

HighScope Preschool Curriculum Content

Key Developmental Indicators

A. Approaches to Learning

1. **Initiative:** Children demonstrate initiative as they explore their world.
2. **Planning:** Children make plans and follow through on their intentions.
3. **Engagement:** Children focus on activities that interest them.
4. **Problem solving:** Children solve problems encountered in play.
5. **Use of resources:** Children gather information and formulate ideas about their world.
6. **Reflection:** Children reflect on their experiences.

B. Social and Emotional Development

7. **Self-identity:** Children have a positive self-identity.
8. **Sense of competence:** Children feel they are competent.
9. **Emotions:** Children recognize, label, and regulate their feelings.
10. **Empathy:** Children demonstrate empathy toward others.
11. **Community:** Children participate in the community of the classroom.
12. **Building relationships:** Children build relationships with other children and adults.
13. **Cooperative play:** Children engage in cooperative play.
14. **Moral development:** Children develop an internal sense of right and wrong.
15. **Conflict resolution:** Children resolve social conflicts.

C. Physical Development and Health

16. **Gross-motor skills:** Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
17. **Fine-motor skills:** Children demonstrate dexterity and hand-eye coordination in using their small muscles.
18. **Body awareness:** Children know about their bodies and how to navigate them in space.
19. **Personal care:** Children carry out personal care routines on their own.
20. **Healthy behavior:** Children engage in healthy practices.

D. Language, Literary, and Communication¹

21. **Comprehension:** Children understand language.
22. **Speaking:** Children express themselves using language.
23. **Vocabulary:** Children understand and use a variety of words and phrases.
24. **Phonological awareness:** Children identify distinct sounds in spoken language.
25. **Alphabetic knowledge:** Children identify letter names and their sounds.
26. **Reading:** Children read for pleasure and information.
27. **Concepts about print:** Children demonstrate knowledge about environmental print.
28. **Book knowledge:** Children demonstrate knowledge about books.
29. **Writing:** Children write for many different purposes.
30. **ELL/Dual Language Acquisition:** (If applicable) Children use English and their home language(s) (including sign language).

E. Mathematics

31. **Number words and symbols:** Children recognize and use number words and symbols.
32. **Counting:** Children count things.
33. **Part-whole relationships:** Children combine and separate quantities of objects.
34. **Shapes:** Children identify, name, and describe shapes.
35. **Spatial awareness:** Children recognize spatial relationships among people and objects.
36. **Measuring:** Children measure to describe, compare, and order things.
37. **Units:** Children understand and use the concept of unit.
38. **Patterns:** Children identify, describe, copy, complete, and create patterns.
39. **Data analysis:** Children use information about quantity to draw conclusions, make decisions, and solve problems.

F. Creative Arts

40. **Art:** Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
41. **Music:** Children express and represent what they observe, think, imagine, and feel through music.
42. **Movement:** Children express and represent what they observe, think, imagine, and feel through movement.
43. **Pretend play:** Children express and represent what they observe, think, imagine, and feel through pretend play.
44. **Appreciating the arts:** Children appreciate the creative arts.

G. Science and Technology

45. **Observing:** Children observe the materials and processes in their environment.
46. **Classifying:** Children classify materials, actions, people, and events.
47. **Experimenting:** Children experiment to test their ideas.
48. **Predicting:** Children predict what they expect will happen.
49. **Drawing conclusions:** Children draw conclusions based on their experiences and observations.
50. **Communicating ideas:** Children communicate their ideas about the characteristics of things and how they work.
51. **Natural and physical world:** Children gather knowledge about the natural and physical world.
52. **Tools and technology:** Children explore and use tools and technology.

H. Social Studies

53. **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.
54. **Community roles:** Children recognize that people have different roles and functions in the community.
55. **Decision making:** Children participate in making classroom decisions.
56. **Geography:** Children recognize and interpret features and locations in their environment.
57. **History:** Children understand past, present, and future.
58. **Ecology:** Children understand the importance of taking care of their environment.



each stage of development.

Key developmental indicators (KDIs) are the building blocks of thinking, reasoning, and learning at

¹Language, Literary, and Communication KDIs #21-30 may be used for the child's home language(s) as well as English. KDI KD refers specifically to ELL/Dual Language Acquisition.



High Scope Preschool Quality Assessment

Bernard Spodek, Olivia N. Saracho



High Scope Preschool Quality Assessment:

Understanding the HighScope Approach, 2013-03-01 Understanding the HighScope Approach is a much needed source of information for those wishing to extend and consolidate their understanding of the HighScope Approach It will enable the reader to analyse the essential elements of the HighScope Approach to early childhood and its relationship to quality early years practice Exploring all areas of the curriculum including the learning environment plan do review adult child interaction and assessment this book describes the key principles of the HighScope approach to early childhood with examples from HighScope settings provides students and practitioners with the relevant information about a key pedagogical influence on high quality early years practice in the United Kingdom highlights the key ideas that practitioners should consider when reviewing and reflecting on their own practice can be used as the basis for continuing professional development and action research Written to support the work of all those in the field of early years education and childcare this is a vital text for students early years and childcare practitioners teachers early years professionals children s centre professionals lecturers advisory teachers head teachers and setting managers *High/Scope Program Quality Assessment* High Scope Press, 1998 The Preschool Version of the High Scope Program Quality Assessment PQA is a ratings instrument for evaluating the quality of early childhood programs and identifying staff training needs The assessment was developed for use in all center based preschool and child care settings not just those using the High Scope educational approach This document is comprised of the PQA s user guide for Head Start the PQA administration manual and the PQA assessment form The Head Start user guide relates the PQA to Head Start performance standards The administration manual includes information on the PQA s potential uses directions for administration and test reliability and validity The 72 item assessment instrument is organized into 7 sections 1 learning environment 2 daily routine 3 adult child interaction 4 curriculum planning and assessment 5 parent involvement and family services 6 staff qualifications and staff development and 7 program management The assessment form provides space for information on the program and the rater and provides guidance for making ratings on 5 point scales for each of the 72 items Anchors are provided for 3 of the 5 points and space is provided for recording supporting evidence or anecdotes related to each rating A summary sheet completes the assessment form KB

Understanding the HighScope Approach Monica Wiltshire, 2018-11-09 Understanding the HighScope Approach is a much needed source of information for those wishing to extend and consolidate their understanding of this innovative education programme It will enable the reader to analyse the essential elements of the HighScope approach to early childhood and its relationship to high quality early years practice This second edition contains all the original content which covers all areas of the curriculum including learning environment plan do review adult child interaction and assessment but has been updated to be fully in line with the latest changes to research policy and practice New topics and features include outdoor play and learning using the HighScope approach with children with special needs and who speak English as an additional language

managing the approach with bigger class sizes the implementation of technology with children in HighScope settings a selection of new photographs Written to support the work of all those in the field of early years education and childcare this is a vital text for students early years and childcare practitioners teachers early years professionals children s centre professionals lecturers advisory teachers head teachers and setting managers Quality Assessment of Chinese Preschools Kejian Li,2024-02-29 This book presents the development of the Chinese Early Childhood Environment Rating Scale CECERS a culturally appropriate tool for assessing the quality of Chinese preschools It provides insights into the developmental profile and pedagogical characteristics of Chinese preschools which have been the main type of children s services in China over the past three decades The conceptual framework of CECERS is based on cultural contexts and refers to ECERS an international quality assessment tool for early childhood education ECE and combines the essential elements of ECE quality e g teacher child interactions with additional components tailored to the situation of Chinese preschools e g group educational activities A series of studies involving over 200 preschools and 500 classrooms were conducted to ensure the validity and reliability of the CECERS in different areas of China The content of CECERS has been continuously adapted according to the results of these verification studies The author also discusses issues related to improving the quality of Chinese preschools and proposes relevant policy recommendations The book will be an essential read to students and scholars of educational theory and Chinese studies It will also serve as an interesting reference for cross cultural scholars in the field of ECE research *Foundations and Best Practices in Early Childhood Education: History, Theories, and Approaches to Learning (3rd Edition)* Lissanna Follari,2015-05-20 *Foundations and Best Practices in Early Childhood Education History Theories and Approaches to Learning 3rd Edition* *Examining Quality and Safety in Child Care:,...S. Hrg. 112-864, Sept. 8, 2011, 112-1 Hearing, **,2014 International Handbook of Early Childhood Education Marilyn Fleer,Bert van Oers,2017-10-10 This international handbook gives a comprehensive overview of findings from longstanding and contemporary research theory and practices in early childhood education in the Northern and Southern hemispheres The first volume of the handbook addresses theory methodology and the research activities and research needs of particular regions The second volume examines in detail innovations and longstanding programs curriculum and assessment and conceptions and research into child family and communities The two volumes of this handbook address the current theory methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices By paying special attention to what is happening in the larger world contexts the volumes provide a representative overview of early childhood education practices and research and redress the current North South imbalance of published work on the subject The SAGE Encyclopedia of Contemporary Early Childhood Education Donna Couchenour,J. Kent Chrisman,2016-03-15 The general public often views early childhood education as either simply babysitting or as preparation for later learning Of course both viewpoints are simplistic Deep understanding of child development best educational practices based on

development emergent curriculum cultural competence and applications of family systems are necessary for high quality early education Highly effective early childhood education is rare in that it requires collaboration and transitions among a variety of systems for children from birth through eight years of age The SAGE Encyclopedia of Contemporary Early Childhood Education presents in three comprehensive volumes advanced research accurate practical applications of research historical foundations and key facts from the field of contemporary early childhood education Through approximately 425 entries this work includes all areas of child development physical cognitive language social emotional aesthetic as well as comprehensive review of best educational practices with young children effective preparation for early childhood professionals and policy making practices and addresses such questions as How is the field of early childhood education defined What are the roots of this field of study How is the history of early childhood education similar to yet different from the study of public education What are the major influences on understandings of best practices in early childhood education

Measure, Use, Improve! Christina A. Russell, Corey Newhouse, 2021-01-01 Measure Use Improve Data Use in Out of School Time shares the experience and wisdom from a broad cross section of out of school time professionals ranging from internal evaluators to funders to researchers to policy advocates Key themes of the volume include building support for learning and evaluation within out of school time programs creating and sustaining continuous quality improvement efforts authentically engaging young people and caregivers in evaluation and securing funder support for learning and evaluation This volume will be particularly useful to leadership level staff in out of school time organizations that are thinking about deepening their own learning and evaluation systems yet aren't sure where to start Authors share conceptual frameworks that have helped inform their thinking walk through practical examples of how they use data in out of school time and offer advice to colleagues Book reviews and associated articles Journal of Youth Development Book Review Measure Use Improve Data Use in Out of School Time Sperling Center Q A with Christina A Russell and Corey Newhouse The Forum for Youth Investment Measure Use Improve Data Use in Out of School Time *Pqa* High/Scope Educational Research

Foundation, 2003-12-28 PQA is a rating instrument to evaluate the quality of early childhood programs and identify staff training needs **Ensuring Quality and Accountability Through Leadership, a Training Package**, 2000 Intended to help local program managers in developing and implementing action plans to improve curriculum assessment teaching and learning opportunities for all children in center based home based family child care and in child care partnerships

Childhood Programs and Practices in the First Decade of Life Arthur J. Reynolds, Arthur J. Rolnick, Michelle M. Englund, Judy A. Temple, 2010-08-23 Childhood Programs and Practices in the First Decade of Life presents research findings on the effects of early childhood programs and practices in the first decade of life and their implications for policy development and reform Leading scholars in the multidisciplinary field of human development and in early childhood learning discuss the effects and cost effectiveness of the most influential model state and federally funded programs policies

and practices These include Head Start Early Head Start the WIC nutrition program Nurse Family Partnership and Perry Preschool as well as school reform strategies This volume provides a unique multidisciplinary approach to understanding and improving interventions practices and policies to optimally foster human capital over the life course

Handbook of Family Literacy Barbara H. Wasik, 2012-08-06 The Handbook of Family Literacy 2e provides the most comprehensive up to date coverage of family literacy of any available book It documents the need for literacy education for children and parents describes early literacy and math development within the home analyses interventions in home and center settings and examines the issues faced by fathers and women with low literacy skills Cultural issues are examined especially those for Hispanic African American American Indian Alaskan Native and migrant populations Noted experts throughout the United States Canada England the Netherlands Germany New Zealand and South Africa analyze the commonalities and differences of family literacy across cultures and families Key features include the following Comprehensive Provides updated information on the relation between early childhood literacy development parenting education and intervention services Research Focus Provides an extensive review of experimental studies including national reviews and meta analyses on family literacy Practice Focus Provides a comprehensive treatment of family literacy interventions necessary for program developers policy makers and researchers Diversity Focus Provides detailed information on cultural and diversity issues for guiding interventions policy and research International Focus Provides an international perspective on family literacy services that informs program developers researchers and policy makers across countries Evaluation Focus Provides detailed guidelines for ensuring program quality and fidelity and a valuable new evaluation perspective based on implementation science This book is essential reading for anyone researchers program developers students practitioners and policy makers who needs to be knowledgeable about intervention issues family needs program developments and research outcomes in family literacy

Immersion Education in the Early Years Tina Hickey, Anne-Marie de Mejía, 2017-10-02 Worldwide more parents are opting for immersion pre schooling for their children in order to benefit from its linguistic educational and cultural benefits This immersion can be either bilingual or monolingual aimed at early second language learning or at language maintenance offering minority language children mother tongue support and enrichment This book examines some of the key issues and policy concerns relating to immersion education in the early years The term itself can be difficult in some political contexts as can the differing outcomes noted by studies comparing monolingual programmes and bilingual programmes for minority language children The importance of training in immersion methodology for educators is discussed as is the need to adapt preschool pedagogical practices to the immersion context in order to provide optimal input for young language learners One of the most pressing discussions surrounds differentiated provision ensuring that the varying needs of children with language impairment typical second language learners and mother tongue speakers with significant socioeconomic or linguistic disadvantages are all met Overall the book explores the challenges currently facing the sector

particularly with regard to training and professional development for practitioners and the provision of appropriate materials in less widely used languages Given the documented benefit of high quality immersion pre schooling this book fulfils an urgent need to increase the recognition of the sector This book was published as a special issue of International Journal of Bilingual Education and Bilingualism Quality Improvement in Early Childhood Education Susanne Garvis,Hillevi Lenz Taguchi,2021-08-28 This book explores international perspectives on quality improvement within the field of early childhood education and care Many countries and governments are focusing on preschool quality as a way to improve entrenched inequalities and reduce social disadvantage and segregation this book draws together various global case studies to showcase how different countries tackle aspects of quality improvement The concept of quality is understood in different ways both culturally and contextually and the implementation of measures to improve quality will differ from country to country The book draws together case studies from numerous contexts to showcase various ways of working with aspects of quality improvement Sharing important insights into policy and practice this book guides a shared understanding of the complex nature of quality improvement within early childhood education and care PQA High/Scope Educational Research Foundation,2003 PQA is a rating instrument to evaluate the quality of early childhood programs and identify staff training needs **Handbook of Research on the Education of Young Children** Bernard Spodek,Olivia N. Saracho,2014-01-27 The Handbook of Research on the Education of Young Children is the essential reference on research on early childhood education throughout the world This singular resource provides a comprehensive overview of important contemporary issues as well as the information necessary to make informed judgments about these issues The field has changed significantly since the publication of the second edition and this third edition of the handbook takes care to address the entirety of vital new developments A valuable tool for all those who work and study in the field of early child Toward Positive Youth Development Marybeth Shinn,Hirokazu Yoshikawa,2008-04-10 Social settings have enormous power to promote or hinder positive youth development Researchers and practitioners know a great deal about features of schools and programs for youth that affect development but much less about how to transform settings to bring about these desirable features This book shows how to harness the power of settings It shifts the debate from simply enhancing youth outcomes at the individual level to improving the settings of youths daily lives The book offers researchers and practitioners blueprints for creating and changing influential settings including classrooms schools universities out of school time programs ethnic systems of supplementary education and other community based programs Leading scholars in psychology education human development sociology anthropology economics law and public policy discuss a wide array of social change strategies and describe how to measure key features of settings as a target and guide for change The authors also demonstrate how larger social structures such as school districts community coalitions community data resources can support change Many of the chapters describe ways to make settings work for all youth including those marginalized by reason of race ethnicity social

class or sexual orientation Toward Positive Youth Development will guide researchers educators administrators and policy makers to improve schools and youth programs for all of America s youth

The Superintendent's Fieldbook Nelda Cambron-McCabe,2005 Much of what we know about how to be successful in our roles as superintendent is generally learned the hard way Having a resource to turn to in an effort to mitigate the trial and error nature of our approaches in dealing with the challenges of today s superintendency provides a compelling reason to pick up the book Howard Smith Superintendent of SchoolsPublic Schools of the Tarrytowns Sleepy Hollow NYNew and current superintendents or prospective school leaders should read this book I think the authors tied in a lot of leadership theory and practices that would compliment individual styles of school superintendents Gina Segobiano Superintendent Signal Hill School District Belleville IllinoisLearn how to navigate effectively through the new demands facing districts and schools The goals and challenges for district leaders are constantly changing Leadership and governance are only parts of the puzzle when other elements such as the NCLB legislation budgets standards and assessment changing demographics and public engagement are brought into the picture Today s superintendent needs an effective tool to help steer the school district to success Drawing on the experiences of nearly 200 superintendents over the past ten years The Superintendent s Fieldbook offers guidance that can be referenced again and again Written for current and future superintendents principals school board members and teachers this valuable guide is divided into nine sections each offering ideas to implement practical lessons exercises and questions for reflective practice The authors identify seven key commonplaces of the successful modern superintendent including Leading within a governance structure Understanding and addressing standards and assessment Considering race class and the achievement gap Developing your schools principals from building managers to leaders of learning Exploring collaborations with agencies of government and organizational allies Engaging your community to construct a shared vision of the future Vignettes describing real events and situations will help you connect lessons learned to your own district experiences and help you and your district thrive in the rapidly changing world of education

On the Road to High-Quality Early Learning Majorie E. Wechsler,David L. Kirp,Titilayo Tinubu Ali,Madelyn Gardner,Anna Maier,Hanna Melnick,Patrick M. Shields,2018-06-22 The authors describe and analyze how four states Michigan West Virginia Washington and North Carolina have built early education systems that positively affect student outcomes providing a much needed richly detailed look at how states can design fund and manage exemplary programs

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