materials ready and accessible • Knows lessons	I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children. II. Daily Routine II-A. Adults establish a consistent daily routine. Children are aware of the routine. II. Daily Routine II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable – i.e., full-day programs). III. Adult-Child Interaction III-C. Adults create a warm and caring atmosphere for children. III. Adult-Child Interaction III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace. II. Daily Routine II-I. During transition times, children have reasonable choices about activities and timing as they move from one activity to the next. I. Learning Environment I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children. IV. Curriculum Planning and Assessment IV-A. Staff use a comprehensive and documented curriculum model or educational approach to guide teaching practices. IV. Curriculum Planning and Assessment IV-B. Staff use a team teaching model and share responsibilities for planning and implementing program activities.
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Instructional Learning Formats

Effective facilitation

- Educator engagement
- Expanding children’s involvement
- Balanced involvement

Variation in approach

- Variety of strategies
- Range of modalities or opportunities
- Hands-on or participatory opportunities

III. Adult-Child Interaction

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

III. Adult-Child Interaction

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

III. Adult-Child Interaction

III-F. Adults participate as partners in children’s play.

III. Adult-Child Interaction

III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).

III. Adult-Child Interaction

III-H. Adults support and extend children’s ideas and learning during group times.

III. Adult-Child Interaction

III-J. Adults acknowledge individual children’s accomplishments.

I. Learning Environment

I-E. Classroom areas and materials are systematically arranged, labeled, and accessible to children.

II. Daily Routine

II-B. The parts of the daily routine include time for children to do the following: to plan; to carry out their plans; to recall and discuss their activities; to engage in small group activities; to engage in large-group activities; to have snacks or meals; to clean up; to transition to other activities; to play outside; and to nap or rest (if applicable – i.e., full-day programs).

II. Daily Routine

II-D. The program has time each day during which children make plans and indicate their plans to adults.

II. Daily Routine

II-E. The program has time each day (e.g., work time, choice time, center time, free

	areas, and compatible activities in adjacent areas. II. Daily Routine II-G. The program has time each day for small-group activities that reflect and extend children’s interests and development. II. Daily Routine II-H. The program has time each day for large-group activities that reflect and extend children’s interests and development. III. Adult-Child Interaction III-F. Adults participate as partners in children’s play. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times. III. Adult-Child Interaction III-I. Adults provide opportunities for children to explore and use materials at their own developmental level and pace.
Instructional Support	
Concept Development Analysis and reasoning • Effective <i>why</i> or <i>how</i> questions • Problem-solving • Prediction or experimentation • Classification or comparison • Evaluation or synthesis	III. Adult-Child Interaction III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. III. Adult-Child Interaction III-F. Adults participate as partners in children’s play. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors).

Creativity

- Open-ended activities or play
- Brainstorming
- Planning
- Producing

Integration

- Elicits prior knowledge
- Connects to broader concept
- Builds on previous knowledge or experience

III. Adult-Child Interaction

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

III. Adult-Child Interaction

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

II. Daily Routine

II-D. The program has time each day during which children make plans and indicate their plans to adults.

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II-G. The program has time each day for small-group activities that reflect and extend children's interests and development.

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II-H. The program has time each day for large-group activities that reflect and extend children's interests and development.

III. Adult-Child Interaction

III-F. Adults participate as partners in children's play.

III. Adult-Child Interaction

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

III. Adult-Child Interaction

III-M. Adults involve children in resolving conflicts.

III. Adult-Child Interaction

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

III. Adult-Child Interaction

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

IV. Curriculum Planning and Assessment

IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.

Connections to everyday lives • Real-world applications • Relevance to children’s lives	III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times. IV. Curriculum Planning and Assessment IV-D. Staff record and discuss anecdotal notes as the basis for planning for individual children.
Quality of Feedback Scaffolding • Checks for understanding • Provides hints • Offers verbal or nonverbal assistance • Adds or removes challenge Feedback loops • Back-and-forth exchanges • Persistence by educator • Follow-up questions	III. Adult-Child Interaction III-F. Adults participate as partners in children’s play. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times. III. Adult-Child Interaction III-L. Children have opportunities to solve problems with materials and do things for themselves. II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults. II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done. II. Daily Routine II-K. The program has time each day for snacks or meals that encourage social interaction. III. Adult-Child Interaction

• Adds details • Clarifies Encouragement and affirmation • Recognition of effort • Encouragement of persistence • Children persist as able	III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. III. Adult-Child Interaction III-F. Adults participate as partners in children’s play. III. Adult-Child Interaction III-G. Adults encourage children’s learning initiatives throughout the day (both indoors and outdoors). III. Adult-Child Interaction III-H. Adults support and extend children’s ideas and learning during group times. III. Adult-Child Interaction III. D. Adults use a variety of strategies to encourage and support child language and communication. III. Adult-Child Interaction III.E. Adults use a variety of strategies to support classroom communication with children whose primary language is not English. III. Adult-Child Interaction III-J. Adults acknowledge individual children’s accomplishments.
Language Modeling Frequent conversation • Back-and-forth exchanges • Responses build on one another • Peer conversations	II. Daily Routine II-D. The program has time each day during which children make plans and indicate their plans to adults. II. Daily Routine II-F. The program has time each day during which children remember and review their activities and share with adults and peers what they have done. II. Daily Routine

Narration

- Labeling
- Describing
- Self-talk
- Parallel talk

Advanced language

- Varied language
- Connected to familiar words or ideas
- Prompts vocabulary use

activities and share with adults and peers what they have done.

III. Adult-Child Interaction

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III. Adult-Child Interaction

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

II. Daily Routine

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