

Creating Meaningful Preschool Lesson Plans

The Path to Intentional Teaching

Syllabus

HighScope's Lesson Planning Online Course



HighScope Racial Equity, Diversity, and Inclusion (REDI) Professional Learning Statement

Advancing racial equity has been at the core of HighScope's vision since its beginnings with the landmark Perry Preschool Study. Building on our history and ongoing work in the field of early childhood education, HighScope has made racial equity, diversity, and inclusion central to all professional development programs. In all aspects of our work, we advocate for equity through awareness and personal reflection as we encourage educators to celebrate, respect, and incorporate diversity in their programs. We intentionally seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and underrepresented groups. Through consultation, training, mentoring, and coaching, HighScope's professional learning courses are designed to respond to participants' individual strengths and focus on practical application and implementation in real-world settings.

Participants are expected to reflect on how they can mitigate biases and inequitable practices, as well as

engage with other participants and HighScope trainer(s) on what they are learning and how the content of the course can be used to support the work they do with children and families in their respective early childhood programs and communities. HighScope has established a protocol to ensure that (1) all training content supports participants' knowledge base and practical application and implementation efforts; (2) all training is implemented at the highest level and as intended; and (3) all training and resource materials incorporate REDI practices and address issues of privilege and cultural sensitivity, as well as the importance of humility in our relationships with families and young children.

As we grow more aware of REDI concepts in our lives and practices, we must understand that equity and inclusion require a continual process of growth. It is important to remember that everyone has their own learning curve, and so as we strive for a more equitable and inclusive world for our children, there will be a need for both hope and grace.

International Accreditors for Continuing Education and Training

HighScope is proud to be an IACET Accredited Provider. IACET accreditation reflects the high bar of quality HighScope sets in providing professional learning and allows us to offer Continuing Education Units (CEUs) to learners.

Overall Learning Objectives:

- Identify the three components of HighScope lesson planning
- Create lesson plans for all parts of the day
- Create lesson plans that include strategies for scaffolding children's learning
- Identify the six strategies for team planning

Requirements to complete course and receive IACET CEUs*

- Complete all assignments within the course timeframe.
- Pass each Check My Understandings with an 80% or higher.
- Have a total overall score for the course of an 80% or higher.

*1 CEU = 10 Clock hours

Welcome to HighScope's Lesson Planning Online Course

This course is 3 weeks long (4 weeks if you include the registration week). Each week runs from Monday to the following Monday. You will get the most out of the course if you do the activities in the order listed. You must complete all the assignments on time to receive credit for the workshop. We recommend you log on early in the week to get your assignments so you can plan your work. For your discussion post assignments, **all initial posts are due by Thursday and your replies are due by midnight the following Monday (EST).**

This workshop uses a variety of online activities:

- **Learning Unit** — Content for the week. You may wish to print the learning unit so you can easily refer back to the content.
- **Reading Assignments** — Assignments for the week. You might find it helpful to also print these out.
- **Check My Understanding** — Interactive quiz format in which you will decide the best answer to a variety of scenarios.
- **Try It Out** — Assignments in which you will try out strategies or ideas in the classroom. You may be asked to share what happened on a discussion post and get feedback from your classmates, or you may be asked to upload the assignment

Welcome to HighScope's Lesson Planning Online Course (continued)

to the course Dropbox. These discussions will help you gain new insights, see things from another's perspective, and really construct a deeper understanding of the topic.

- **Dropbox Reflections** — Personal reflections on the content and your own practice shared privately with your instructor. Be sure to check back to see your instructor's comments.

Remember, all course work for the week is **due by midnight on Monday (EST)**.

If you have any questions, please do not hesitate to email or call your instructor.



Registration Week

Assignment

Update your HighScope Learning Hub profile.

Discussion

Introduce yourself to the group.

Your first assignment is to introduce yourself to the others in this class. You might say something about where you work, the children you work with, and what you hope to get out of this class. Please also feel free to share a little bit about yourself personally!



Read your classmates' introductions. Reply to each other to "connect." This is how we get to know each other!

Week 1: The Components of HighScope Lesson Planning

Objectives

Participants will be able to

- Identify the three components of HighScope lesson planning.

Learning Unit Topics

- HighScope lesson plans
- Components of HighScope lesson plans
- Intentional lesson planning

Reading Assignments

- “Child-Oriented Lesson Plans: A Change of Themes”
- List of Key Developmental Indicators (KDIs)
- List of Child Observation Record (COR) items

Share What You Learned: Team Planning Video

Your assignment has several parts.

1. Watch the video clip of two teachers planning and do the following (the link to the video can be found on the course site). Watch for examples of the three components of lesson planning that were discussed in the learning unit, replaying parts of the clip if necessary.
2. Look for an example of how the teachers planned, discussing **curriculum content to support**. Post one example of this on the Week 1 discussion post. Share your insights about why it's important to keep curriculum content in mind when planning.
3. Look for an example of how the teachers considered **children's development** when creating their lesson plans. Post one example of this on

Week 1: The Components of HighScope Lesson Planning (continued)

the discussion post. Share why you think this is one of the three components for lesson planning. What would happen if children's development was not considered? How would this impact activities for children?

4. Look for an example of how the teachers incorporated **children's interests** into their lesson plans. Share how you think this contributes to the success of the lesson plan. How does it influence children's engagement and learning? Have you planned in this way? What were the results?

Each initial post is worth 10 points (total points possible = 30). These are due by Thursday.

5. Respond to three of your peers' posts (three replies, one for each component). Replies can include sharing your thoughts, connecting a post to your experience, or asking a follow-up question. Replies like: "I agree," "good idea," or "me too" do not really add anything to the discussion and don't count as replies.

Each reply is worth 5 points (total points possible = 15). These are due by Monday.

Total points possible for Week 1 = 45.

HighScope Learning Hub Tip: You can access the discussion posts at any time by clicking "Discussion" on the left-hand sidebar of your course.

Week 2: Integrating Content, Development, and Children's Interests

Objectives

Participants will be able to

- Create lesson plans for all parts of the day.
- Create lesson plans that include strategies for scaffolding children's learning.

Learning Unit Topics

- Planning for each part of the day
- Incorporating the three components into your plans

Reading Assignments

“Teacher Planning: Are you Skimming the Surface or Digging Deeper?”

Check My Understanding

Identifying the Developmental Sequence

Read each scenario. Match each child with their corresponding developmental range. **This assignment is worth 10 points (1 per question).**

Try It Out

A Lesson Plan Idea From My Observations

In this assignment, you will plan for part of the day based on observations of children.

1. As you play and interact with the children in your classroom, collect observations of children playing (e.g., what they say, what they do). From your observation, devise a plan for one part of the daily routine. Be sure to use the components of both curriculum content and children's interests when devising your plan.

Week 2: Integrating Content, Development, and Children's Interests (continued)

2. Share your plan on the Week 2 discussion post. Be sure to
 - Clearly describe how you came up with your idea based on your observations.
 - Share your idea and what part of the day it's for.
 - Specifically identify how you would support the developmental range of children (early, middle, later).

Your initial post is worth 10 points and is due by Thursday.

3. Then make one substantive reply to someone else's posting. **Your reply is worth 5 points and is due by Monday.**

Total points possible in Week 2 = 25.



Week 3: Team Planning

Objectives

Participants will be able to

- Identify the 6 strategies for team planning.

Learning Unit Topics

- Strategies for team planning

Reading Assignments

- Sample lesson plans for 2 groups
- Sample lesson plans for 3 groups
- “In Search of Time for Team Planning”
- “Daily Team Planning”

Try It Out

Create Your Own Lesson Plan

- Create your own lesson plan form which follows your daily routine (15 points possible). **This assignment is worth 15 points.**

(Note: If you are having trouble creating a form on the computer, you might find it useful to customize a blank form. Simply select the half-day or full-day template provided on the course site and fill in the parts of your daily routine. There may be more spaces than you need — just leave the unused spaces blank.)

- Once you have created your own lesson plan form, fill it out, developing ideas as you go for each part of your daily routine, using the HighScope lesson planning components. To submit your lesson plan, upload it on the course Dropbox under Week 3.

Week 3: Team Planning (continued)

Reflective Discussion

Implementing HighScope Lesson Planning

Think about what you have learned about HighScope lesson planning. Answer these two questions in separate discussion posts:

1. From what you have learned in this class, what will you incorporate in your lesson planning?
2. How will you share this information with your teaching team?
 - Be sure to put the question number in the beginning of your post.
 - **Each initial post is worth 10 points (20 points possible). These are due by Thursday.**

Read through the posts and reply to one that you find particularly interesting. **Your reply is worth 5 points and is due by Monday.**

Total points possible in Week 3 = 40.

Total points possible for the course = 110.

Points needed to pass the course = 88 (80% of points possible).

Evaluation

Course Survey

Please share feedback about your experiences on this course.

Week 3: Team Planning (continued)

Print Your Certificate

Once you have completed all of your assignments, you will be able to print your certificate. Congratulations!

Click on the “Grades” tab along the top of the HighScope Learning Hub dashboard, then click on “My Certificates” in the left-hand sidebar.

Please print as many copies of your certificate as you need (i.e., one for your records, one for your employer).

For this course, your certificate will reflect that you have received 1 IACET CEU which is the equivalent to 10 clock hours.



References

- Child-oriented lesson plans: A change of theme. Adapted from Tompkins, M. (1991). Child-oriented lesson plans: A change of theme. In N. Brickman and L. Taylor (Eds.), *Supporting young learners: Ideas for preschool and day care providers* (pp.213–219). HighScope Press.
- Daily team planning. Adapted from Epstein, A. S. (2016). How do staff in HighScope programs work together? In Epstein A.S., (2020). *Essentials of active learning in preschool* (2nd Ed., Revised pp. 85–87). HighScope Press.
- Epstein, A. & Hohmann, M. (2012). *The HighScope preschool curriculum*. HighScope Press.
- HighScope Educational Research Foundation. (2014). *COR Advantage desk reference*. HighScope Press.
- HighScope Educational Research Foundation. (2016). *Preschool wheel of learning*. HighScope Press.
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