# Early Childhood High/Scope

**COMPONENT #: 2-012-335**          **POINTS TO BE EARNED:** 120 MPP

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to examine theoretical principles and early childhood educational approaches, including the High Scope Approach; and the impact on the growth and development of the young child. Strategies, techniques, and adaptations for young children with disabilities will be introduced.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her instructional repertoire, those pedagogical and Early Childhood principles presented in this workshop.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)
- ☐ Learning Communities
- ☐ Leadership
- ☐ Resources
- ☐ Data
- X Learning Designs
- ☐ Implementation
- ☐ Outcomes

**Florida Educator Accomplished Practices** (check all that apply)

- X Instructional Design and Lesson Planning
- X The Learning Environment
- X Instructional Delivery and Facilitation
- X Assessment
- X Continuous Professional Improvement
- X Professional Responsibility and Ethical Conduct

**Florida Leadership Standards** (check all that apply)

- X Student Learning Results
- X Student Learning as a Priority
- X Instructional Plan Implementation
- X Faculty Development
- X Learning Environment
- X Decision Making
- ☐ Leadership Development
- ☐ School Management
- X Communication
- X Professional and Ethical Behaviors

**IPEGS Standards** (check all that apply)

- X PS 2 – Knowledge of Learners
- X PS 3 – Instructional Planning
- X PS 4 – Instructional Delivery and Engagement
- X PS 5 – Assessment
- X PS 6 – Communication
- X PS 7 – Professionalism
- X PS 8 – Learning Environment

**IMPACT FOCUS AREA(S):** Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- X Educator knowledge/skill (content)
- ☐ Educator (professional growth)
- X Student learning
- ☐ Organizational support and change

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**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Understand the constructivist perspective of learning and establish an appropriate daily routine that is based on the preoperational period of child development.
2. Develop an in-depth understanding of the role of the adult in each component of the daily routine with appropriate teacher-initiated strategies and guidelines to follow.
3. Demonstrate a working knowledge of the rationale and implementation for Small Group Time, the Plan-Do-Review Sequence, Outside Time, and transitional times.
4. Demonstrate understanding the use of literacy development including explicit strategies and integration of language and literacy experiences throughout the day.
5. Organize, arrange, and equip an active learning environment that promotes, supports, and extends children's growth and development in relation to the 58 High/Scope Key Developmental Indicators (KDI).
6. Demonstrate a working knowledge of principles and strategies for sharing control in an environment that promotes children making choices, problem solving, developing self-control, and exhibiting prosocial behaviors.
7. Identify the developmental progression of children's learning.
8. Develop strategies to extend and support the child's abilities to represent the world through a variety of symbolic processes using art (drawing/painting), clay, paper, and recyclables.
9. Demonstrate a working knowledge of the High/Scope evaluation tools utilized for assessing the child's growth and development and for planning appropriate classroom activities.
10. Define the existing strengths and specific adaptations for using the High/Scope Educational Approach with children with disabilities.
11. Review and refine methods, goals, problems, and solutions associated with effective family involvement.

## PART II – LEARNING

**LEARNING PROCEDURES:** Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate in Professional Learning Communities (PLC's) to engage in inquiry, delve into dilemmas, examine approaches and discuss student-related learning (SLO 1-11).
2. Attend presentations and trainings, including webinars and face-to-face workshops and participate actively in discussions and activities on early childhood educational approaches, including the High Scope Educational Approach (SLO 1-11).
3. Discuss the impact of the environment on the dynamics of behavior in the classroom with emphasis on purposeful active engagement (SLO 1-11).
4. Implement specific instructional strategies and activities that will address the needs of diverse learners (SLO 1-11).
5. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) illustrating how the professional development impacted their professional behavior. Monitor and adjust programs as needed, provide evidence of collaborative planning, and engage in mentor/coaching activities which may include but

not be limited to observation, conferencing, lesson demonstration, and reflection (SLO 1-11).

## PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X  Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X  Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X  Provide educators with web-based resources and assistance to support implementation of professional learning.

## PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/Skill: Provide evidence of improved pedagogical approaches and instructional practices specified by the component by creating an action plan to be implemented at the school site, complete written assignments such as lesson plans and reflections, and engaging in peer mentoring and coaching activities.
2. Student Learning:  Provide evidence of implementation illustrating impact on student achievement including, but not limited to student work, assessment results and observation logs.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X  Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X  Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X  Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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