

# Program Quality Assessment (PQA)

*Infant-Toddler*

# Syllabus

## *Infant-Toddler Program Quality Assessment (PQA)*



# 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 HighScope's 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. In all aspects of our work, we celebrate, respect, and incorporate diversity and seek to eradicate racism and other inequities that oppress the potential of children, families, and adults from marginalized and under-represented groups. Through consultation, training, 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 encouraged to reflect individually (on their own practices and biases), with other participants, and with a HighScope trainer on what they are learning and how the content 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.

# Welcome to the HighScope Infant-Toddler PQA Online Course

This course is 5 weeks long (6 weeks including 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 on Thursday** and your **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 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 the HighScope Infant-Toddler PQA Online Course (continued)

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

- **Discussions** — Interactive conversations on specific Infant-Toddler PQA topics with the other class participants and your instructor. Be sure to check back to see comments from your peers and instructor.

Remember, all course work for the week is **due by midnight on the following 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: Gathering Evidence

## Objectives

Participants will be able to

- Identify the first of the three steps for completing the Infant-Toddler PQA.
- Recognize different types of evidence.
- Collect evidence in a classroom.

## Learning Unit Topics

- Determining if evidence is objective or subjective
- Determining if evidence is complete
- Identifying age-specific rows
- Collecting evidence

## Reading Assignments

Read pages *v* and *x* in the *Infant-Toddler PQA Form A*.

## Check My Understanding

### Is My Evidence Objective?

Read each piece of evidence and decide if it is written objectively. **This is worth 15 points (1 per question).**

### Is My Evidence Complete?

Read the evidence for each item and row and decide if it is complete or if it requires more information. **This is worth 15 points (1 per question).**

## Week 1: Gathering Evidence (continued)

### Try It Out

#### Collecting Evidence

Before doing this assignment, review the section in the learning unit about high-quality evidence.

#### Initial Post 1:

- Collect evidence for Item I-C, Row 2 and post it in the Discussion tab. This is **worth 10 points, and is due Thursday.**

#### Initial Post 2:

- Collect evidence for Item I-C, Row 3 and post it in the Discussion tab. This is **worth 10 points, and is due Thursday.**

#### 2 Replies:

- Analyze the evidence that's been posted by your classmates. Share your thoughts about their evidence. Does it meet the criteria for being specific and objective? Is it complete? Much like evidence, your feedback should be specific and objective. Would you be able to determine the score from the evidence given? If not, what else might you need to see? Post 2 replies by the **following Monday (worth 5 points each, 10 points possible).**

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

**Total points possible for Week 1 = 60.**

# Week 2: Scoring the Infant-Toddler PQA

## Objectives

Participants will be able to

- Use evidence to accurately check the descriptor box for each row.
- Score the Infant-Toddler PQA items.

## Learning Unit Topics

- Scoring Rows in Infant-Toddler PQA Items
- Scoring Infant-Toddler PQA Items
- Guidelines for Scoring the Infant-Toddler PQA

## Reading Assignments

Read page *ix* in the *Infant-Toddler PQA Form A*.

## Check My Understanding

### Descriptor Scramble

You will be given three sets of descriptors from a row in the Infant-Toddler PQA. The order of the descriptors has been scrambled. Read each descriptor and decide which level it represents. Choose a level of 1, 3, or 5. This assignment is **worth 20 points (1 point per question)**.

## Week 2: Scoring the Infant-Toddler PQA (continued)

### Check My Understanding

#### Scoring an Item

Look at the scores shown for each row. Using this information, determine the item's score. This assignment is **worth 15 points (1 point per question)**.

### Try It Out — Dropbox

#### Collecting and Scoring Evidence

Complete the Infant-Toddler PQA Item I-C and upload it to the Week 2 Dropbox. You can use the same two rows you collected evidence for in the Try It Out for Week 1 with the following additions:

- Collect evidence for the rest of the rows for the item.
- Based on your evidence, check the appropriate box for each row.
- Score the items. (*Note: You can find the scoring guidelines on page ix of the Infant-Toddler PQA Form A.*)

**This assignment is worth 15 points.**

**Upload Instructions:** Click the file to download it, then save it to your computer. Complete the assignment as directed. To upload your finished assignment, click on the Dropbox tab, then click the text that says “Upload File.” Click “Browse” to select the file from your computer, then click “Submit.” This submits the file to your facilitator and they will provide feedback for you.

## Week 2: Scoring the Infant-Toddler PQA (continued)

### Discussion

#### Sharing and Scoring Evidence

Before doing this assignment, complete *Try It Out: Collecting and Scoring Evidence*.

#### Initial Post:

- Choose one row from Item I-C and post the evidence you collected, noting the row number at the beginning of your post. Please **do not** include the score with your evidence. This is **worth 10 points and is due by Thursday**.

#### 1 Reply:

- Analyze the evidence that's been posted by your classmates. Determine the correct level for the row they indicated. Post that as your reply. This is **worth 5 points and is due by the following Monday**.

**Total points possible for Week 2 = 65.**

# Week 3: Learning Environment and Schedules and Routines

## Objectives

Participants will be able to

- Complete items (collect evidence and score) for **Section I. Learning Environment.**
- Complete items (collect evidence and score) for **Section II. Schedules and Routines.**

## Learning Unit Topics

- Collecting Evidence for **Section I. Learning Environment**
- Collecting Evidence for **Section II. Schedules and Routines**

## Reading Assignments

Read **Section I. Learning Environment** (pp. 1–25) and **Section II. Schedules and Routines** (pp. 26–48) of the *Infant-Toddler PQA Form A*.

## Check My Understanding

### Evidence for Learning Environment and Schedules and Routines: Where Does It Go?

You will need your copy of the *Infant-Toddler PQA Form A* for this activity.

- Read the evidence.
- Identify which item is best supported by the evidence.

This assignment is **worth 15 points (1 per question)**.

## Week 3: Learning Environment and Schedules and Routines *(continued)*

### Check My Understanding

#### Scoring Evidence for Learning Environment and Schedules and Routines

You will need your copy of the *Infant-Toddler PQA Form A* for this activity.

- Look at the item and row and read the evidence.
- Choose the correct level.

*(Note: These questions were compiled from many different classrooms. You should treat each question as its own unique set of evidence, rather than being from the same Infant-Toddler PQA source.)*

This is **worth 15 points (1 per question)**.



## Week 3: Learning Environment and Schedules and Routines (continued)

### Discussion

This week's discussion post will look closer at Item I-D, Row 9.

- Review Item I-D, Row 9.
- Describe the cultures and backgrounds of your children. (See the standard question for this item.)
- Then, in one post, share three ideas for materials that you could put in your classroom specifically to reflect the home and community cultures of your children. This initial post is **worth 10 points and is due on Thursday**.
- Reply to at least two other postings. You might share additional ideas for materials, or ask them a follow-up question about their idea. Your 2 replies are **worth 5 points each (total points possible = 10) and are due by the following Monday**.

**Reminder:** you will have a total of 3 postings: 1 initial posting (due on Thursday) and 2 replies (due by the following Monday).

### Try It Out — Dropbox

#### Selected Items from Sections I and II

- Complete the following Infant-Toddler PQA Items from the Learning Environment section: I-D and I-E.
- Complete the following Infant-Toddler PQA Items from the Daily Routine section: II-A, II-C, II-E, II-F, II-G, and II-H.

Upload your assignment to the Week 3 Dropbox.

**This assignment is worth 120 points.**

**Total points possible for Week 3 = 170 points.**

# Week 4: Adult-Child Interaction and Curriculum Planning and Child Observation

## Objectives

Participants will be able to

- Complete items (collect evidence and score) for **Section III. Adult-Child Interactions**.
- Complete items (collect evidence and score) for **Section IV. Curriculum Planning and Child Observation**.

## Learning Unit Topics

- Collecting Evidence for **Section III. Adult-Child Interactions**
- Collecting Evidence for **Section IV. Curriculum Planning and Child Observation**
- Summary Scores
- Using the Infant-Toddler PQA for setting program goals and for program planning

## Reading Assignments

Read **Section III. Adult-Child Interaction** (pp. 49–66), **Section IV. Curriculum Planning and Child Observation** (pp. 67–73), and the Summary Sheet (p. 74) of the *Infant-Toddler PQA Form A*.

## Check My Understanding

### Evidence from Adult-Child Interaction and Curriculum Planning and Child Observation: Where Does It Go?

You will need your copy of the *Infant-Toddler PQA Form A* for this activity.

- Read the evidence.
- Identify which item is best supported by the evidence.

This is **worth 15 points (1 point per question)**.

## Week 4: Adult-Child Interaction and Curriculum Planning and Child Observation (continued)

### Check My Understanding

#### Score Evidence for Adult-Child Interaction and Curriculum Planning and Child Observation

You will need your copy of the *Infant-Toddler PQA Form A* for this activity.

- Look at the item and row and read the evidence.
- Choose the correct level.

(*Note:* These questions were compiled from many different classrooms. You should treat each question as its own unique set of evidence, rather than being from the same Infant-Toddler PQA source.)

This is worth **15 points (1 point per question)**.

### Discussion

#### Share Your Thoughts About Using the Infant-Toddler PQA

You will respond to two of the following questions. Please make each response a separate post. These posts are **worth 10 points each (20 points total) and are due by Thursday**.

- How do you anticipate using the Infant-Toddler PQA in your field?
- What do you hope to learn from the Infant-Toddler PQA?
- What do you hope teachers will learn (if you are not the classroom teacher)?

You will also reply to two other peoples' responses to the questions. These replies are **worth 5 points each (10 points total) and are due by the following Monday**.

## Week 4: Adult-Child Interaction and Curriculum Planning and Child Observation (continued)

### Try It Out — Dropbox

#### Selected Items from Sections III and IV

- Complete the following Infant-Toddler PQA Items from the Adult-Child Interaction section: III-B, III-D, III-E, III-F.
- Complete the following Infant-Toddler PQA Items from the Curriculum Planning and Child Observation section: IV-B and IV-D.

Upload your assignment to the Week 4 Dropbox.

**This assignment is worth 90 points.**

**Total points possible for Week 4 = 150.**



# Week 5: PQA Form B

## Objectives

Participants will be able to

- Complete items (collect evidence and score) for **Section V. Parent Involvement and Family Services**.
- Complete items (collect evidence and score) for **Section VI. Staff Qualifications and Staff Development**.
- Complete items (collect evidence and score) for **Section VII. Program Management**.

## Learning Unit Topics

- Collecting evidence for **Section V. Parent Involvement and Family Services**
- Collecting evidence for **Section VI. Staff Qualifications and Staff Development**
- Collecting evidence for **Section VII. Program Management**
- Form B Summary Scores
- Using the Infant-Toddler PQA for setting program goals and for program planning

## Week 5: PQA Form B (continued)

### Reading Assignments

Read pages *v–ix* and 1–38 in the *PQA Form B*.

### Check My Understanding

#### Evidence From Form B: Where Does It Go?

You will need your copy of the *PQA Form B* for this activity.

- Read the evidence.
- Identify which item is best supported by the evidence.

This assignment is **worth 15 points (1 per question)**.

### Check My Understanding

#### Score Evidence From Form B

You will need your copy of the *PQA Form B* for this activity.

- Look at the item and row and read the evidence.
- Choose the correct level.

(*Note:* These questions were compiled from many different programs. You should treat each question as its own unique set of evidence, rather than being from the same PQA source.)

This assignment is **worth 15 points (1 per question)**.

## Week 5: PQA Form B (continued)

### Discussion

#### Program Improvement Plan

- Share the evidence and score for one row from one item on the PQA that you've completed and that you'd like to improve.
- Share the steps you will take to improve your score (steps to take, who will be involved, timeline, etc.). This initial post is **worth 10 points and is due on Thursday**.
- Reply to at least one other post. Your reply is **worth 5 points and is due on following Monday**.

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



## Week 5: PQA Form B (continued)

### Try It Out — Dropbox

#### Selected Items from Form B Sections V, VI, and VII

- Complete the following *PQA Form B* Items from the Parent Involvement and Family Services section: V-A, V-E, and V-I.
- Complete the following *PQA Form B* Items from the Staff Qualifications and Staff Development section: VI-A, VI-D, and VI-E.
- Complete the following *PQA Form B* Items from the Program Management section: VII-B, VII-C, and VII-G.

Upload your assignment to the Week 5 Dropbox.

**This assignment is worth 135 points.**

**Total points possible for Week 5 = 180.**

**Total points possible for the course = 625.**

**Points needed to pass the course = 500 (80% of points possible).**

### Evaluation

#### Course Survey

Please take a few moments to share your thoughts about this course and how it's helped you to understand more about the Infant-Toddler PQA.

## Week 5: PQA Form B (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).

**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.

