

High/Scope and Head Start: A Good Fit

Forty Years of Commitment and Compatibility

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High/Scope and Head Start both came of age in the 1960s at a time when interest in and research into the potential effectiveness of early education—particularly for young children living in poverty—were gaining momentum. The seminal High/Scope Perry Preschool Study, launched by Foundation founder Dave Weikart in 1962 as part of the Ypsilanti, Michigan Public Schools, started tracking the effects of high-quality early education on children at risk for school failure; it continues to this day. Head Start was established in 1965 as a federally funded summer program serving poor and at-risk children. The founders of Head Start, like teachers and researchers in the Perry Program, were interested in boosting children's later school performance through an early childhood education program. In 1970, to better meet the needs of Head Start and the growing number of other early childhood programs, High/Scope was established as a nonprofit educational research foundation.

Some four decades later, High/Scope has released the findings of the Perry Preschool Study Through Age 40 (Schweinhart et al., 2005)—indicating the long-term pos-

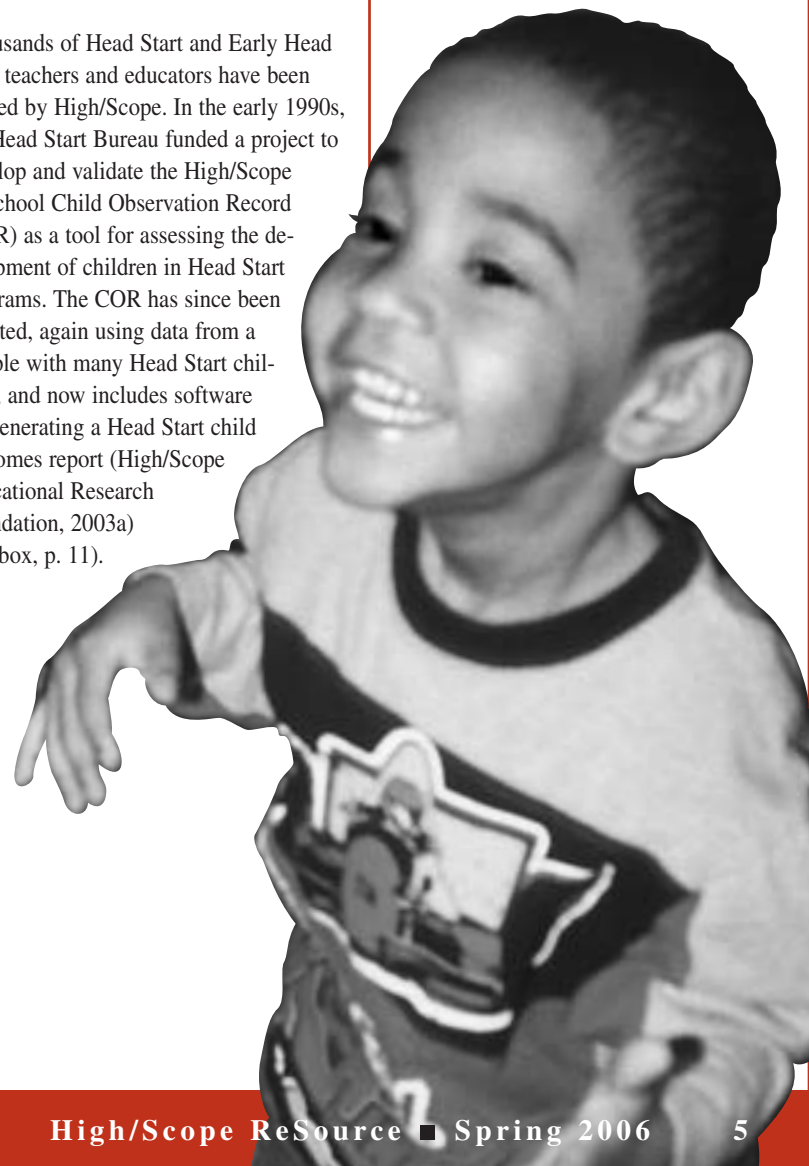
itive effects of early education—and Head Start, which now serves more than 950,000 children and their families each year, is celebrating its 40th anniversary. Over the years, both organizations have become leaders in the field of early education, sharing an ongoing commitment to high-quality programs

High/Scope and Head Start echo each other in their call for lifelong and meaningful learning.

for children and their families. The Head Start mission “to help children from low-income families start school ready to learn” and that of High/Scope “to lift lives through education” echo each other in their call for lifelong and meaningful learning.

It's not surprising, then, that the two organizations have had a long and productive relationship, with similar goals and approaches relating to curriculum, program assessment, and training. Both aim to advance the field of early education as a whole by developing, evaluating, and disseminating the latest and most effective research-based practices. The High/Scope Perry Preschool Study served as a model for national Head Start policy and practice.

Thousands of Head Start and Early Head Start teachers and educators have been trained by High/Scope. In the early 1990s, the Head Start Bureau funded a project to develop and validate the High/Scope Preschool Child Observation Record (COR) as a tool for assessing the development of children in Head Start programs. The COR has since been updated, again using data from a sample with many Head Start children, and now includes software for generating a Head Start child outcomes report (High/Scope Educational Research Foundation, 2003a) (see box, p. 11).



In 1998, when the federal Head Start Performance Standards (HSPS; Head Start Bureau, 2004) first required Head Start programs to identify their curriculum models, many cited High/Scope. Data from the Head Start Family and Child Experiences Survey (FACES), an ongoing national longitudinal study launched by the Head Start Bureau in 1997, indicate that High/Scope continues to be the model of choice in many Head Start programs today. Moreover, FACES found that children in programs using the High/Scope educational approach showed significant improvements in literacy and social skills, even more than children in Head Start programs using other curriculum models. Classrooms using the High/Scope model also scored high on measures of program quality (Zill et al., 2003).

In this article we examine the compatibility between High/Scope and the HSPS, beginning with what Head Start and High/Scope each mean by the word “curriculum.” We then look at program practices related to essential curriculum components—the learning environment, daily routine, adult-child interaction, parent involvement, staff training, and assessment—all of which correspond to the HSPS designations for Education and Early Childhood Development (1304.21), Facilities, Materials, and Equipment (1304.53), Family

Partnerships (1304.40), Human Resource Management (1304.52), and Management Systems and Procedures (1304.51).

In each case, the relevant standards are listed, followed by a discussion of comparable areas in the High/Scope Preschool Curriculum.¹

Curriculum

When the revised Head Start Performance Standards were established in 1998, one of the major differences between the old and new standards was the explicit introduction of the term “curriculum.” The current standards say this:

§1304.3 Definitions.

(5) *Curriculum* means a written plan that includes:

- (i) The goals for children’s development and learning; . . .
- (ii) The experiences through which they will achieve these goals;
- (iii) What staff and parents do to help children achieve these goals;
- (iv) The materials needed to support the implementation of the curriculum. The curriculum is consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn.

High/Scope Offers a Defined Curriculum Model

High/Scope has long advocated the use of a consistent curriculum model in early childhood programs, but is the High/Scope definition of *curriculum* consistent with the one offered by Head Start? Yes! In *Models of Early Childhood Education* (Epstein, Schweinhart, & McAdoo, 1996, p. 10), High/Scope defines a curriculum model: It is an educational system that combines theory with practice and is supported by child development research and educational evaluation. The practical application of such a system includes guidelines on how to set up the physical environment, structure the activities, interact with children and their

Is the High/Scope definition of curriculum consistent with the one offered by Head Start? Yes!

families, and support staff members in their initial training and ongoing implementation of the program. In sum, a curriculum model defines program process and content, shapes staff training and supervision, and allows meaningful assessment of program quality and effectiveness. It is “one of the

best ways to pass on lessons gained from years of practice and research, allowing new teachers to build on the experiences of their mentors.”

High/Scope Builds on the Head Start Definition of Curriculum

So Head Start and High/Scope agree that a curriculum model provides practitioners with information on how to set up and equip the learning environment, how to provide activities and experiences for children, and how to support and interact with children to promote development. Features explicitly added by High/Scope—but by no means inconsistent with Head Start—are a theoretical and research base, staff development strategies, and ongoing assessment of program quality and children’s development. In fact, Head Start itself was born of the theory and research in the early 1960s (Hunt, 1961) showing that experience was a significant factor in children’s intellectual growth. Head Start has long been a leader in promoting and financing ongoing training for staff. And program assessment and monitoring are an integral part of the standards. High/Scope sees these features as so essential that it has included them in its definition of curriculum.

The Learning Environment

§1304.53 Facilities, materials, and equipment.

(a) *Head Start physical environment and facilities.*

(1) Grantee and delegate agencies must provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child.

(2) Grantee and delegate agencies must provide appropriate space for the conduct of all program activities.

(3) The center space . . . must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interactions.

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

(1) Grantee and delegate agencies must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials and furniture must be:

(i) Supportive of specific educational objectives of the local program;

(ii) Supportive of the cultural and ethnic backgrounds of children;

(iii) Age-appropriate, safe, and supportive of each child's abilities and development level . . . ;

(iv) Accessible, attractive, and inviting to children;

(v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore;

(vi) Safe, durable, and kept in good condition; and

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

§1304.21 Education and early childhood development.

(a) *Child development and education approach for all children.*

(5) In center-based settings, grantee and delegate agencies must promote each child's physical physical development by:

(i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills;

(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; . . .

¹Head Start also specifies Standards for other aspects of program operation. There is nothing in High/Scope that is inconsistent with these other Standards in, for example, health and safety or nutrition or fiscal management. However, this article addresses the areas that are the primary and unique focus of the High/Scope curriculum and training models as related to Head Start.

High/Scope and Head Start Environments Focus on All Areas of Children's Development

The HSPS describe the learning environment in two broad ways. Relatively easy to implement are standards for the basic structural characteristics of the setting—the amount of space, safety, room layout, and so on. More difficult to meet are the standards describing the kinds of supportive materials and equipment that fill this space and promote children's learning. High/Scope addresses both of these dimensions, as reflected in the foundation's curriculum guide

Most helpful to Head Start is High/Scope's focus on the learning environment and how it supports children's growth.

Educating Young Children: Active Learning Practices for Preschool and Child Care Programs (Hohmann & Weikart, 2002) and the comprehensive Preschool Program Quality Assessment instrument (PQA; High/Scope, 2003b) (see box, p. 8). Both documents list the kinds of materials that promote early learning, emphasizing young children's need for things they can manipulate and that encourage them to explore with all their senses.

Like all good early childhood programs worthy of a license, High/Scope programs must provide a safe and healthy environment, be accessible to those with disabilities, and provide outdoor play space at or near the program site. Most helpful to Head Start is High/Scope's explicit focus on how this basic learning environment supports children's physical, social, emotional, and cognitive growth. High/Scope classrooms are divided into interest areas that address all aspects of children's play and development including, for example, a block or building area, house area, toy area, book area, and sand or water area. Interest areas are logically located—the block area is near the house area, so children can build things for their domestic role playing; the art area is near a sink or bathroom. There is adequate space in each area, so many children can play together. Low furniture, shelves, and equipment are arranged to allow children to see and move freely from one area to another. Materials are labeled so children can reach all (nondangerous) materials on their own, promoting feelings of independence and efficacy. An outdoor play area, at or near the program site, has space, equipment, and materials to accommodate varied types of physical activity.

High/Scope Emphasizes Authentic Materials and Human Diversity

The types of materials stocked in High/Scope classrooms and centers acknowledge chil-

dren's diverse backgrounds and encourage wide-ranging experimentation. For example, High/Scope emphasizes that materials should be open-ended and manipulative. Having a variety of authentic materials allows for children's creative exploration using things that they encounter in their daily lives—real pots and pans, gardening equipment, telephones, work clothes, pet food dishes, briefcases, carpentry tools. Natural items—not just toy or plastic replicas—encourage children to use all their senses. Enter a High/Scope classroom or center, and you find shells, rocks, leaves, and all sorts of things made of wood, fiber, and metal.

Consistent with Head Start's promotion of multicultural sensitivity, High/Scope explicitly states that materials should reflect human diversity and the positive aspects of children's homes and communities. In a High/Scope setting, you will see signs of home that might include photographs of family members, familiar cooking utensils and foods, eyeglasses or crutches, and office

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tools and supplies. Moreover, these materials are naturally incorporated into the daily routine, not just brought out for special theme units or holiday events.

Daily Routine

§HSPS 1304.21 Education and early childhood development.

(a) *Child development and education approach for all children.*

(1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies must:

(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; . . .

(3) Grantee and delegate agencies must support social and emotional development by:

(ii) Planning for routines and transitions so that they occur in a timely, predictable and un rushed manner according to each child's needs.

Head Start recognizes that order and consistency are important to give young children a sense of social and emotional stability. Being able to trust in the dependability of their immediate surroundings allows children to become curious about the larger world. Orderliness is also an important component of cognitive development; it allows children to experience the progression of time, the sequence of events, and the predictability of consequences that

regularly follow certain actions.

Head Start and High/Scope Agree: Young Children Need Routine

The High/Scope educational approach is not only highly consistent with the HSPS emphasis on routine, it also provides explicit guidelines on how to define and implement the daily routine—one of High/Scope's best-known features. An observer in a High/Scope classroom or center quickly sees that adults have established a consistent daily routine, because the children can name the various parts of the day, anticipate and talk about the sequence of activities, and move on their own to the next activity. With reasonable allowance for spontaneity and special events, the daily routine establishes consistent times for children to plan (planning time); carry out their plans (work time); remember, reflect on, and share their activities (recall time); engage in small- and large-group activities; share a snack or a meal; clean up the classroom; and play outdoors.

The daily routine allows an appropriate amount of time for each type of activity; children are neither too rushed to complete projects of their own choice nor bored because teachers make them spend time finishing adult-chosen projects. Even during adult-led group times, teachers are careful to observe, support, and extend children's individual interests and developmental levels. For example, children explore and use materials in their own way during small-group

The High/Scope approach is highly consistent with the HSPS emphasis on routine and provides guidelines on how to implement the daily routine.

time, even though the adult plans the initial activity and provides the materials for this part of the routine. Also, children try out one another's ideas for singing and moving during large-group time. In addition, transitions are treated respectfully as a part of the day, and children have opportunities to make reasonable choices during transition times. For example, they decide how to travel from one part of the room to another or whom they will travel with.

High/Scope's Plan-Do-Review Sequence Supports Head Start's Goal of Social Competence

The plan-do-review sequence is the hallmark of High/Scope's daily routine. Research (Epstein, 1993) supports High/Scope's position that planning and recall are essential to meet the HSPS goal that children "succeed in their present environment and later responsibilities in

school and life.” In fact, opportunities for planning and recall are highly and significantly correlated with children’s development as measured by the Preschool Child Observation Record (COR); (High/Scope, 2003a).

Planning guarantees that children will be engaged in activities of their choice, gives them a sense of purpose and control of their environment, and ensures that they can participate in the program at their own developmental level and pace. A well-implemented High/Scope program allows children to plan in a variety of ways—by

pointing, choosing materials, simply moving toward a chosen work area, acting out what they want to do, making drawings,

Both Head Start and High/Scope share a commitment to developing the whole child.

using words, elaborating with details, and so on. During work time children initiate and carry out their intentions, solve problems they encounter along the way, and in-

teract spontaneously with peers and adults. These experiences foster feelings of competence, promote interdependence, and extend children’s skills according to their interests and readiness. Opportunities to recall allow children to reflect on their activities; share them with others; and use words, actions, and symbols to represent what they have done. The plan-do-review sequence promotes the essential qualities that Head Start children—and all young children—need to succeed: initiative, self-confidence, competence, and a sense of community.

Adult-Child Interactions

§1304.21 Education and early childhood development.

- (a) *Child development and education approach for all children.*
- (3) Grantee and delegate agencies must support social and emotional development by
 - (i) Encouraging development which enhances each child’s strengths by:
 - (A) Building trust;
 - (B) Fostering independence;
 - (C) Encouraging self-control by setting

Using the Preschool PQA to Rate Head Start Program Quality

The Preschool Program Quality Assessment (PQA) is a tool for rating the quality of center-based Head Start programs and identifying the training needs of Head Start staff. Head Start has always aimed to be a model of “best practices” in early childhood and family service programs. The PQA, too, reflects the field’s commonly held positions about best practices. In fact, the Head Start Program Performance Standards (HSPS; U.S. Department of Health & Human Services, 1996, 2002) were a primary reference in the development of the instrument. Consequently, the PQA is highly compatible with the goals and implementation strategies of the Head Start program. Because of this alignment, the PQA has been used in a series of studies to evaluate staff qualifications and staff development in Head Start and to assess the relationship between program quality and Head Start’s effectiveness in promoting children’s development (e.g., Epstein, 1993, 1999; Schweinhart, 2000; Schweinhart, Epstein, Okoloko, & Oden, 1998; Schweinhart, Oden, Okoloko, Epstein, & Markley, 2000).

Like Head Start, the PQA focuses comprehensively on children’s learning experiences, parent involvement and family services, staff development, and overall program management. Whether administered as a self-assessment or by a trained outside rater, the PQA can help Head Start pro-

grams identify and achieve optimum levels of quality in these areas. The PQA provides Head Start programs with meaningful data as they conduct required self-assessments, prepare for on-site program reviews, develop plans for staff training and program development, and generally monitor and strive to improve the quality of their services. Moreover, unlike many compliance measures that score programs according to a simple yes-no dichotomy, the PQA measures quality along a 5-point continuum. It defines, in measurable terms, the conditions and practices that constitute low, moderate and high implementation. This range allows Head Start programs to assess their current status and chart their progress over time.

To maximize the usefulness of the PQA to Head Start programs, High/Scope has aligned the PQA and the Head Start Performance Standards (HSPS). Many PQA items address more than one standard. (See related chart below for alignment of selected Preschool PQA items with sections of the HSPS.)

To learn more about the compatibility of the HSPS and Preschool PQA, see the High/Scope PQA Administration Manual.

How Selected Preschool PQA Items Align With the Head Start Performance Standards (HSPS)

PRESCHOOL PQA ITEM RELEVANT HEAD START PERFORMANCE STANDARDS

II. DAILY ROUTINE

A. Consistent daily routine	1304.21 (a, c)
B. Parts of the day	1304.21 (a, c)
C. Appropriate time for each part of day	1304.21 (a, c)
D. Time for child planning	1304.21 (a, c)
E. Time for child-initiated activities	1304.21 (a, c)
F. Time for child recall	1304.21 (a, c)
G. Small-group time	1304.21 (a, c)
H. Large-group time	1304.21 (a, c)
I. Choices during transition times	1304.21 (a, c)
J. Cleanup with reasonable choices	1304.21 (a, c)
K. Snack or meal time	1304.21 (a, c), 1304.23 (c)
L. Outside time	1304.21 (a, c)

III. ADULT-CHILD INTERACTION

A. Meeting basic physical needs	1304.21 (a, c), 1304.23 (b, c), 1304.52 (h)
B. Handling separation from home	1304.21 (a, c), 1304.24 (a), 1304.40 (e)
C. Warm and caring atmosphere	1304.21 (a, c), 1304.52 (h)
D. Support for child communication	1304.21 (a, c)
E. Support for non-English speakers	1304.21 (a, c), 1304.52 (b, g)
F. Adults as partners in play	1304.21 (a, c)
G. Encouragement of child initiatives	1304.21 (a, c)
H. Support for learning at group times	1304.21 (a, c)
I. Opportunities for child explorations	1304.21 (a, c)
J. Acknowledgment of child efforts	1304.21 (a, c)
K. Encouragement for peer interactions	1304.21 (a, c)
L. Independent problem solving	1304.21 (a, c)
M. Conflict resolution	1304.21 (a, c)

IV. CURRICULUM PLANNING AND ASSESSMENT

A. Curriculum model	1304.03 (5), 1304.21 (a, c), 1304.51 (a)
B. Team teaching	1304.51 (e), 1304.52 (g)

PRESCHOOL PQA ITEM RELEVANT HEAD START PERFORMANCE STANDARDS

C. Comprehensive child records	1304.51 (g)
D. Anecdotal note taking by staff	1304.21 (a, c)
E. Use of child observation measure	1304.21 (a, c)
V. PARENT INVOLVEMENT AND FAMILY SERVICES	
A. Opportunities for involvement	1304.21 (a), 1304.40 (a, d–i)
B. Parents on policy-making committees	1304.40 (d), 1304.50 (b, e)
C. Parent participation in child activities	1304.21 (a), 1304.40 (d, e), 1304.51 (c)
D. Sharing of curriculum information	1304.21 (a), 1304.40 (d, e), 1304.51 (b, c)
E. Staff-parent informal interactions	1304.21 (a), 1304.40 (d, e), 1304.51 (c)
F. Extending learning at home	1304.21 (a), 1304.40 (d, e), 1304.51 (c)
G. Formal meetings with parents	1304.21 (a), 1304.40 (d, e, i), 1304.51 (c)
H. Diagnostic/special education services	1304.20 (a–f), 1304.24 (a)
I. Service referrals as needed	1304.24 (a), 1304.40 (a, b), 1304.41 (a)
J. Transition to kindergarten	1304.40 (h), 1304.41 (c)

VI. STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

A. Program director background	1304.52 (a, b, c)
B. Instructional staff background	1304.52 (b, g)
C. Support staff orientation & supervision	1304.52 (i, j)
D. Ongoing professional development	1304.52 (k)
E. Inservice training content and methods	1304.52 (k)
F. Observation and feedback	1304.52 (a, i)
G. Professional organization affiliation	1304.52 (k)

VII. PROGRAM MANAGEMENT

A. Program license	1304.22 (a–f), 1304.23 (e), 1304.52 (j), 1304.53 (a, b)
B. Continuity in instructional staff	1304.52 (g)
C. Program assessment	1304.50 (d), 1304.51 (i), 1304.52 (k)
D. Recruitment and enrollment plan	1304.40 (h), 1304.50 (d), 1304.51 (a)
E. Operating policies and procedures	1304.22 (a–d), 1304.50 (d), 1304.51 (g), 1304.52 (h, k)
F. Accessibility for those with disabilities	1304.21 (a), 1304.53 (a)
G. Adequacy of program funding	1304.40 (d–i), 1304.52 (b), 1304.52 (k), 1304.53 (a, b)

clear, consistent limits, and having realistic expectations;

(D) Encouraging respect for the feelings and rights of others; and

(E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being; . . .

(4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:

(i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play, and exploration;

(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;

(iii) Promoting interaction and language use among children and between children and adults; and

(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

Both Head Start and High/Scope share a commitment to developing the whole child—physically, socially, emotionally, cognitively, and linguistically. We have

High/Scope's plan-do-review sequence promotes the essential qualities that Head Start children—and all young children—need to succeed.

already discussed how the High/Scope learning environment and daily routine contribute to the child's sense of independence, self-control, and respect for people's diverse backgrounds. How does the nature of adult-child interactions in a High/Scope classroom not only develop these traits but also promote trust, a spirit of inquiry and experimentation, stimulating interactions with adults and peers, and age-appropriate school-readiness skills?

Adults Form Nurturing Partnerships With Children

Trust is fostered by creating an environment in which children feel safe and nurtured. High/Scope teachers are carefully trained observers of children; they are sensitive and responsive to meeting children's basic physical and emotional needs. For example, food is never used as a form of control or punishment; children are not "forced" to sleep but are instead able to choose quiet activities at rest time if they don't wish to nap. Adults also respect each child's style and pace for separating from home and entering into the day's activities.

Adults in a High/Scope program create a warm and caring atmosphere by showing positive attention, attending to those who are upset, getting down to children's eye level, calling children by name, smiling, hugging, and using a calm and supportive tone of voice. Just as no child is shamed or criticized, no child is praised at the expense of another. Instead, all children are given encouragement for their efforts and ideas. Adults provide children with opportunities for exploring and using materials, acknowledge their individual accomplishments, and display their self-initiated work throughout the classroom.

In addition, adults participate as partners in children's play. They take their cues from children, imitate and expand on what youngsters are doing, match the complexity of their play to children's developmental levels, and offer suggestions to extend activities that nevertheless stay within the play themes established by the children. This partnership situation sends a message to children that what they do matters and that their ideas are valued and important.

Communication—By and For All!

Enter a High/Scope classroom, and you see and hear a steady stream of interactions between children and adults and between children and their peers. Teachers use many strategies to encourage and support children's language and communication. Adults share control of conversations with children. They offer comments, observations, and acknowledgments when children talk. Adults seek children's ideas but they do not pepper children with questions. The questions they do ask are open-ended, without predetermined answers. (For example, they ask, "How are you going to do that?" not "What color is this circle?") Adults also encourage children to interact and to turn to one another for assistance throughout the day.

It is well known that English is not the primary language for about 20 percent of Head Start children. Recognizing this fact, High/Scope teachers are trained to use a variety of strategies for communicating with these children in a classroom or center—for example, describing materials and activities in both languages, repeating children's non-English words in English, and accompanying words with gestures. These techniques also enable children with language delays or other special needs to participate fully in the interactions in the classroom.

High/Scope's Content Meets Head Start's Guidelines for Developmental Appropriateness

Most important, and highly compatible with Head Start, is High/Scope's curriculum content and adult instructional strategies. Like Head Start, High/Scope does not advocate rote drill and practice to promote academic skills. Instead, both the HSPS and High/Scope recognize that young children develop literacy and numeracy skills by having plentiful opportunities to express their thoughts and ideas in personally meaningful ways and to act on and interact with a variety of materials and people. So, for example, the *Growing Readers Early Literacy Curriculum* (High/Scope, 2005) engages children in reading favorite books and other natural activities to promote the four aspects of literacy emphasized in Early Reading

First: phonological awareness, comprehension, concepts about print, and alphabetic knowledge. The *Growing Readers Curriculum* is thus compatible with Head Start child outcomes, as well as the standards in state prekindergarten and other early childhood programs.

In the High/Scope Preschool Curriculum, children's interactions with the world are captured in a series of key experiences in child development that help them to encounter and understand their environment. The key experiences are organized into 10 major categories: creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. Teachers use the key experiences as a conceptual framework to help them plan activities, observe children, think about the day, and make sure they provide the variety of experiences that are essential to the physical, intellectual, social, and emotional growth of young children.

High/Scope emphasizes children's thinking and reasoning, not rote recitation and memory. Adults let children solve problems, allow time for children to do things themselves, and accept children's reasonable solutions even if they are not what the adult had in mind. As part of this approach, adults and children resolve interpersonal conflicts together. Adults remain calm, acknowledge children's strong feelings, gather information from the children about what led to the conflict, restate the problem, ask the children for solutions, and support the children's decisions.



CDA Credit for High/Scope Coursework

The 1998 reauthorization of Head Start included new requirements for teacher qualifications with the goal that by September of 2003, 50 percent of teaching staff would have an associate's degree or better, a Child Development Associate (CDA) credential, or a state-awarded certificate for preschool teachers that would meet or exceed the CDA requirements. (This goal was met well before the deadline, according to the National Head Start Association.)

The CDA credential requires 480 hours of experience working with children and 120 clock hours of training, which can be obtained at the community college level, or through other organizations. High/Scope is one such organization. The foundation offers two courses, the Preschool Curriculum Course and the Infant-Toddler Curriculum Course, both of which address key CDA content areas. A student enrolled in a course called "Arranging and Equipping the Environment in Infant-Toddler Child Care Settings," for example, would receive 10 hours of training credit for CDA Content Area 1: "Planning a safe, healthy learning environment."

The following chart details other areas of High/Scope-CDA compatibility. For more information, visit our Web site www.highscope.org/TrainingConferences/homepage.htm and click on "Certification Courses."

Training & Conferences

High/Scope Preschool Curriculum Course— High/Scope Coursework Hours x Child Development Associate (CDA) Content Hours

High/Scope Course Numbers & Titles	CDA Content Areas*								Student Lab Hours	Advisor Observation Hours
	1	2	3	4	5	6	7	8		
TE 511 Fundamentals of the High/Scope Preschool Approach	6	2	4	2		5	3	8	20	2
TE 512 Children in the High/Scope Preschool Learning Environment	4	9	9		7	1			20	2
TE 513 Adults' Responsibilities in the High/Scope Preschool Learning Environment, Part 1		10	4	2	1	1		12	20	2
TE 514 Adults' Responsibilities in the High/Scope Preschool Learning Environment, Part 2			8	6	3	3	8	2	20	2
CONTENT AREA TOTALS		10	21	25	10	11	10	11	22	
OVERALL TOTALS					120 instructional hours				80 lab hours	8 observation hours

*** CDA Content Areas:**

1. Planning a safe, healthy learning environment
Safety, first aid, health, nutrition, space planning, materials and equipment, play
2. Steps to advance children's physical and intellectual development
Large and small muscle, language, discovery, art, music
3. Positive ways to support children's social and emotional development
Self-esteem, independence, self-control, socialization
4. Strategies to establish productive relationships with families
Parent involvement, home visits, conferences, referrals
5. Strategies to manage an effective program operation
Planning, record keeping, reporting
6. Maintaining a commitment to professionalism
Advocacy, ethical practices, work force issues, professional associations
7. Observing and recording children's behavior
Tools and strategies for objective record collecting
8. Principles of child growth and development
Developmental milestones from birth–age 5, cultural influences on development

This problem-solving approach to conflict not only builds children's interpersonal skills but also helps to develop their analytic and reasoning skills. These basic skills are the true foundation underlying children's ability to succeed in school and later life.

Parent Involvement

§1304.40 Family partnerships.

(d) *Parent involvement—general.*

(1) In addition to involving parents in program policy-making and operations . . . , grantee and delegate agencies must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents. . . .

(2) Early Head Start and Head Start settings must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parents in any program activity must be voluntary, and must not be required as a condition of the child's enrollment.

(3) Grantee and delegate agencies must provide parents with opportunities to participate in the program as employees or volunteers. . . .

(e) *Parent involvement in child development and education.*

(1) Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education. . . .

(3) Grantee and delegate agencies must provide opportunities for parents to enhance their parenting skills and understanding of child development. . . .

§1304.51 Management systems and procedures.

(c) *Communication with families.*

(1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.

Parent involvement in Head Start has long been recognized as central to children's growth, to development of parenting

Like Head Start, High/Scope does not advocate rote drill and practice to promote academic skills.

skills, and to enhancement of family self-sufficiency. Even before Head Start's initiation in 1965, the newly launched High/Scope Perry Preschool program in 1962 incorporated home visits with parents as an integral part of the educational approach (Schweinhart et al., 2005). Clearly, Head Start and High/Scope are in accord about

the important role parents and families play in the development of young children.

High/Scope staff provide parents with multiple opportunities to become involved in the program. For example, parents might volunteer in the classroom, bring materials from home, attend parent meetings and workshops, serve on policy-making and advisory committees, discuss their child's progress with teachers, contribute to a parent newsletter, or participate in special Head Start family gatherings and events. Just as High/Scope teachers are sensitive to children's needs and interests, so too do they consider parents' needs, schedules, and talents when encouraging them to participate in their child's program. When parents do volunteer in the classroom or on field

Clearly, Head Start and High/Scope are in accord about the important role parents play in their child's development.

trips, High/Scope teachers give them meaningful roles to play in interacting with the children—not just custodial duties or disciplinary functions.

Head Start and High/Scope Respect the Contributions of Parents

The High/Scope educational approach includes many mechanisms for fostering the two-way home-school communication advocated by Head Start (see related article, p. 26). High/Scope teachers receive training in how to share information about the curriculum and child development with parents. By using the same active learning techniques employed in their own staff-development workshops, teachers enable parents to see how their children learn through direct experience with the environment.

Through daily informal exchanges and formally scheduled conferences, High/Scope parents and teachers constantly share information and observations about the children. To provide parents with concrete examples of what their children are learning and how they are growing over the course of the program year, teachers can use the anecdotes they have compiled for the COR assessment instrument.

High/Scope teachers also help parents develop strategies for incorporating elements of the curriculum into everyday activities at home. For example, through workshops, home visits, newsletters, and modeling in the classroom, teachers emphasize the educational potential of ordinary household objects and the importance of reading to children to develop literacy skills; they convey how family times can be social learning experiences, how to use effective problem-solving techniques to settle dis-

putes and disagreements constructively, and how to provide children with choices and opportunities for taking initiative even

Head Start and High/Scope are alike in their conviction that well-trained staff are essential to program quality.

during regular caregiving routines. In short, the High/Scope model is about maintaining open and productive channels of communication between teachers, family members, and children.

Staff Training

§1304.52 Human resource management.

(a) *Organizational structure.*

1. Grantee and delegate agencies must establish and maintain an organizational structure that supports the accomplishment of program objectives. This structure must . . . provide evidence of adequate mechanisms for staff supervision and support.

(k) *Training and development.*

(1) Grantee and delegate agencies must provide an orientation to all new staff, consultants, and volunteers that includes at a minimum the goals and underlying philos-

ophy of Early Head Start and Head Start and the ways in which they are implemented by the program.

(2) Grantee and delegate agencies must implement a structured approach to staff training and development, attaching academic credit whenever possible. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities.

The Head Start and High/Scope positions could not be more alike in their conviction that well-trained staff are essential

to program quality. Head Start advocates staff development, literally structuring the program to allow time and money for in-service training. In its ongoing efforts to improve program quality, Head Start has also embarked on a sustained initiative to increase the number of staff with two- and four-year college degrees. Because High/Scope is an internationally recognized training institution, Head Start staff members who attend High/Scope courses can earn college credit and Continuing Education Units (CEUs). High/Scope courses are also aligned with the requirements for the Child Development Associate (CDA)

Using the High/Scope COR to Assess & Report Head Start Outcomes

High/Scope's Child Observation Record (COR) is a child assessment system for children between the ages of 2½ and 6 years. The COR uses teacher observations and a developmental scoring rubric to produce quantitative profiles that guide teacher planning and the creation of narrative reports of children's progress for parents.

The COR addresses all of Head Start's Required Elements and Outcome Indicators. The following table illustrates COR compatibility with these elements in two Head Start Domains, Language and Literacy. For more complete information on how the COR fits the Head Start Child Outcomes Framework and matches the Head Start Domains, visit www.highscope.org/Assessment/corhdstmainpage.htm

HS Domain	COR Category
1. Language	V. Language & Literacy
2. Literacy	
3. Mathematics	VI. Mathematics & Science
4. Science	
5. Creative Arts	III. Creative Representation
	IV. Movement & Music
6. Social & Emotional Development	II. Social Relations
7. Approaches to learning	I. Initiative
8. Physical Health & Development	IV. Movement & Music

Aligning COR 2nd Edition Items with the Selected Head Start Domains and Required Child Outcome Elements/Indicators

Aligned COR Items	Head Start Domain	Domain Element	Required Head Start Child Outcome Indicators	COR Items to Report Indicator
A. Making choices and plans H. Understanding & expressing feelings Q. Listening to & understanding speech R. Using vocabulary S. Using complex patterns of speech CC. Identifying position and direction DD. Describing sequence and time	1. Language Development [LngDev]	Listening and Understanding	Understand an increasingly complex and varied vocabulary	Q. Listening to & understanding speech [RcVoc]
			For non-English-speaking children, progresses in listening to an understanding of English	Receptive English Ranking [RcEng]
		Speaking and Communicating	Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and other varied purposes.	A. Making choices and plans; H. Understanding & expressing feelings; Q. Listening to & understanding speech; R. Using vocabulary; S. Using complex patterns of speech [ComInf]
			Uses an increasingly complex and varied spoken vocabulary.	R. Using vocabulary; S. Using complex patterns of speech; AA. Comparing properties; CC. Identifying position and direction; DD. Identifying sequence, change, & causality; EE. Identifying materials & properties [ExVoc]
T. Showing awareness of word sounds U. Demonstrating knowledge about books V. Using letter names and sounds W. Reading X. Writing	2. Literacy [Litcy]	*Phonological Awareness (T, V, X) [PhoneA]	Associates sounds with written words (such as awareness that different words begin with the same sound).	T. Showing awareness of word sounds X. Writing [Sound]
		*Book Knowledge and Appreciation (U) [BookN]		
		*Print Awareness and Concepts (U, V, W, X) [PrnCpt]	Recognizes a word as a unit of print (or awareness that letters are grouped to form words, and that words are separated by spaces).	W. Reading [Word] X. Writing
		Early Writing		
		Alphabet Knowledge	Identifies at least 10 letters of the alphabet, especially those in their names.	V. Using letter names & sound [Letter]
		Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	V. Using letter names & sound [Alpha]	

*Mandated Domain Elements
Note: Brackets [] enclose variable names as they appear in the COR Head Start Outcomes Reporter. Corresponding parentheses () indicate corresponding COR items.

credential (see box, p. 10). High/Scope thus supports Head Start by giving form and substance to staff development. High/Scope's

High/Scope supports Head Start by giving form and substance to staff development.

adult training courses also define the elements of effective supervision, thereby building each agency's capacity to provide inservice training in support of quality improvements.

High/Scope Staff Development Enhances Head Start Program Quality

In a large national study of 366 programs (one third of them Head Start), High/Scope found that the ingredients most characteristic of its training and supervisory approach were also the ones most positively and significantly related to program quality (Epstein, 1993). These characteristics include workshops that actively involve participants; a curriculum model that provides teachers with both theory and practical application; multiple sessions on interrelated topics instead of single-session workshops on trendy topics; classroom visits by a trainer who observes and provides feedback to teachers; and opportunities for participants to reflect on their learning and share their experiences. Based on a national survey of High/Scope certified trainers, the Foundation estimates that one out of six Head Start and public preschool teachers has received training in the High/Scope model. Clearly, agencies interested in implementing high-quality programs to serve low-income populations see High/Scope as a significant and appropriate provider of staff development and training programs.

Assessment

§1304.21 Education and early childhood development.

(c) *Child development and education approach for preschoolers.*

(2) Staff must use a variety of strategies to promote and support children's learning and development progress based on the observations and ongoing assessment of each child.

§1304.51 Management systems and procedures.

(i) *Program self-assessment and monitoring.*

1. At least once each program year. . . grantee and delegate agencies must conduct a self-assessment of their effectiveness and progress in meeting program goals and objectives. . . .

A complete approach to assessment demands that agencies monitor both the development of children and the quality of the services that programs deliver.

Head Start and High/Scope Advocate Observing—Not Testing—for Child and Program Assessment

High/Scope has developed an observational rating instrument—the Preschool Child Observation Record (COR)—for comprehensive child assessment (High/Scope, 2003a). High/Scope, like Head Start, believes that observation is the most valid and authentic way to document young children's ongoing growth and development. In fact, High/Scope teachers record and discuss anecdotal notes as the basis of their daily planning for individual children. They are trained to write these daily, objective notes on what children do and say, rather than to rely on vague, subjective impressions. Staff periodically use these accumulated notes to complete the COR, a child observation

High/Scope and Head Start believe that observation is the most valid and authentic way to document young children's development.

measure of proven reliability and validity. The completed COR can then be used to communicate vital information about chil-

dren's development to administrators, parents, funders, and other audiences (see box, p. 11).

In addition, High/Scope has developed the Early Literacy Skills Assessment (ELSA; High/Scope, 2004), an authentic measure of children's development in an area that is a current focus of Head Start. The ELSA, an instrument in the form of a storybook, measures skills in the areas of comprehension, phonological awareness, alphabetic principle, and concepts about print.

High/Scope trainers, teachers, and researchers use another observational rating instrument—the Preschool Program Quality Assessment (PQA)—to assess whether Head Start and other programs are implementing the practices known to promote child and family development (High/Scope, 2003b). The PQA takes a comprehensive look at all areas of program operation, including the classroom, services to families, staffing, and management procedures. The results can be used to identify staff-training needs, document program strengths and areas for improvement, and demonstrate how high-quality programs support children's development. The PQA was developed to explicitly reflect the best-practices philosophy and policies of Head Start and NAEYC, and many programs prepare for their Head Start monitoring visits by self-administering the PQA. By definition, then,

Alignment of High/Scope Curriculum & COR Assessment With State Standards

In addition to supporting the Head Start Performance Standards, the High/Scope Curriculum and the COR child assessment instruments are highly compatible with various state early childhood standards. Below is a list showing the alignment of particular state benchmarks with items on the COR and/or the High/Scope Preschool Key Experiences. For more details, please visit our Web site www.highscope.org (Click on "Hot Topics" under High/Scope Headlines on our homepage and follow the link to State Early Childhood Benchmarks.)

- **CALIFORNIA** Desired Results Aligned With High/Scope Key Experiences and the Preschool COR
- **DISTRICT OF COLUMBIA** Early Learning Standards for Children Entering Kindergarten Aligned with the Preschool COR
- **FLORIDA** Voluntary Prekindergarten Standards for Four-Year-Olds Aligned With the High/Scope Preschool Key Experiences and Preschool COR
- **GEORGIA** Indicators of School Readiness Aligned With High/Scope Preschool Key Experiences
- **IDAHO** Early Learning Standards Aligned With High/Scope Child Observation Record (COR) and the High/Scope Key Experiences
- **KENTUCKY** Early Childhood Standards and Benchmarks (Crosswalks) Aligned With the Infant-Toddler and Preschool COR
- **NEW JERSEY** Early Childhood Standards Related to the High/Scope Key Experiences and Preschool COR
- **OHIO** Early Learning Content Standards Aligned With the High/Scope Preschool Key Experiences and Preschool COR
- **PENNSYLVANIA** Pre-K Standards Aligned With the Preschool COR and the High/Scope Preschool Experiences
- **TEXAS** *Kindergarten Curriculum Guidelines* Related to the High/Scope Key Experiences and Preschool COR; *Prekindergarten Curriculum Guidelines* Related to the High/Scope Key Experiences and Preschool COR
- **VIRGINIA** Foundation Blocks for Early Learning Aligned With the Preschool COR
- **WISCONSIN** Early Learning Standards Aligned with the Preschool COR, the Preschool PQA, and the High/Scope Preschool Key Experiences
- **WEST VIRGINIA** Early Learning Standards (Early Education Child Assessment System) Aligned with the Preschool COR

what High/Scope measures when it looks at program quality is the same as what Head Start lists in its standards. The two are wholly compatible, and can work together to guarantee top-quality services, advancement, and support to everyone involved in the program (see box, p. 8).

Head Start and High/Scope—Partners in Promoting Program Quality

Where High/Scope can be of service to Head Start programs is in defining the components of a comprehensive curriculum model for children, the practical elements needed to involve parents in their children's education, and the effective strategies for promoting staff development and training. High/Scope shares with Head Start a commitment to providing high-quality programs to children and their families and supporting the dedicated individuals who serve them.

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