

# **Virtual Preschool TOT Assignment Notebook**

## **Training of Trainers (TOT)**



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# Virtual TOT Requirements for HighScope Preschool Trainer Certification

## Understanding the HighScope Preschool Curriculum

*The Preschool Curriculum Course measures the participants' understanding of the HighScope Educational approach. PCC training weeks 1-4 and the curriculum fidelity tool/reliability test are pre-requisites to this training and prepares participants to complete the following assignments.*

- 20% Preschool Curriculum Questions from the Field-written/Oral Exam
- 20% Check Your Knowledge: A series of quizzes to continue participants' understanding and knowledge of the HighScope Preschool curriculum, training, and coaching pieces of the TOT course.
- 30% Curriculum Fidelity Tool: Participants will conduct a baseline fidelity tool and develop goals with the teaching team to be used for training and coaching purposes throughout the TOT course. The same items used for training and coaching will be completed in the classroom again at the end of the TOT course to assess their training classroom improvement(s) on initial goals for the Final Trainer Evaluation.
- 30% Practice Teaching/Coaching: Participants will model the curriculum in the classroom for the teacher(s). The curriculum focus will be connected to the fidelity goals and implemented by the participant along with the teacher(s) as a coaching activity.

## Demonstrating the HighScope Preschool Curriculum

*Participants will demonstrate and assess themselves teaching during different parts of the preschool daily routine. Each participant will submit video footage containing all the teaching examples along with plans and reflections for each part of the routine listed below.*

- 20% Planning Time Video
- 20% Adult/Child Interactions during Work Time Video
- 20% Recall Time Video
- 20% Small Group Time Video
- 20% Large Group Time Video

## Training/Coaching using the HighScope Preschool Curriculum

*Participants will demonstrate working with adults by presenting workshops, conducting coaching activities involving observation/feedback, and working with a training classroom on implementing the HighScope Preschool Curriculum.*

- 30% Peer Workshop: 1 workshop presented with a partner during the last week of TOT.
- 45% Trainer Reports: Participants keep on-going record of weekly involvement in training classroom including workshop agendas, trainer evaluations, and observation/feedback and coaching.
- 25% Final Evaluation: Participants will re-evaluate the initial training/coaching goals, conduct and videotape a final observation/feedback with teachers, and complete final reflections.

# Instructions for Completing and Turning in Assignments

As part of the Training of Trainers (TOT) Course there are required assignments to be completed for HighScope Preschool Trainer Certification. This notebook contains the instructions for each assignment. Please follow the instructions for each assignment in order to receive full credit. Upon completion of all requirements and with a score of 80% or better, participants will receive HighScope Trainer Certification. If at any time there are questions about the assignments or issues arise when carrying out the assignments, please contact the trainer as soon as possible to make any necessary adjustments to complete the course.

The primary platform for receiving and turning in assignments will be Google docs/google drive. Use this platform to turn in all assignments. (Assignments can also be emailed to the trainer if the files will transfer). The following are instructions for turning in your assignments to the trainer.

1. All communications with the trainer should be through their main **highscope.org** email unless otherwise instructed.
2. Create a google account and turn in your gmail address to the trainer.
3. Make sure there are no time constraints when turning in your assignments through Google docs. A limited time frame does not always work with the trainer's schedule.
4. Create a google folder for your assignments either according to due dates (month) or by assignment section (section 1, 2, 3, etc.). Please be sure to put your name on the folder and **place your name in the file title and type it in the document** since everyone will be using this platform. See outline below for google folder:

## Lynette's TOT Assignments

By Due date

September folder

October folder

November folder...

By Assignment Section

Section 1 folder

Section 2 folder

Section 3 folder...

5. Please read all instructions for each assignment and make sure you have completed all requirements for that particular assignment before turning it into the trainer. If any information is left off the assignment, the trainer will return it to you.

## **Administrator Meeting Report**

Meet with your administrative support person to review your requirements for this project and your ideas for a training site. Summarize outcomes of this meeting below. If you are the supervisor of the site that you will be working with, develop a plan for completing the assignments along with all your other responsibilities. Turn in a copy of this meeting with notes to your trainer.

## Training Site-Team Meeting Report

Meet with your potential training site team to see if they would be willing to join you in this venture. Share the Wheel of Learning with them. Summarize this meeting below. Turn in a copy to your trainer with your notes.

Discussion:

### Training Site Profile

Team Member Names:

Program Type: Center-Based    Family Child Care Home    Home Visitor

Number of Children \_\_\_\_\_    Age Range: \_\_\_\_\_

Hours of Operation: \_\_\_\_\_

Team Planning Time: \_\_\_\_\_

Current Daily Routine (or attach copy of daily routine):

## Site-Team Baseline Fidelity and TOT Training and Coaching Focus

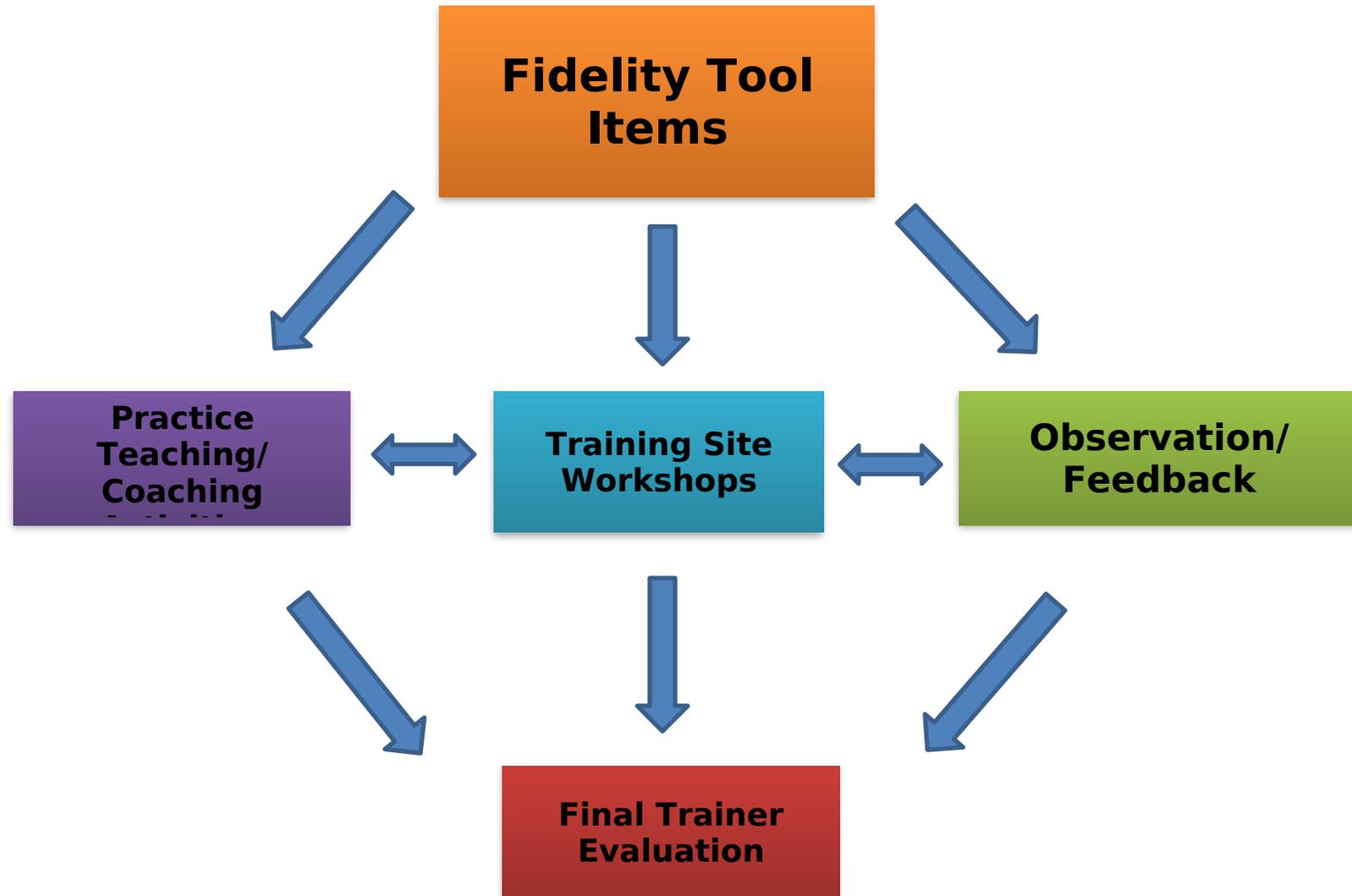
### Pre-requisite of TOT:

All TOT participants are required to have completed the online Curriculum Fidelity Tool course and have completed the Reliability Test within 1 year of the TOT training. A copy of the Reliability Test Certificate must be turned in to the trainer as evidence of completion of this test.

The first primary assignment will be to establish baseline fidelity of implementing the HighScope Curriculum in the participant's training site classroom. This baseline will be used for training and coaching purposes throughout this TOT course.

- The participant completes the fidelity tool in the training site classroom gathering evidence on what teachers and children do/say. All rows must contain sufficient evidence for giving teachers proper feedback.
- The participant then sets up a time to discuss the results with your training site team either in sections or items at a time. Do not cover the whole fidelity tool with teachers at one time but make a copy for them to have as you review parts of the fidelity tool at different times during the year as you continue to work together setting improvement goals.
- For the first sharing of the fidelity tool (sections/items), decide with the teaching team what item or items they want to focus on for training and coaching assignments for this course. Record the group's discussion on the Baseline Fidelity Tool Meeting with Site Teachers form. Then develop goals for training and coaching using the Baseline Fidelity Tool Summary and Training/Coaching Focus form (See example on next page). Turn in both of these documents along with the copy of the specific Fidelity Tool item(s) with the evidence and score that the group decided to focus on for this course. Please turn in the overall Fidelity Tool summary sheet as well.

# TOT Implementation Cycle



## **Baseline Fidelity Tool Meeting with Site Teachers**

After completing the fidelity tool observation in the classroom, set up a time to meet with the teachers to go over a section or a few items and share the strengths of the teachers and opportunities for growth. Then have the teachers choose what they want to focus on for the TOT assignments and their growth and learning. Share this discussion below.

**List the Fidelity Tool items shared at this meeting:**

**List the Fidelity Tool items the team decided to focus on:**

**Describe the reasons why the team chose these item(s) to focus on.**

## Baseline Fidelity Tool Summary and Training/Coaching Focus

Complete this form for each fidelity item chosen by the team to focus on for the TOT training and coaching assignments. Only choose 1-2 items at the most. (See example, if needed on page 12).

Classroom:

Date:

Center:

Time:

Teacher(s):

Data Source:

Item/Specific Focus:

**Strengths:** (Describe what the teachers are doing well for this item. Use the curriculum book to show the strategies that teachers are doing well already for this item).

**Opportunities for Growth:** (Describe 1-2 areas that the teachers want to improve for this item. Have teachers select strategies from the curriculum book for their goals).

Add Follow-Up Actions that could become a Coaching Plan

## Baseline Fidelity Tool Summary and Training/Coaching Focus

Complete this form for each fidelity item chosen by the team to focus on for the TOT training and coaching assignments. Only choose 1-2 items at the most. (See example, if needed on page 12).

Classroom:

Date:

Center:

Time:

Teacher(s):

Data Source:

Item/Specific Focus:

**Strengths:** (Describe what the teachers are doing well for this item. Use the curriculum book to show the strategies that teachers are doing well already for this item).

**Opportunities for Growth:** (Describe 1-2 areas that the teachers want to improve for this item. Have teachers select strategies from the curriculum book for their goals).

Add Follow-Up Actions that could become a Coaching Plan

## Completed Example for Baseline Fidelity Tool Summary and Training/Coaching Focus

Complete this form for each fidelity item chosen by the team to focus on for the TOT training and coaching assignments. Only choose 1-2 items at the most.

Classroom: *Blue room*

Date: *4/19/2018*

Center: *Discovery Child Development Center*

Time: *8:00 am*

Teacher(s): *Veronica; Armen*

Data Source: *Preschool PQA. Preschool Curriculum book*

Item/Specific Focus: *II-G. Small-Group Time (Level 3)*

Strengths: (Describe what the teachers are doing well for this item. Use the curriculum book to show the strategies that teachers are doing well already for this item).

*Row 1: Small group time occurs every day before lunch.*

*Row 2: Sometimes children contribute their own ideas or participate at their own developmental levels at small-group time. The first group used sand, magnetic alphabet letters, and a magnetic wand. T "We lost the letters in your bowl of sand. See if you can find the letters in your name." C "Look what I found a T." T "Yes that is a T but that is not in your name. Let's look for the G in your name." Some children pulled out all the letters they found. Some children said letters from their names and other letters from other children's names. The teacher would help children find the letters in their names.*

*The second group painted with sponges and 3 different colors. T "Yesterday some children were painting with sponges at work time. You have 3 different colors in your cups and a couple of different sponges. I wonder what colors you can make when you mix your paint with the sponges?" Children explored the colors of paint with their sponges. C "I made purple with my sponge!" T "Yes you did make purple. I wonder what colors you mixed to get those colors. C "She mixed blue and red just like I did."*

*Row 3: Children stay together in the same group with the teachers for one week at a time and then they trade.*

Opportunities for Growth: (Describe 1-2 areas that the teachers want to improve for this item. Have teachers select strategies from the curriculum book for their goals).

*Row 2: Strategies from Preschool Curriculum book:*

*The teacher said she wants to focus on the following:*

- *Watch what children do with materials*
- *Use own set of materials to support what children are doing*
- *Listen to what children say about what they are doing and converse with them to extend their thinking and understanding linking back to the KDI focus when appropriate*
- *Encourage children to do things for themselves*

*Row 3: Keep children and teachers together for at least 2 months. Discuss the current way children and teachers work at small group time. Brainstorm the advantages of keeping children together.*

Add Follow-Up Actions that could become a Coaching Plan

- *Model small group time and have teacher complete view and reflect form.*

## Check Your Knowledge

There will be a series of 4 **Check Your Knowledge** quizzes sent periodically to continue your understanding and knowledge of the HighScope curriculum, training, and coaching pieces of the TOT course. These quizzes will cover the following topics:

- Child Development
- Key Developmental Indicators (KDIs) and COR Advantage
- Planning for children's development
- Implementing the different parts of the routine
- Adult scaffolding strategies
- Supporting children's social and emotional development
- Myths about the HighScope Curriculum
- Questions from the Field
- Adult Learning
- Developing agendas
- Coaching activities
- Observation/Feedback
- Presenting and facilitation strategies

## **Practice Teaching and Coaching—Observation View and Reflect Instructions**

To be a trainer of the HighScope curriculum one must know how to implement the curriculum with children in the classroom. Also, at times you will be called to model parts of the curriculum for your teachers. This assignment will help prepare you for those opportunities to put into action the understanding and knowledge you have about the curriculum and prepare you for the videotaping assignment of each part of the routine.

Go back to the initial fidelity meeting with your teaching team. Refer to your notes on the meeting and the Baseline Fidelity Summary and Training/Coaching Focus form. If you can model any of the items chosen as the focus(s), then choose those to implement for this assignment. (Learning Environment items do not qualify for this assignment).

There are two Practice Teaching and Coaching sessions required and are to be connected to the Coaching Activity Form which is completed by the trainer and the Observation View and Reflect form which is completed by the teacher. For example, the Planning Time item was chosen as one to focus on. Meet with the teacher(s) and decide on a day to model this part of the day for that teacher. Come up with a plan for what strategies you will use to interact and scaffold children's learning. Be sure to implement the Planning Time **interaction strategies outlined in the Preschool Curriculum Book** (p.274) and share your plan with the teacher.

1. Meet with the teacher(s) to choose a part of the day to model. Connect back to one of the Fidelity tool focus items, if possible.
2. Develop a plan using the form for that part of the day and share the plan with the teacher(s).
3. On the day of modeling, give the teacher, the Teacher Observation View and Reflect form along with strategies to refer to from the curriculum book for the part of the day you are modeling. Have the teacher complete this form as you model the part of the day.
4. Meet with the teacher later and discuss their observations.
5. Describe your reflections on this experience and strategies the teacher picked up from his/her observations and record on the Trainer Reflection page.
- 6. Turn in your plans, reflections and the teacher's reflections.**

# Trainer Practice Teaching Plan and Reflections #1

Create a plan for the part of the day you want to model for the teacher(s). Refer to each part of the day summary pages in the HighScope Preschool Curriculum book to choose strategies and list those below. If you are doing small group time or large group time, use the planning forms from section 6 (videos) and turn those in.

1. Part of the day being modeled:
2. What is your plan?
3. What materials will you need (if any)?
4. How will you engage children in your plan?
5. What strategies will you model from the Preschool Curriculum Book?

**Trainer Reflection:**

1. What strategy(s) did you use for the part of the day modeled?
2. How did children respond and how were they engaged?
3. How did your plan work? What went well, what didn't go well?
4. What ideas did the teacher discover by observing you?
5. When talking with the teacher, describe how you were able to connect her/his behaviors back to the curriculum?
6. What follow up plans were made with the teacher to implement what was learned?
7. Share any other thoughts

# Teacher Observation View and Reflect #1

Observe the strategies that the trainer models for this particular part of the day. Refer to the curriculum strategy list as a guide for your observation.

Center: Classroom:

Date:

Teacher(s):

Part of day:

Trainer:

Fidelity Tool Item Focus:

Three strategies I thought were effective:

1.

2.

3.

Describe what you saw children doing in response to the strategies modeled:

Reflect on one strategy that you learned more about and how you will put in to action with your children:

## **Trainer Practice Teaching Plan and Reflections #2**

Create a plan for the part of the day you want to model for the teacher(s). Refer to each part of the day summary pages in the HighScope Preschool Curriculum book to choose strategies and list those below. If you are doing small group time or large group time, use the planning forms from section 6 (videos) and turn those in.

1. Part of the day being modeled:
2. What is your plan?
3. What materials will you need (if any)?
4. How will you engage children in your plan?
5. What strategies will you model from the Preschool Curriculum Book?

**Trainer Reflection:**

1. What strategies did you use for the part of the day modeled?
2. How did children respond and how were they engaged?
3. How did your plan work? What went well, what didn't go well?
4. What ideas did the teacher discover by observing you?
5. When talking with the teacher, describe how you were able to connect her/his behaviors back to the curriculum?
6. What follow up plans were made with the teacher to implement what was learned?
7. Share any other thoughts

## Teacher Observation View and Reflect #2

Observe the strategies that the trainer models for this particular part of the day. Refer to the curriculum strategy list as a guide for your observation.

Center: Classroom:

Date:

Teacher(s):

Part of day:

Trainer:

Fidelity Tool Item Focus:

Three strategies I thought were effective:

1.

2.

3.

Describe what you saw children doing in response to the strategies modeled:

Reflect on one strategy that you learned more about and how you will put in to action with your children:

# **Training Site Workshop # 1**

## **Detailed Training Agenda and Trainer Evaluation**

Three trainings are required in addition to your final Peer Presentation. **You will be required to do 1 virtual training that is recorded and 2 face-to-face trainings.** One of these trainings can be a trial of your Peer Presentation. These are preparing you for your Peer Presentation.

Plan and conduct a training session for your training site on a curriculum topic related back to the Baseline Fidelity Summary and Training/Coaching focus and/or of importance to them. Develop a detailed agenda, PowerPoint (if desired), handouts, and evaluation. Turn in a copy of your agenda (with time approximations for each segment), PowerPoint, handouts, and evaluation, and your trainer reflections on this workshop.

**For your one virtual training, you will plan the same way except adapting activities and plans in the agenda to be implemented in a virtual platform. Once the agenda and training materials are planned, schedule the virtual training informing the teachers that this training will be recorded for the trainer's purpose. (Note: when recording in Zoom, you can save to the cloud or download to your PC). Then turn in all documents and recording to the trainer.**

**Detailed Agenda:** Answer the following questions listed below in your Agenda. Please be specific and detailed in your descriptions. (Use the Agenda template given during TOT Week 1).

1. Include the following with your agenda
  - a. Title of the Training
  - b. Date Given
  - c. Number of Participants
  - d. Length of Workshop
  - e. Audience Makeup
2. List your objectives for this workshop.
3. What did you do for an opening activity? Please include a detailed description of both the activity and how you tied it to the central ideas.
4. List your central ideas. Please include a detailed description of how you presented or generated these. Turn in a copy of the handouts given to the participants for them to take away for future use.
5. What did you do for the practice activity? How did you connect it to the central ideas?
6. Describe your application activity. How were participants able to apply the central ideas to their own settings?
7. How were participants able to plan to implement these ideas? Turn in a copy of the implementation plan form along with any handouts.
8. How were participants able to provide trainer feedback on the workshop? Turn in a copy of the evaluation form.
9. What training materials were used in your session?

Name \_\_\_\_\_

## **Workshop Trainer Reflections #1**

1. Describe the purpose of training and/or description of assessed needs. How did this connect back to the Baseline Fidelity Summary and Training/Coaching focus(s)?
2. Include a one-page summary of the evaluations you collected from the participants.
3. What are your responses to the feedback given? How will this modify your future workshops?
4. What is your overall reflection on the workshop and how the participants responded?
5. What specific activities went well? How did the participants respond?
6. What specific activities did not go as well as planned? Why?
7. What trainer strategies worked well for you as a trainer in this workshop? What strategies did you struggle with?
8. What would you do differently next time?
9. List your ideas for following-up on this topic.

## **Training Site Workshop #2**

### **Detailed Training Agenda and Trainer Evaluation**

Three trainings are required in addition to your final Peer Presentation. **You will be required to do 1 virtual training that is recorded and 2 face-to-face trainings.** One of these trainings can be a trial of your Peer Presentation. These are preparing you for your Peer Presentation.

Plan and conduct a training session for your training site on a curriculum topic related back to the Baseline Fidelity Summary and Training/Coaching focus and/or of importance to them. Develop a detailed agenda, PowerPoint (if desired), handouts, and evaluation. Turn in a copy of your agenda (with time approximations for each segment), PowerPoint, handouts, and evaluation, and your trainer reflections on this workshop.

**For your one virtual training, you would plan the same way except adapting activities and plans in the agenda to be implemented in a virtual platform. Once the agenda and training materials are planned, schedule the virtual training informing the teachers that this training will be recorded for the trainer's purpose. Note: when recording in Zoom, you can save to the cloud or download to your PC. Then turn in all documents and recording to the trainer.**

**Detailed Agenda:** Answer the following questions listed below in your Agenda. Please be specific and detailed in your descriptions. (Use the Agenda template given during TOT Week 1).

1. Include the following with your agenda
  - a. Title of the Training
  - b. Date Given
  - c. Number of Participants
  - d. Length of Workshop
  - e. Audience Makeup
2. List your objectives for this workshop.
3. What did you do for an opening activity? Please include a detailed description of both the activity and how you tied it to the central ideas.
4. List your central ideas. Please include a detailed description of how you presented or generated these. Turn in a copy of the handouts given to the participants for them to take away for future use.
5. What did you do for the practice activity? How did you connect it to the central ideas?
6. Describe your application activity. How were participants able to apply the central ideas to their own settings?
7. How were participants able to plan to implement these ideas? Turn in a copy of the implementation plan form along with any handouts.
8. How were participants able to provide trainer feedback on the workshop? Turn in a copy of the evaluation form used.
9. What training materials were used in your session?

Name \_\_\_\_\_

## **Workshop Trainer Reflections #2**

1. Describe the purpose of training and/or description of assessed needs. How did this connect back to the Baseline Fidelity Summary and Training/Coaching focus(s)?
2. Include a one-page summary of the evaluations you collected from the participants.
3. What are your responses to the feedback given? How will this modify your future workshops?
4. What is your overall reflection on the workshop and how the participants responded?
5. What specific activities went well? How did the participants respond?
6. What specific activities did not go as well as planned? Why?
7. What trainer strategies worked well for you as a trainer in this workshop? What strategies did you struggle with?
8. What would you do differently next time?
9. List your ideas for following-up on this topic.

## **Training Site Workshop #3**

### **Detailed Training Agenda and Trainer Evaluation**

Three trainings are required in addition to your final Peer Presentation. **You will be required to do 1 virtual training that is recorded and 2 face-to-face trainings.** One of these trainings can be a trial of your Peer Presentation. These are preparing you for your Peer Presentation.

Plan and conduct a training session for your training site on a curriculum topic related back to the Baseline Fidelity Summary and Training/Coaching focus and/or of importance to them. Develop a detailed agenda, PowerPoint (if desired), handouts, and evaluation. Turn in a copy of your agenda (with time approximations for each segment), PowerPoint, handouts, and evaluation, and your trainer reflections on this workshop.

**For your one virtual training, you would plan the same way except adapting activities and plans in the agenda to be implemented in a virtual platform. Once the agenda and training materials are planned, schedule the virtual training informing the teachers that this training will be recorded for the trainer's purpose. Note: when recording in Zoom, you can save to the cloud or download to your PC. Then turn in all documents and recording to the trainer.**

**Detailed Agenda:** Answer the following questions listed below in your Agenda. Please be specific and detailed in your descriptions. (Use the Agenda template given during TOT Week 1).

1. Include the following with your agenda
  - a. Title of the Training
  - b. Date Given
  - c. Number of Participants
  - d. Length of Workshop
  - e. Audience Makeup
2. List your objectives for this workshop.
3. What did you do for an opening activity? Please include a detailed description of both the activity and how you tied it to the central ideas.
4. List your central ideas. Please include a detailed description of how you presented or generated these. Turn in a copy of the handouts given to the participants for them to take away for future use.
5. What did you do for the practice activity? How did you connect it to the central ideas?
6. Describe your application activity. How were participants able to apply the central ideas to their own settings?
7. How were participants able to plan to implement these ideas? Turn in a copy of the implementation plan form along with any handouts.
8. How were participants able to provide trainer feedback on the workshop? Turn in a copy of the evaluation form used.
9. What training materials were used in your session?

Name \_\_\_\_\_

## **Workshop Trainer Reflections #3**

1. Describe the purpose of training and/or description of assessed needs. How did this connect back to the Baseline Fidelity Summary and Training/Coaching focus(s)?
2. Include a one-page summary of the evaluations you collected from the participants.
3. What are your responses to the feedback given? How will this modify your future workshops?
4. What is your overall reflection on the workshop and how the participants responded?
5. What specific activities went well? How did the participants respond?
6. What specific activities did not go as well as planned? Why?
7. What trainer strategies worked well for you as a trainer in this workshop? What strategies did you struggle with?
8. What would you do differently next time?
9. List your ideas for following-up on this topic.

Name \_\_\_\_\_

## **Training Site Observation/Feedback and Coaching Session & Narrative/Notes #1**

There are 3 Observation/Feedback Coaching Sessions required and are to connect back to the Baseline Fidelity Summary and Training/Coaching focus. **Two of the feedback sessions will be face to face and one feedback session will be recorded and submitted to the trainer.** This assignment is helping to prepare you for the final Trainer Evaluation for certification. **Turn in your completed Narrative/Notes Form, recorded session for one feedback session, answers to the reflection questions listed below and your completed Coaching Reflections form** and submit them to the trainer.

1. How did the team (you and your site team members) decide on the curriculum focus?
2. How was the child observed selected?
3. What insights did you gain about writing the child-focused narrative?
4. What did you look for in the narrative to help you construct your curriculum-focused notes?
5. Where did you hold the observation/feedback session? How long did it take?
6. In what ways did the site team contribute to the feedback dialogue?
7. List the strengths generated from the feedback dialogue. Denote who came up with each strength.
8. List the opportunities for growth generated from the feedback dialogue. Denote who came up with each one.
9. What are the follow-up plans for the staff and the trainer?
10. What new insights do you think the site team has about their classroom and the strategies to implement based on the curriculum?
11. What new insights do you have about your training site in relation to the HighScope Curriculum?

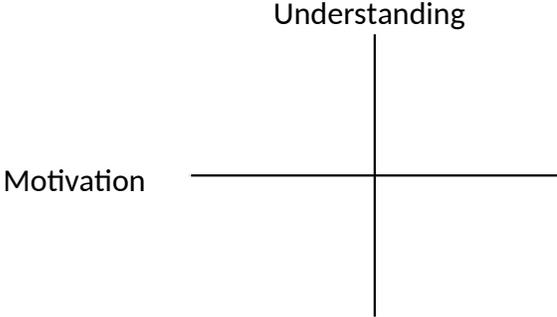
# Coaching Reflections for Observation/Feedback #1

Center:  
 Classroom:  
 Teachers:

Date:  
 Coach:

Teachers' Understanding/Motivation

*Write each teacher's name in the appropriate quadrant.*



Coaching strategy or activity I used:	
What went well:	What was challenging? What might I do differently?
Observations:	Next time:

Name \_\_\_\_\_

## **Training Site Observation/Feedback and Coaching Session & Narrative/Notes #2**

There are 3 Observation/Feedback Coaching Sessions required and are to connect back to the Baseline Fidelity Summary and Training/Coaching focus. **Two of the feedback sessions will be face to face and one feedback session will be recorded and submitted to the trainer.** This assignment is helping to prepare you for the final Trainer Evaluation for certification. **Turn in your completed Narrative/Notes Form, recorded session for one feedback session, answers to the reflection questions listed below and your completed Coaching Reflections form** and submit them to the trainer.

1. How did the team (you and your site team members) decide on the curriculum focus?
2. How was the child observed selected?
3. What insights did you gain about writing the child-focused narrative?
4. What did you look for in the narrative to help you construct your curriculum-focused notes?
5. Where did you hold the observation/feedback session? How long did it take?
6. In what ways did the site team contribute to the feedback dialogue?
7. List the strengths generated from the feedback dialogue. Denote who came up with each strength.
8. List the opportunities for growth generated from the feedback dialogue. Denote who came up with each one.
9. What are the follow-up plans for the staff and the trainer?
10. What new insights do you think the site team has about their classroom and the strategies to implement based on the curriculum?
11. What new insights do you have about your training site in relation to the HighScope Curriculum?

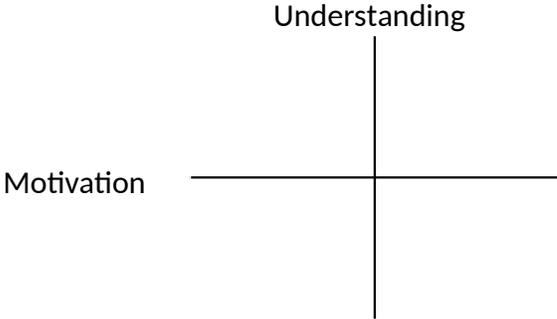
# Coaching Reflections for Observation/Feedback #2

Center:  
 Classroom:  
 Teachers:

Date:  
 Coach:

Teachers' Understanding/Motivation

*Write each teacher's name in the appropriate quadrant.*



Coaching strategy or activity I used:	
What went well:	What was challenging? What might I do differently?
Observations:	Next time:

Name \_\_\_\_\_

## **Training Site Observation/Feedback and Coaching Session & Narrative/Notes #3**

There are 3 Observation/Feedback Coaching Sessions required and are to connect back to the Baseline Fidelity Summary and Training/Coaching focus. **Two of the feedback sessions will be face to face and one feedback session will be recorded and submitted to the trainer.** This assignment is helping to prepare you for the final Trainer Evaluation for certification. **Turn in your completed Narrative/Notes Form, recorded session for one feedback session, answers to the reflection questions listed below and your completed Coaching Reflections form** and submit them to the trainer.

1. How did the team (you and your site team members) decide on the curriculum focus?
2. How was the child observed selected?
3. What insights did you gain about writing the child-focused narrative?
4. What did you look for in the narrative to help you construct your curriculum-focused notes?
5. Where did you hold the observation/feedback session? How long did it take?
6. In what ways did the site team contribute to the feedback dialogue?
7. List the strengths generated from the feedback dialogue. Denote who came up with each strength.
8. List the opportunities for growth generated from the feedback dialogue. Denote who came up with each one.
9. What are the follow-up plans for the staff and the trainer?
10. What new insights do you think the site team has about their classroom and the strategies to implement based on the curriculum?
11. What new insights do you have about your training site in relation to the HighScope Curriculum?

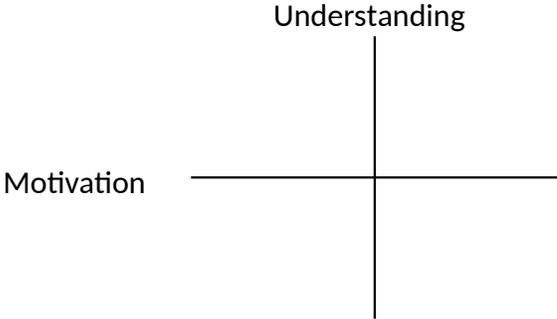
# Coaching Reflections for Observation/Feedback #3

Center:  
 Classroom:  
 Teachers:

Date:  
 Coach:

Teachers' Understanding/Motivation

*Write each teacher's name in the appropriate quadrant.*



Coaching strategy or activity I used:	
What went well:	What was challenging? What might I do differently?
Observations:	Next time:

Name \_\_\_\_\_

## Classroom Teaching Video Tape Self-Analysis

Turn in a videotape containing the following examples of yourself teaching in a classroom:

Planning Time

Work Time (about 10 minutes of Adult/Child Interactions during WT).

Recall Time

Small-Group Time

Large-Group Time

Turn in a completed small-group planning form and large-group planning form for these segments which are included in this assignment notebook.

View your videotape and submit a written self-analysis with the information, listed below:

### My Plan:

Briefly share what your specific plans were for this segment. If you are analyzing small-group time or large-group time, simply attach the small-group time planning form or the large-group time planning form and leave this section blank.

### Strategies I Saw Myself Trying:

Write the support strategies you saw yourself doing in the video clip. These strategies are found on the pages provided below. These are the strategies that you will be evaluated on. **If these are not used, your evaluation will be returned and will need to be completed over again.**

#### *The HighScope Preschool Curriculum Book:*

Planning Time page 274

Work Time--Adult-Child Interactions page 306

Recall Time page 323

Small-Group Time page 341-347

Large-Group Time page 363-367

### My Strengths in this Clip:

List several strengths that you observed. These should include the strategies from the above pages in the curriculum.

### Modifiable Issues in this Clip:

List opportunities for growth that you generate from watching your video clip. These should include strategies from the above pages in the curriculum.

### Strategies I'd Like to Try Next Time:

Looking at your self-analysis so far (the strategies you used, your strengths and opportunities for growth), generate several strategies you would like to try next time you work with these children. Again, these should include specific strategies from *The HighScope Preschool Curriculum Book* to guide your thinking.

## Classroom Teaching Video Tape Self-Analysis #1: Planning Time

<b>Name:</b>	
<b>My Planning Strategy and Interaction Strategies:</b>	
<b>Strategies I Saw Myself Trying:</b>	
<b>My Strengths in this Clip:</b>	<b>Opportunities for Growth in this Clip:</b>
<b>Strategies I'd Like to Try Next Time:</b>	

Please use the back for any additional comments that you'd like to share.

## **Classroom Teaching Video Tape Self-Analysis #2: Adult-Child Interactions during Work Time**

<b>Name:</b>	
<b>My Interaction Strategies:</b>	
<b>Strategies I Saw Myself Trying:</b>	
<b>My Strengths in this Clip:</b>	<b>Opportunities for Growth in this Clip:</b>
<b>Strategies I'd Like to Try Next Time:</b>	

Please use the back for any additional comments that you'd like to share.

## Classroom Teaching Video Tape Self-Analysis #3: Recall Time

<b>Name:</b>	
<b>My Recall Strategy and Interaction Strategies:</b>	
<b>Strategies I Saw Myself Trying:</b>	
<b>My Strengths in this Clip:</b>	<b>Opportunities for Growth in this Clip:</b>
<b>Strategies I'd Like to Try Next Time:</b>	

Please use the back for any additional comments that you'd like to share.

## Classroom Teaching Video Tape Self-Analysis #4: Small-Group Time

<b>Name:</b>	
<b>My Small Group Time Plan:</b>  <p style="text-align: center;"><i>Please turn in your small group planning form.</i></p>	
<b>Strategies I Saw Myself Trying:</b>	
<b>My Strengths in this Clip:</b>	<b>Opportunities for Growth in this Clip:</b>
<b>Strategies I'd Like to Try Next Time:</b>	

Please use the back for any additional comments that you'd like to share.

## Small-Group Time Planning Form

<b>Originating Idea</b>			
<b>Materials</b>			
<b>Curriculum Content (COR/KDI)</b>			
<b>Beginning</b> <i>(opening statement)</i>			
<b>Middle</b>	Earlier	Middle	Later
<i>What will children do?</i>			
<i>How will you scaffold their learning?</i>	Strategies:	Strategies:	Strategies:
<b>End</b>			
<i>Warning and transition to next part of routine</i>			
<b>Follow-Up Ideas</b>			

## Classroom Teaching Video Tape Self-Analysis #5: Large-Group Time

<b>Name:</b>	
<b>My Large Group Time Plan:</b>  <p style="text-align: center;"><i>Turn in your large group time planning form.</i></p>	
<b>Strategies I Saw Myself Trying:</b>	
<b>My Strengths in this Clip:</b>	<b>Opportunities for Growth in this Clip:</b>
<b>Strategies I'd Like to Try Next Time:</b>	

Please use the back for any additional comments that you'd like to share.

## Large-Group Time Planning Form

<b>Materials Needed</b>			
<b>Beginning</b> <i>Easy-to-Join Activity</i>			
<b>Middle</b> <i>Activity</i>			
	Originating Idea	Choice for Children	KDI/COR Items
<b>Middle (if needed)</b> <i>Activity</i>			
	Originating Idea	Choice for Children	KDI/COR Items
<b>End</b> <i>Transition to next part of routine</i>			

# Curriculum Questions from the Field

Please submit brief answers to each of these 30 questions. Then on the last day of training, you will be asked to answer three of these questions. You will choose two of the questions you would like to be asked and your trainer will select the third question. Please choose two questions from different sections.

## Criteria for Assessment for Oral Answers

- Accuracy
- Clarity
- Related real-life examples
- Enjoyment

### Section 1: Active Learning

1. What research validates the HighScope educational approach? What has been the impact of HighScope?
2. What are the 7 basic elements of a high-quality preschool program? What makes HighScope a high-quality approach?
3. How does Piagetian theory support the HighScope Preschool Curriculum?
4. What are the ingredients of active learning? Why is active learning important?
5. Why are the HighScope key developmental indicators important?
6. How do adults use the HighScope key developmental indicators?

### Section 2: Adult-Child Interaction

7. What strategies help adults create a supportive climate with children? Why is it important?
8. What strategies are effective in helping adults enter children's play?
9. How do adults share conversational control with children? What are the benefits to children when they do?
10. What is the rationale for using encouragement instead of praise, and how do you encourage children?
11. What are the steps in helping children resolve conflicts with others?
12. Discuss preventive management strategies.

### Section 3: Learning Environment

13. What is the rationale for dividing the indoor environment into areas for specific kinds of play? What are the characteristics of an effective interest area?
14. What is the rationale for using open-ended materials and "real-life" materials? What are some examples of these types of materials?
15. Identify some materials that should be included in the setting because they reflect the cultures of children in the program and support an appreciation of human diversity.

16. What is the rationale for labeling containers and materials? Describe some types of labels that are appropriate for preschoolers.
17. What is the appropriate role for the adult on the playground? Identify some common issues that arise when adults work with children outdoors.

#### **Section 4: Daily Routine**

18. What is the rationale for a consistent daily routine? What are the elements of the HighScope routine?
19. What is the rationale for planning time? How do you plan with preschool children? Do children have to re-plan each time they move to another area?
20. What is the role of adults during work time? Do children need to clean-up before they move to another activity or area?
21. What is the rationale for recall time? How do you recall with preschool children? Should you recall with every child during recall time?
22. What is the rationale for small-group time? What is the role of the teacher during small group time?
23. Describe large-group times in a typical setting. How is large-group time different in the HighScope Curriculum? What do teachers do to engage children in large group time activities?
24. What are some typical transition problems? How would you solve these problems?

#### **Section 5: Assessment**

25. What is the rationale for keeping on-going anecdotal notes on the children? What makes a good anecdote?
26. How do adults link anecdotes to children's development?
27. What is COR Advantage? What is the process for using COR Advantage?
28. What are some of the advantages of COR Advantage over typical assessment and evaluation tools?
29. What is the typical lesson planning process in preschool programs? What are the problems with this approach? Compare the typical model to the HighScope Preschool Curriculum lesson planning process.
30. What is the Program Quality Assessment (PQA) and how is it used?

# Teaching Video Evaluation Checklist

Participant: \_\_\_\_\_

Trainer: \_\_\_\_\_

Date: \_\_\_\_\_

**Code Key:**    0 = Not Observed    2 = Emerging    4 = Observed    **SCORE**

## Planning Time Segment

- |    |  |       |
|----|--|-------|
| 1. | The planning strategy is appropriate and reflects the HighScope Preschool principles.  | _____ |
| 2. | Interaction strategies are accurately identified and used based in the Summary on p. 274 in the <i>HighScope Preschool Curriculum</i> book.  | _____ |
| 3. | Strengths are listed and appropriately reflect the actions on the video.   | _____ |
| 4. | Opportunities for growth are listed and appropriately reflect the actions on the video.  | _____ |
| 5. | Strategies to try next time build on strengths and opportunities for growth and are consistent with the HighScope approach for preschoolers. | _____ |
|    | <b>Planning Time Total</b>   | _____ |

## Work Time Segment

- |    |  |       |
|----|--|-------|
| 1. | The interaction strategies are appropriate and reflect the HighScope Preschool principles.   | _____ |
| 2. | Strategies used are accurately identified and based on the Summary on p. 306 in the <i>HighScope Preschool Curriculum</i> book.              | _____ |
| 3. | Strengths are listed and appropriately reflect the actions on the video.   | _____ |
| 4. | Opportunities for growth are listed and appropriately reflect the actions on the video.  | _____ |
| 5. | Strategies to try next time build on strengths and opportunities for growth and are consistent with the HighScope approach for preschoolers. | _____ |
|    | <b>Work Time Total</b>   | _____ |



# Peer Workshop Evaluation Checklist

Presenter(s): \_\_\_\_\_

Workshop Title: \_\_\_\_\_

Trainer: \_\_\_\_\_ Date: \_\_\_\_\_

**Code Key:**    0 = Not Observed            1 = Emerging            2 = Observed            **SCORE**

## Workshop Organization

1.    A brief agenda is clearly stated and posted for participants. The objectives are clearly stated at the beginning of the workshop with participants. \_\_\_\_\_
2.    The workshop is organized with opening activity, central ideas, practice, application activity, and implementation plan sections. \_\_\_\_\_
3.    Active engagement for participants is weaved into each part of the workshop agenda (e.g., individual, small group, large group, charting ideas, etc.,). \_\_\_\_\_
4.    Room is arranged so participants can see each other and the presenter. Room arrangement facilitates participant interaction and learning. \_\_\_\_\_

## Workshop Content

5.    Workshop information is based on the HighScope Curriculum and is presented accurately. \_\_\_\_\_
6.    The amount of content covered is proportional to the time designated for the workshop. An appropriate amount of time is given to each part of the workshop. \_\_\_\_\_
7.    Handouts and media (PPT, videos) are appropriate to the topic and are ready ahead of time. Handouts are brief. Both are inviting, free of spelling errors, and readable. References are cited. Handouts are used during the workshop and include instructions for activities. \_\_\_\_\_

## Workshop Process

8.    The *opening activity* enables the participant to begin to think about the workshop topic. \_\_\_\_\_
9.    Main points are covered in the *central ideas* section of the workshop and are appropriate for the workshop focus. Objectives are met. HighScope content is presented to fidelity. References are cited. \_\_\_\_\_
10.   Participants are given opportunities to *practice* and try out the central ideas through scenarios, role-playing, observations, video, group projects, etc. \_\_\_\_\_

11. The *application activity* enables participants to apply the central ideas to their own settings. Presenters debrief with participants after the activity. \_\_\_\_\_
12. Time is provided for participants to develop an *implementation plan* to use the information in their own situations. \_\_\_\_\_
13. Effective transitions and/or transition statements are used when moving from one part of the workshop to the next. \_\_\_\_\_
14. Connections and links are made between the workshop parts, tying the activities and discussions to the central ideas and workshop objectives. \_\_\_\_\_

**Presentation and Facilitation Strategies**

15. Presenter(s) keep track of time, circulate, get on participants' level, interact with individuals and groups, give appropriate warnings for transitions, and focus groups as they come back together during the presentation. \_\_\_\_\_
16. Presenter(s) give clear instructions, introduce ideas, and lead group discussions, charting participants' ideas and thanking them for their contributions, and connecting comments made in the discussion. \_\_\_\_\_
17. Presenter(s) support and extend participants' contributions through pausing, listening, repeating, restating, offering personal examples, and adding comments. \_\_\_\_\_
18. Presenter(s) accurately fields questions basing answers on HighScope content and/or deal with issues that arise based on adult conflict strategies. \_\_\_\_\_
19. There is a balance of activities. The presentation team works effectively, each taking a significant part in the workshop leading and facilitating. The team balances roles, activities, and media responsibilities equally. \_\_\_\_\_
20. Presenter(s) are knowledgeable and confident in using media features to contribute to the overall flow of the workshop. Presenter(s) make appropriate adjustments/decisions if media issues arise. \_\_\_\_\_

**Workshop Evaluation**

21. Effective evaluation forms are prepared, distributed, and collected from participants after the workshop. \_\_\_\_\_
22. Presenter(s) identify workshop strengths and what would be done differently next time. This evaluation is discussed with the TOT trainer. \_\_\_\_\_

**Total Points** \_\_\_\_\_

# Peer Virtual Workshop Evaluation Checklist

Presenter(s): \_\_\_\_\_

Workshop Title: \_\_\_\_\_

Trainer: \_\_\_\_\_ Date: \_\_\_\_\_

**Code Key:**     0 = Not Observed             1 = Emerging             2 = Observed             **SCORE**

## Workshop Organization

1. A brief agenda and objectives are clearly stated and presented in the presentation slides at the beginning of the workshop with participants. \_\_\_\_\_
2. The workshop is organized with opening activity, central ideas, practice, application activity, and implementation plan sections. \_\_\_\_\_
3. Active engagement for participants is weaved into each part of the virtual workshop agenda (e.g., chat box, annotate, whiteboard, etc.). \_\_\_\_\_
4. Presenters log in ahead of time, try out all media to make sure it works, invites participants to zoom training in a timely manner and start on time. \_\_\_\_\_

## Workshop Content

5. Workshop information is based on the HighScope Curriculum and is presented accurately. \_\_\_\_\_
6. The amount of content covered is proportional to the time designated for the workshop. Appropriate amount of time is given to each part of the workshop. This includes times for breakout rooms and other zoom discussions/activities. \_\_\_\_\_
7. Handouts and media (PPT, videos) are appropriate to the topic and are ready ahead of time. Handouts are brief. Both are inviting, free of spelling errors, and readable. References are cited. Handouts are used during the workshop and include instructions for activities. \_\_\_\_\_

## Workshop Process

8. The *opening activity* enables the participant to begin to think about the workshop topic. Opening activity is appropriate for virtual learning. \_\_\_\_\_
9. Main points are covered in the *central ideas* section of the workshop and are appropriate for the workshop focus. Objectives are met. HighScope content is presented to fidelity. References are cited. \_\_\_\_\_
10. Participants are given opportunities to *practice* and try out the central ideas through scenarios, role-playing, observations, video, group projects, etc., and/or modified for virtual learning (break out rooms, annotate on lists, chart on whiteboard, polls, chat box, gamifications outside zoom). \_\_\_\_\_

11. The *application activity* enables participants to apply the central ideas to their own settings. Presenters debrief with participants after the activity. \_\_\_\_\_
12. Time is provided for participants to develop an *implementation plan* to use the information in their own situations. \_\_\_\_\_
13. Effective transitions and/or transition statements are used when moving from one part of the workshop to the next. \_\_\_\_\_
14. Connections and links are made between the workshop parts, tying the activities and discussions to the central ideas and workshop objectives. \_\_\_\_\_

**Presentation and Facilitation Strategies**

15. Presenter(s) keep track of time; join break out rooms; focus groups as they come back together; interact with individuals and groups during the presentation through eye contact, listening, acknowledge thoughts and ideas shared in chat or voiced, connecting comments made, and questions/answers. \_\_\_\_\_
16. Presenter(s) give clear instructions, introduce ideas, and lead group discussions including charting participants' ideas on whiteboard or other media, and give appropriate warnings for transitions. \_\_\_\_\_
17. Presenter(s) support and extend participants' contributions through pausing, listening, repeating, restating, offering personal examples, and adding comments. \_\_\_\_\_
18. Presenter(s) accurately fields questions basing answers on HighScope content and/or deal with issues that arise based on adult conflict strategies. This would include any virtual issues (e.g., lack of participation, video off, interrupting, background noise, etc.). \_\_\_\_\_
19. There is a balance of activities. The presentation team works effectively, each taking a significant part in the zoom workshop leading and facilitating. The team balances roles, activities, and media responsibilities equally. \_\_\_\_\_
20. Presenter(s) are knowledgeable and confident in using media features to contribute to the overall flow of the workshop. Presenter(s) make appropriate adjustments/decisions if media issues arise. \_\_\_\_\_

**Workshop Evaluation**

21. Effective evaluation forms are prepared, distributed, and collected from participants through email or some form of media so presenter(s) have the results of the evaluations (e.g., google forms). \_\_\_\_\_
22. Presenter(s) identifies workshop strengths and what she/he would do differently the next time. This evaluation is discussed with the TOT trainer. \_\_\_\_\_

**Total Points** \_\_\_\_\_

# Observation/Feedback Evaluation Checklist

Participant Leading O/F: \_\_\_\_\_

Site Team Staff: \_\_\_\_\_

Trainer: \_\_\_\_\_ Date: \_\_\_\_\_

**Code Key:**    0 = Not Observed    1 = Emerging    2 = Observed    **SCORE**

## Planning for the Observation/Feedback Session

1. The team discusses what information they would like to find out from this Observation/Feedback session. \_\_\_\_\_
2. The team identifies the child to be observed, the curriculum focus, the time and date the observation is to take place, and when the feedback will occur. \_\_\_\_\_
3. The curriculum focus is based on part(s) of the HighScope curriculum identified through training/coaching. \_\_\_\_\_

## Setting and Maintaining a Comfortable Atmosphere

4. Trainer observes unobtrusively for 15-20 minutes. \_\_\_\_\_
5. Feedback occurs in a quiet, uninterrupted setting. \_\_\_\_\_
6. Trainer reviews the purpose of the observation/feedback session, the curriculum focus, and the child observed. \_\_\_\_\_
7. Trainer supports staff throughout the feedback session by sitting near staff, listening, and maintaining eye contact. \_\_\_\_\_

## Narrative/Notes

8. Trainer writes ongoing, factual, and objective narratives, based on the focus child, on the *narrative* side of the Narrative/notes form. \_\_\_\_\_
9. The *narrative* includes a description of what the focus child actually does and says, and included other children and adults as they interact with the focus child. \_\_\_\_\_
10. Trainer writes *Curriculum Note Statements* on the *notes* side of the form bringing out the Strengths and Opportunities for Growth \_\_\_\_\_
11. The Curriculum Note Statements directly relate to the curriculum focus and what is written on the *narrative* side. \_\_\_\_\_



## Final Trainer Evaluation

There will be a final evaluation that will take place after all assignments have been completed and the last week of Peer Presentations has been completed. This evaluation will calculate growth from the beginning of the TOT course to the end of the course for final certification. Contact the trainer before completing this evaluation. The following will occur for the final evaluation.

1. The trainer will complete the fidelity tool item(s) that the teaching team and trainer chose to focus on for this TOT course. For example, the teaching team/trainer chose to focus on Items for Small Group Time and Large Group Time along with interaction strategies during those times. These items have been included for ongoing training and coaching throughout the course. A final fidelity tool will be done on these items after all assignments have been completed to show growth.

The final Fidelity tool and observation/feedback session should take place the month before the setting closes for the summer, if applicable. If the setting/classroom does not close, then wait to complete the Final Trainer Evaluation until after all assignments and the Peer Presentation have been completed.

2. Turn in the final Fidelity tool items along with evidence and scores.
3. The trainer will conduct and videotape a final Observation/Feedback with the teaching team.
  - a. Meet with the teaching team and choose a curriculum focus related to the goals set from the Fidelity tool at the beginning of the course.
  - b. Choose a child that is likely to be engaged for that part of the day.
  - c. Observe the child writing narratives on the narrative side of the Narrative/Notes form.
  - d. Write Curriculum Focused Statements on the notes side of the Narrative/Notes form.
  - e. Set up a time to meet and videotape the feedback session with the teaching team. If both teachers are not available, meet with the lead teacher.
  - f. Reflect on your feedback session based on the video.
  - g. Turn in the video; Narrative/Notes forms, and the trainer reflection.

## **Final Observation/Feedback Reflection**

1. What Fidelity tool item did the team choose to focus on from the main goals established at the beginning of this course?
2. How did the team (you and your site team members) decide on the curriculum focus?
3. How was the child observed selected?
4. What insights did you gain about writing the child-focused narrative?
5. What did you look for in the narrative to help you construct your curriculum-focused notes?
6. Describe how the curriculum focus strengths and opportunities for growth were brought out in the written side of the notes side.
7. What strategies do you see yourself using to create dialogue between you and your teaching team?
8. What strategies do you see yourself using as you discuss the teams strengths and opportunities for growth?
9. What strategies do you see yourself using to know the beginning, middle and end of the feedback session?
10. What new insights do you think the site team has about their classroom and the strategies to implement based on the curriculum?
11. What new insights do you have about your training site in relation to the HighScope Curriculum?
12. How do you see yourself growing in terms of conducting observation/feedback and coaching activities with your teaching team?

## **Training of Trainer (TOT) Journal**

Throughout the two weeks of training, participants will be asked from time to time to write their thoughts down in this journal. Completing the TOT is a journey, and it is beneficial for trainers to keep track of their growth through this learning process. Once back in your sites, it is also helpful to keep track of growth on assignments and any aha moments that occur. This journal is for your personal use and will not be shared with anyone except the trainer so please take the time to write down your thoughts from time to time about your learning experience. (Share with the trainer as needed for feedback on questions).

Please make journal entries for the following:

- Thoughts and insights from the training.
- Thoughts and insights from Implementation Plans.
- Thoughts and insights from group discussions.
- Questions or understanding still needed.
- Document your journey through the TOT 3-week course