

Classroom Coach

*Improving the Quality of
Preschool Classrooms*

Syllabus

Classroom Coach — Improving the Quality of Preschool Classrooms



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:

- Use data collection techniques to gather evidence in a preschool classroom
- Write objective evidence
- Score each item reliably using collected evidence.

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 the Classroom Coach Online Course

Technical Specifications

For this course, you will need a computer with internet access that enables you to view video content and listen to audio either through internal or external computer speakers.

Course Length and Due Dates

This course is approximately 12 hours long across 4 weeks. 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 and pass each assignment with a score of 80% or higher to receive IACET CEU credit for the course. We recommend you log on early in the week to get your assignments so you can plan your work. All course work for the week is **due by midnight on the following Monday (EST)**. For discussion

post assignments, **all initial posts are due on Thursday**, and your **replies are due by the following Monday**.

This course uses a variety of online activities:

- **Learning Unit** — *Content for the week*. You may wish to save the Learning Unit to your computer or print it out so you can easily refer back to the content.
- **Reading Assignments** — *Sections of the Classroom Coach*. Additional reading assignments may also be included based on the content covered in the *Classroom Coach* section.
- **Check My Understanding** — *Interactive quiz format* in which you will decide the best answer to a variety of scenarios and questions.

Welcome to the Classroom Coach Online Course (continued)

- **Try It Out** — *Assignments in which you will complete sections of the Classroom Coach in a preschool classroom.* You will upload assignments to the course Dropbox for feedback from your facilitator. You will share your experience on a discussion post and receive feedback from your classmates.
- **Discussions** — Interactive conversations on specific *Classroom Coach* topics with other class participants and your facilitator. These discussions will help you gain new insights, see things from others' perspectives, and construct a deeper understanding of the topic.

If you have any questions, please do not hesitate to message your facilitator(s) within the HighScope Learning Hub.

Reminder: *Try It Out* assignments in this course require access to a preschool classroom for observation during the 4 weeks of the training. Please be sure to set up an arrangement to observe in a preschool classroom before next Monday. We ask that the preschool classroom you choose for observation is not your own classroom or a classroom you oversee or mentor.

Welcome Week

Getting Started

Update your HighScope Learning Hub profile.

Assignment Discussion

Introduce yourself to the group.

Your first assignment is to introduce yourself to 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 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!



Reading Assignment

Review the syllabus and the course Learning Outcomes.

By the end of this course participants will know and be able to:

1. Observe in a preschool classroom.
2. Write objective evidence.
3. Score each item reliably using collected evidence.

Week 1: Assessing Program Quality

Objectives

Participants will be able to

- Write objective evidence.
- Observe and collect evidence in a preschool classroom.
- Score Section I — Learning Environment

Learning Unit Topics

- *Classroom Coach* structure
- Objective evidence
- Classroom Materials Checklist
- Scoring
- Section I — Learning Environment

Reading Assignments

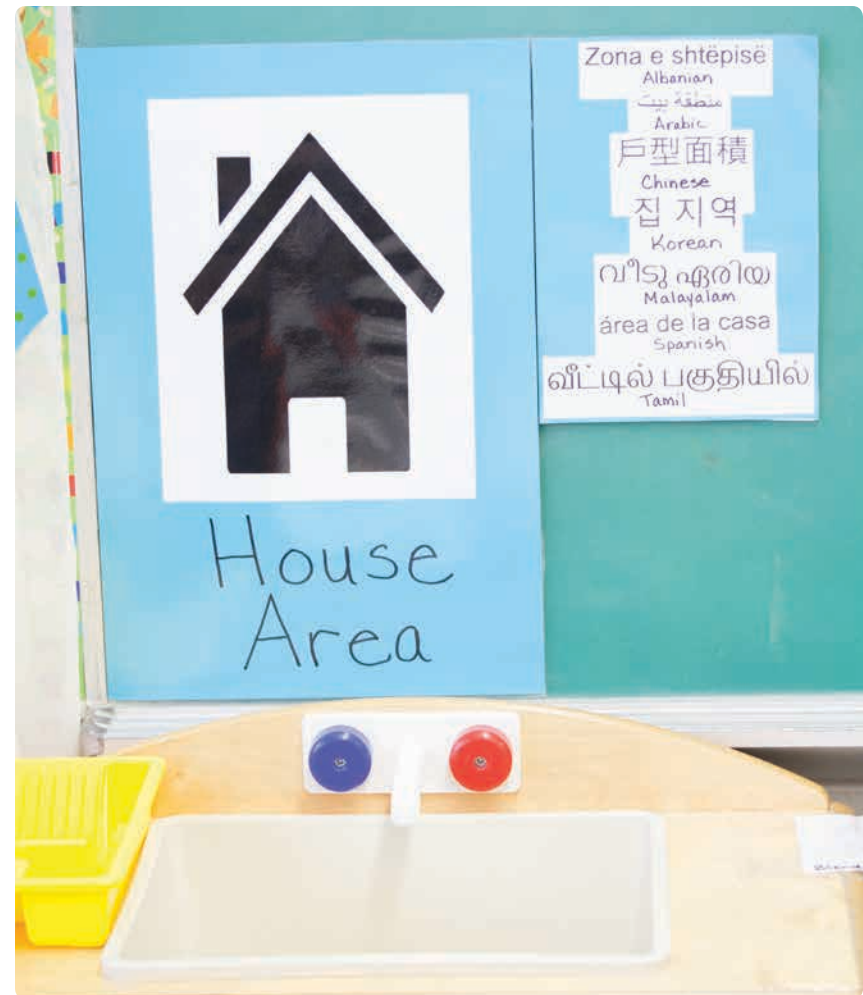
Read:

- Page 2 of the *Classroom Coach*
- *Classroom Coach* Glossary
- *Classroom Coach* FAQs
- *Classroom Coach* Section I — Learning Environment (pp. 4–7)
- Classroom Materials Checklist

Week 1: Assessing Program Quality (continued)

Check My Understanding

- **Objective or Not?** Read the evidence and decide if it is written objectively. If you think it is objective, select *Thumbs up*. If you think it is *not* objective, select *Thumbs down*. This is **worth 10 points (1 point per question)**.
- **Where does the evidence go?** You will need your *Classroom Coach Measurement Tool* for this activity. Read the evidence. Identify which item is best supported by the evidence and select your answer. Some questions will give you a choice of item and row and other questions will include item, row, and level (score). This is **worth 10 points (1 point per question)**.



Week 1: Assessing Program Quality (continued)

Try It Out — Dropbox

Anecdote Writing

Practice writing objective evidence. Complete the *Try It Out: Anecdote Writing* assignment before you move on to *Try It Out: Section I – Learning Environment*. This is **worth 15 points (3 points per question) and is due by the following Monday**.

Download the *Try It Out: Anecdote Writing* assignment. Complete the assignment as directed.

Upload the completed file to the Week 1 Dropbox.

Download Instructions: Click on the file to download it and save it to your computer. To save the file click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2Jane-Doe.PDF”). You **must** save your file as a .PDF or it will not be accepted.

Upload Instructions: Click on the Dropbox tab, then click the text that says, “Upload File.” Click “Browse” to select the file from your computer and click “Submit.” This submits the file to your facilitator, who will provide feedback.

Week 1: Assessing Program Quality (continued)

Try It Out — Dropbox

Section I — Learning Environment

Observe and collect evidence for Section I — Item I-A, Item I-B, and Item I-D. This includes the *Classroom Materials Checklist* (Item I-B). Based on the evidence collected, score each row in Items I-A, I-B, and I-D. This is **worth 50 points and is due by the following Monday.**

Download the *Try It Out: Section I — Learning Environment* assignment. Print the *Try It Out: Section I — Learning Environment* assignment and the *Classroom Materials Checklist* to use during the observation.

Upload the completed file to the Week 1 Dropbox. (It is not necessary to upload the *Classroom Materials Checklist*.)



Week 1: Assessing Program Quality (continued)

Discussion

Learning Environment

Before doing the following assignment, complete the assignment *Try It Out: Section I— Learning Environment*.

Initial Post: Post evidence collected for the *Try It Out: Section I— Learning Environment* for Item I-A. Evidence should be specific and objective, stating what was seen and heard — the *when, where, what, who, and how*. This is **worth 10 points and is due Thursday**.

Reply: Analyze one classmate's Item I-A evidence and provide specific and objective feedback using the following questions:

1. Does the evidence meet the criteria of being specific and objective?
2. Is the evidence complete? Does it address the *when, where, what, who, and how* of what happened?
3. Would you be able to determine the row score from the evidence given? If not, what else might you need to see?

This is **worth 5 points and is due by the following Monday**.

Week 1: Assessing Program Quality (continued)

Discussion

Classroom Materials Checklist

Initial Post: Reflect upon the *Classroom Materials Checklist* and post answers to the following questions:

1. Which *Classroom Materials Checklist* item did you find most challenging? Why?
2. What did you learn from the *Classroom Materials Checklist*?
3. What did you like about the *Classroom Materials Checklist*?

This is **worth 10 points and is due Thursday.**

Reply: Reply to one classmate's *Classroom Materials Checklist* post using the following questions:

1. Are you in agreement with your classmate about which item was the most challenging?
2. What did you learn from your classmate about the Classroom Materials Checklist? If applicable, do you have a material or other materials to suggest?
3. Name materials that could count for more than one item.

This is **worth 5 points and is due by the following Monday.**

Week 1: Assessing Program Quality (continued)

Reminder: You will have a total of 4 posts: 2 initial posts (due Thursday) and 2 replies (due by the following Monday).

Total Points

Total points possible for Week 1 = 115.



Week 2: Teaching and Learning Routines and Adult-Child Interactions

Objectives

Participants will be able to

- Observe, collect evidence, and score Section II — Teaching and Learning Routines and Adult-Child Interactions Items II-A–II-E and II-H.

Learning Unit Topics

- Section II — Teaching and Learning Routines and Adult-Child Interactions Items II-A–II-E and II-H.

Reading Assignments

Read:

- Section II Items II-A–II-E (pp. 8–16) and II-H (pp. 21–24)

Check My Understanding

- **Where does the evidence go?** You will need your *Classroom Coach Measurement Tool* for this activity. Read the evidence. Identify which item is best supported by the evidence and select your answer. The questions will give you a choice of item and row. This is **worth 10 points (1 point per question)**.
- **Score the evidence** — You will need your *Classroom Coach Measurement Tool* for this activity. Read the evidence. Identify which Level (row score) is best supported by the evidence and select your answer. This is **worth 10 points (1 point per question)**.

Week 2: Teaching and Learning Routines and Adult-Child Interactions (continued)

Try It Out — Dropbox

Section II — Teaching and Learning Routines and Adult-Child Interactions

Directions: For this *Try It Out* assignment, schedule your observation at a time when you can observe small-group, large-group, and during work time/choice time. Observe and collect evidence for 2 hours (or 2+ hours).

Observe and collect evidence for Section II — Item II-B Row 1, Item II-C, Item II-D, Item II-E, and Item II-H. Based on the evidence collected, score each row. This is **worth 80 points and due by the following Monday.**

Download the *Try It Out: Section II— Teaching and Learning Routines and Adult-Child Interactions* and print to use during the observation. Upload the completed file to the Week 2 Dropbox.

Discussion

“Work Time”

Before doing this assignment, review Section II — Teaching and Learning Routines and Adult-Child Interactions Items II-A–II-E and II-H.

Watch the video clip “Work Time” and collect evidence for Item II-B Row 1 and Item II-C Row 2. Feel free to watch the video multiple times.

Week 2: Teaching and Learning Routines and Adult-Child Interactions (continued)

Initial Post: Post evidence for either Item II-B Row 1 **OR** Item II-C Row 2 along with your assigned row score. The evidence should be specific and objective, stating what was seen and heard — the *when, where, what, who*, and *how* of the scenario. This is **worth 10 points and due by Thursday**.

Reply Posts: Reply to two classmate's posts, answering the following questions:

1. Does the evidence meet the criteria of being specific and objective? Provide specific and objective feedback.
2. Is the evidence complete? Does it address the *when, where, what, who*, and *how* of what happened?

3. Does the evidence support the score? If not, what else might you need to see or need to suggest?
4. If applicable, pose any questions you have (for your classmates or facilitator) about the video, Item II-B, or Item II-C.

This is **worth 10 points and is due by the following Monday**.

Reminder: You will have a total of 3 posts: 1 initial post (due Thursday) and 2 replies (due by the following Monday).

Total Points

Total points possible for Week 2 = 120.

Week 3: Teaching and Learning Routines and Adult-Child Interactions (continued)

Objectives

Participants will be able to

- Observe, collect evidence, and score Section II — Teaching and Learning Routines and Adult-Child Interactions Items II-F, II-G, and II-I–II-L.

Learning Unit Topics

- Section II — Teaching and Learning Routines and Adult-Child Interactions Items II-F, II-G, and II-I–II-L.

Reading Assignments

Read:

- Section II Items II-F, II-G (pp. 17–20), and II-I–II-L (pp. 25–32)



Week 3: Teaching and Learning Routines and Adult-Child Interactions (continued)

Check My Understanding

- **Where does the evidence go?** — You will need your *Classroom Coach Measurement Tool* for this activity. Read the evidence. Identify which item is best supported by the evidence and select your answer. The questions will give you a choice of item and row. This is **worth 10 points (1 point per question)**.
- **Score the evidence** — You will need your *Classroom Coach Measurement Tool* for this activity. Read the evidence. Identify which Level (row score) is best supported by the evidence and select your answer. This is **worth 10 points (1 point per question)**.

Try It Out — Dropbox

Section II — Teaching and Learning Routines and Adult-Child Interactions (continued)

For this *Try It Out* assignment, schedule your observation at a time when you can observe a half hour before AND a half hour after work time/choice time. Observe and collect evidence for 2 to 2.5 hours.

Observe and collect evidence for Section II — Item II-F Row 3 AND Items II-G, II-I, II-J, and II-L. Based on the evidence collected, score each row. This is **worth 75 points and due by the following Monday**.

Download the *Try It Out: Section II — Teaching and Learning Routines and Adult-Child Interactions (continued)* and print to use during the observation. Upload the completed file to the Week 3 Dropbox.

Week 3: Teaching and Learning Routines and Adult-Child Interactions (continued)

Discussion

“Magnets”

This discussion assignment has two parts. Please be thorough and detailed as you complete the following:

Part 1: Watch the video clip “Magnets” and collect evidence for Item II-E. Feel free to watch the video multiple times.

Initial Post: Post evidence collected for Item II-E that includes the following:

1. Share your collected evidence and row scores for Item II-E Rows 2 and 3. The evidence should be specific and objective, stating what was seen and heard — the *when, where, what, who, and how* of the scenario.
2. Identify the score for Item II-E Row 4, and explain why that score was given.

This is **worth 10 points and is due Thursday.**

Week 3: Teaching and Learning Routines and Adult-Child Interactions (continued)

Reply Post 1: Reply to one classmate's post answering the following questions:

1. Analyze their evidence for Item II-E Rows 2 and 3 and provide specific and objective feedback. Does the evidence meet the criteria of *when*, *where*, *what*, *who*, and *how*? Is it complete?
2. Do you agree with their score for Row 4?

This is worth **5 points** and **due by the following Monday**.

Part 2: TAKE NOTE, your facilitator will post Part 2 on Friday afternoon. Part 2 is your second reply for the sum of scores for this assignment.

This is **worth 5 points** and **due by the following Monday**.



Reminder: You will have a total of 3 posts: 1 initial post (due Thursday) and 2 replies (due by the following Monday).

Week 3: Teaching and Learning Routines and Adult-Child Interactions (continued)

Discussion

Deeper Look Discussion

View and reflect on the video “The Progression of Early Number and Counting” and review Item II-I.

1. How would your program or classroom rate for Item II-I?
2. Which row feels challenging to you? Why?
3. What did you learn from the video? Did you have an “aha” moment?
4. How will you use any new mathematics knowledge with your staff or teaching team?

Initial Post: Share your reflection based on the questions above. This is **worth 10 points and is due Thursday.**

Reply 1 and 2: Reply to two classmate’s posts, answering the following questions:

1. What did you learn from their post?
2. Do you face the same challenges?
3. What would you recommend to support their mathematics learning or understanding?

Replies are **worth 5 points each and due by the following Monday.**

Reminder: You will have a total of 3 posts: 1 initial post (due Thursday) and 2 replies (due by the following Monday).

Total Points

Total points possible for Week 3 = 135.

Week 4: Curriculum, Planning, Assessment, and Family Engagement

Objectives

Participants will be able to

- Interview teacher/teaching teams, and score Section III — Curriculum, Planning, Assessment, and Family Engagement

Learning Unit Topics

- Section III — Curriculum, Planning, Assessment, and Family Engagement

Reading assignment

Read:

- Section III — Curriculum, Planning, Assessment, and Family Engagement (pp. 33–38)



Week 4: Curriculum, Planning, Assessment, and Family Engagement (continued)

Check My Understanding

- **Where does the evidence go?** — You will need your *Classroom Coach Measurement Tool* for this activity. Read the evidence. Identify which item is best supported by the evidence and select your answer. This is **worth 5 points (1 point per question)**.
- **Classroom Coach Review Quiz** — You will need your *Classroom Coach Measurement Tool* for this activity. Read each question and select the answer. This is **worth 10 points (1 point per question)**.

Try It Out — Dropbox

Section III — Curriculum, Planning, Assessment, and Family Engagement

Collect evidence for Section III, using HighScope's recommended method: *Work together with practice classroom teacher to answer guiding questions and assign scores*. This is **worth 55 points and due by the following Monday**.

Download the *Try It Out: Section III — Curriculum, Planning, Assessment, and Family Engagement* and print to use during the observation. Upload the completed files to the Week 4 Dropbox.

Week 4: Curriculum, Planning, Assessment, and Family Engagement (continued)

Discussion

“Megazor” and “Art Story”

Watch two video clips, “Megazor” and “Art Story.” Feel free to watch the videos multiple times. Collect evidence and specify the items, rows, and levels (scores) for your evidence.

Initial Post 1: Share one piece of evidence collected from “Megazor” and include the following information:

1. Item and row
2. Objective evidence
3. Level
4. Any cross-reference

This is **worth 10 points and is due Thursday.**



Week 4: Curriculum, Planning, Assessment, and Family Engagement (continued)

Initial Post 2: Share one piece of evidence collected from “Art Story” and include the following information:

1. Item and row
2. Objective evidence
3. Level
4. Any cross-reference

This is **worth 10 points and is due Thursday.**

Reply: Analyze the evidence (either video clip) posted by one classmate and provide specific and objective feedback using the following questions:

1. Does the evidence meet the criteria of being specific and objective?
2. Is the evidence complete?

3. Did you collect similar evidence?
4. Did you cross-reference? Did the classmate cross-reference?
5. Did a classmate point out a row you didn't?
6. Is there an item or row you could add to the discussion?

This is **worth 5 points and due by the following Monday.**

Reminder: You will have 3 posts: 2 initial posts (due Thursday) and 1 reply (due by the following Monday).

Week 4: Curriculum, Planning, Assessment, and Family Engagement (continued)

Discussion

Deeper Look Discussion

Review and reflect on Items II-E Row 4, II-H, II-I, and II-J Rows 3 and 4.

1. How would your program or classroom rate?
2. What have you learned from these items and rows?
3. What item or row feels challenging to you?
4. How do you think you or your classroom teachers could improve?

Initial Post: Share your reflection based on the questions above.

This is **worth 10 points and is due Thursday.**

Reply 1 and 2: Reply to two classmate's posts answering the following questions:

1. What is something you learned from the classmate?
2. What could you recommend supporting their learning or understanding?

Replies are **worth 5 points each and due by the following Monday.**

Reminder: You will have 3 posts: 1 initial post (due Thursday) and 2 replies (due by the following Monday).

Total Points

Total points possible for Week 4 = 115.

Week 4: Curriculum, Planning, Assessment, and Family Engagement (continued)

Course Points

Total points possible for the course = 485.

Passing Points

Points needed to pass the course = 388 (80% of points possible).

Course Evaluation

Please take a few moments to share your thoughts about this course and how it's helped you to understand more about the *Classroom Coach*.

Print Your Certificate

Once you have completed all 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 corner.

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

For this course, your certificate will reflect that you have received 1.2 IACET CEU which is the equivalent to 12 clock hours.

Pre-Reliability Week

The Pre-Reliability Quizzes are not required to pass this course. They are offered as practice prior to taking the Reliability Test.

Note: You will be enrolled into the Reliability Test by the following Monday. You will find the Reliability Test under “courses.”

HighScope recommends taking the Reliability Test as soon as possible. All your new knowledge will be fresh! If you have any questions, please do not hesitate to message your facilitator(s) within the HighScope Learning Hub.

Pre-Reliability Video Quiz

Art Story Quiz

Focus on the lead teacher with the short hair. Watch and listen for the following items:

II-A, II-F, II-H, and II-J

Take notes and watch the video as many times as needed. The quiz will ask you to select rows using the evidence from the short video.

Pre-Reliability Quiz

Pre-Reliability Quiz

You will need your *Classroom Coach Measurement Tool* for this activity. Read the question and select your answer.

Reliability Week

Reliability Test

Classroom Coach Reliability Test

Welcome to the *Classroom Coach* Reliability Test. This test will determine if you are accurately scoring the *Classroom Coach*. There are three sections on the test. The first section will ask you to use the evidence provided to determine the correct level score for item rows in the *Classroom Coach*. The second and third sections are video questions. There are two videos to score. The video directions will list item rows for which you will need to document evidence. There is a short quiz following each video that will ask you to determine the correct level scores for the item rows indicated.



*If you have any questions, or need any help, please contact the test facilitator at **anielsen@highscope.org**. Good luck! Thank you for doing your part in helping to inform teachers of the quality of care they provide to their children.*

References

- HighScope Educational Research Foundation. (2021). *Classroom Coach: Improving Preschool Classroom Quality*. HighScope Press.