

Planning and Recall

Why and How

Syllabus

HighScope Planning and Recall Online Course



Welcome to HighScope Planning and Recall Online Course

This course is 3 weeks long (4 weeks if you include the welcome 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 discussion post assignments, **all initial posts are due on Thursday and replies are due by the following Monday.**

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 print these out as well.
- **Check My Understanding** — Interactive 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

Welcome to HighScope Planning and Recall online Course (continued)

be asked to share what happened in the classroom on a discussion post and get feedback from your classmates, or you may be asked to upload the assignment to the course Dropbox.

- **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 message your instructor.



Welcome Week

Assignments

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!

Message Your Instructor

Consider issues about planning or recall time.

Think about issues and concerns that commonly arise during your planning and recall times. Your assignment is to message your instructor one or two of these issues or concerns.

To do so, go to your course homepage by clicking on "My Course." Then, in the right-hand pane under "Facilitator," click "Send Message."

Facilitator

Elizabeth Spisich



[Profile](#)

[Send Message](#)

Week 1: Planning Time

Objectives

Participants will be able to

- State the benefits of planning time for children.
- Categorize planning experiences as either concrete or abstract.
- Use interaction strategies and planning experiences to plan with children in meaningful ways.

Learning Unit Topics

- Benefits of planning time
- How to plan with children
- Planning props and games
- Concrete and abstract planning experiences

Reading Assignments

From *Making the Most of Plan-Do-Review*:

- Chapter 1, “Introduction to the Plan-Do-Review Process,” pages 2–12
- Chapter 2, “What Are You Going to Do Today?” Planning Time, pages 14–33 (Stop at the end of “Write down children’s plans.”)
- “What About ... ? Commonly Asked Questions About Planning Time,” pages 43–59
- Skim over Chapter 7, “Planning and Recall Games and Experiences,” pages 208–223, reading the strategies that you find interesting.
- “Planning Time Conversations” (PDF file)

Week 1: Planning Time (continued)

Discussion

Planning Time in Action

Watch the video clip. Share your thoughts in a discussion post, then respond to what others have shared.

Your assignment has three parts:

1. View the clip of different planning times.” Look for the ways children plan and the strategies adults use to support children’s planning.
2. Share what you learned. Use the Discussion tab to share one thing you learned from the video clip. This might be an “aha” moment, a clarification of a question you had, or a confirmation of something covered in the learning unit. **Your**

initial post is worth 10 points and is due on Thursday.

3. Learn from each other. Read through your peers’ posts and reply to one that you find particularly interesting or challenging. Share your thoughts, connect to your experience, or ask a followup question. **Your reply is worth 5 points and is due by the following Monday.**

Check My Understanding

Planning Time

Check your understanding by selecting the most appropriate response to each situation or question. **This assignment is worth 10 points (1 per question).**

Week 1: Planning Time (continued)

Try it Out

Try Out Planning Time With Your Children

For this assignment, you will do two different planning games or experiences with your group of children. Select them from those you found in Chapter 7 of the book, *Making the Most of Plan-Do-Review*, pages 207–223.

Follow these four steps:

1. Choose two different planning games or experiences.
2. Try them with your children.
3. In the Discussion tab, post what happened. For each game and/or experience share:
 - The game or experience you tried (what you did)

- What happened (how the children responded)
- What you learned from the experience

First, list the name of the game or experience in the body of your post. **Each initial post is worth 10 points (20 points total) and is due on Thursday.**

4. Read through the posts and reply to two that you find particularly interesting. Share your thoughts, connect to your experience, or ask a follow-up question. **Each reply is worth 5 points (10 points total) and is due by Monday.**

Points possible for Week 1 = 55 points.

Remember to check back later in the week to see what your classmates are saying!

Week 2: Recall Time

Objectives

Participants will be able to

- State the benefits of recall time for children.
- State the important similarities and differences between planning and recall time.
- Use interaction strategies and recall experiences to recall with children in meaningful ways.

Learning Unit Topics

- Benefits of recall time
- How to recall with children
- Recall props and games
- How planning and recall are similar and different

Reading Assignment

From *Making the Most of Plan-Do-Review*:

- Chapter 4, “Looking Back: Recall Time,” pages 132–151
- “What About... ? Commonly Asked Questions About Recall Time,” pages 151–159
- Chapter 7, “Planning and Recall Games and Experiences,” pages 208–223
- “Recall Time Conversations” (PDF file)

Week 2: Recall Time (continued)

Discussion

Recall Time in Action

Watch the video clip. Share your thoughts in a discussion post, then respond to what others have shared.

Your assignment has three parts:

1. View the video clip. Look for the ways children recall and the strategies adults use to support child recalling.
2. Share what you learned. Use the Discussion tab to share one thing you learned from the video clip. This might be an “aha” moment, a clarification of a question you had, or a confirmation of some-

thing from the learning unit. **Your initial post is worth 10 points and is due on Thursday.**

3. Learn from each other. Read through your peers’ posts and reply to one that you find particularly interesting or challenging. Share your thoughts, connect to your experience, or ask a follow-up question. **Your reply is worth 5 points and is due by the following Monday.**

Check My Understanding

Recall Time

Select the best response to the recall questions. **This assignment is worth 10 points (1 per question).**

Week 2: Recall Time (continued)

Try It Out

Try Out Recall Time with Your Children

For this assignment, you will do two different recall games or experiences with your group of children. Select them from those you found in Chapter 7 (pages 207–223).

Follow these four steps:

1. Choose two different recall games or experiences.
2. Try them with your children.
3. In the Discussion tab, post what happened. For each game and/or experience share:
 - The game or experience you tried (what you did)
 - What happened (how the children responded)
 - What you learned from the experience
4. Read through the posts and reply to 2 posts that you find particularly interesting. Share your thoughts, connect to your experience, or ask a follow-up question. **Your 2 replies are worth 10 points and are due by the following Monday.**

First, list the name of the game or experience in the body of your post. **Your initial post is worth 10 points and is due by Thursday.**

Points possible for Week 2 = 45 points.

Be sure to check back later in the week to read your instructor's comments.

Week 3: More on Planning and Recall Times

Objectives

Participants will be able to

- State how planning and recall evolves over time.
- Adapt planning and recall experiences to different developmental levels.
- Devise planning and recall experiences based on children's interest.
- Complete Program Quality Assessment (PQA) items on planning and recall times.

Learning Unit Topics

- The evolution of planning and recall over time
- Adapting planning and recall experiences for developmental levels
- Creating your own planning and recall experiences based on your children's interests
- Planning and recall Program Quality Assessment (PQA) items

Week 3: More on Planning and Recall Times (continued)

Reading Assignment

From *Making the Most of Plan-Do-Review*:

- Chapter 2, “What Are You Going to Do Today? Planning Time,” starting at “Anticipate that children’s ability to plan will change over time,” pages 33–43
- Chapter 4, “Looking Back: Recall Time,” starting at “Anticipate that children’s ability to recall will change over time,” pages 150–151
- “How Planning and Reflection Develop Young Children’s Thinking Skills” (PDF file)

Discussion

Review Planning and Recall Clips

Rewatch the examples of planning and recall time from Week 1 and Week 2. Share your thoughts in a discussion post, then respond to what others have shared.

Your assignment has three parts.

1. Rewatch the planning and recall video clips from Week 1 and Week 2.

This time when you watch the clips, look for strategies that teachers use to support children’s varying developmental levels. For example, how did teachers support younger and more experienced planners and recallers differently?

Week 3: More on Planning and Recall Times (continued)

2. Share some of the strategies you saw in the video clips and post them in the Discussion tab. **Your initial post is worth 10 points and is due by Thursday.**
3. Learn from each other. Read through your peers' posts and reply to one. **Your reply is worth 5 points and is due by the following Monday.**

Total points possible = 15.

Check My Understanding

Appropriate Planning and Recall Experiences

Select the most appropriate response for each of the planning and recall situations.

Try It Out

Devise a Planning and a Recall Strategy Based on Your Children's Interests

There are three steps to this assignment:

1. Develop one planning experience and one recall experience based on your children's interests. Try both of these out with the children in your group.
2. In the Discussion tab, you will write two posts that are **worth 10 points each (20 points total) and due by Thursday:**
 - Describe your children's interest and the planning experience you developed based on that interest.

Week 3: More on Planning and Recall Times (continued)

- Describe your children's interest (can be different) and the recall experience you developed based on that interest.
3. Read through the posts and reply to one plan and one recall shared by your classmates. In your replies, share how you would modify the experience for younger and older preschoolers. Each reply is **worth 5 points (10 points total) and are due by Monday.**

You will have a total of 4 discussion posts:

- One on the planning experience and your children's interests
- One on the recall experience and your children's interests
- A reply to one plan with how you would adapt it for a developmental range (younger and older preschoolers)
- A reply to one recall with how you would adapt it for a developmental range (younger and older preschoolers)

Total points possible for all 4 Try It Out discussion posts = 30.

Week 3: More on Planning and Recall Times (continued)

Discussion

Revisit Your Planning or Recall Issues/Concerns

Review the issue or concern that you messaged your instructor during Registration Week.

In the Discussion tab, revisit your issue or concern. Share one idea learned from this class to help with your initial issue or concern. For further thought: Are there any additional issues or concerns you may have that you can now address with the strategies learned from this class? **This post is worth 10 points and is due by the following Monday.**

Try It Out

Planning and Recall PQA Items in Your Own Classroom

There are two parts to this assignment.

Part 1: Complete PQA items II-D and II-F on your classroom. Complete all 4 rows of Item II-D, and the 3 rows of item II-F. For each row:

- Include anecdotes or supporting evidence
- Check one of the boxes under Level 1, 3, or 5

(*Note:* You **do not** need to submit your completed Planning and Recall PQA items.)

Week 3: More on Planning and Recall Times (continued)

Part 2: Once you complete both PQA items, use a discussion post to reflect on your scores. Please share what you are doing well and what you would like to work on based on both PQA items. (*Note:* You **do not** have to include your scores in your post.) **This assignment is worth 10 points.**

Total points possible for Week 3 = 75 points.

Total points possible for the course = 175.

Points needed to pass = 140 (80% of total points possible).

Course Evaluation

Planning and Recall Course Survey

Share your feedback about your course experience.

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).

Please note: HighScope will no longer be mailing you a certificate. Your certificate will be housed in the HighScope Learning Hub should you need to access it at a later date.