

# Classroom Coach

*Improving the Quality of  
Preschool Classrooms*

# Week 4 Learning Unit

*Curriculum, Planning, Assessment,  
and Family Engagement*



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

This section covers the following:

- Using a comprehensive, evidence-based model(s)/approach(es) to guide teaching practices.
- Documenting developmental progress using measures validated for preschool-aged children.
- Using anecdotal notes to plan and create lesson plans.
- Options for family engagement, sharing of child information, and program transition support.

Section III is completed through an interview. The interview can be conducted using one of the following options:

- Assessors can have teachers answer guided questions on paper and the assessor scores.
- Assessors can interview teachers using the guided questions and the assessor scores.
- Assessors and teachers work together to answer and score (HighScope’s recommendation).
- **Guided questions should be asked verbatim to maintain objectivity. It may be necessary to ask, “Tell me more.”**

## Section III — Curriculum, Planning, Assessment, and Family Engagement (continued)

### Item III-A — Adults use a comprehensive, evidence-based educational model(s)/ approach(es) to guide teaching practices.

- Row 1 — Adults refer to the comprehensive, evidence-based curriculum chosen to guide their teaching practices.
- Row 2 — Adults adjust or modify the curriculum for children with special needs, including dual language learners.

**Scoring note:** If scored level 1 in row 1, automatically score level 1 for row 2.

### Item III-B — Adults document the developmental progress of each child using measures validated for preschool-aged children.

- Row 1 — A research-validated child observation measure is used.
- Row 2 — Adults use assessment results to monitor each child's developmental level to inform large-group, small-group, and individual instruction.

## Section III — Curriculum, Planning, Assessment, and Family Engagement (continued)

**Item III-C — Adults record and use anecdotal notes to create lesson plans that are connected to learning goals and focused on learning through developmentally appropriate practices (play).**

- Row 1 — Anecdotal notes are used to plan for individual children.
- Row 2 — Anecdotal notes focus on children's strengths, are objective, and reflect what children *say* and *do*.
- Row 3 — Lesson plans are clearly connected to specific learning goals in the educational model(s)/approach(es) focused on play.

**Scoring note:** Adults include all teaching staff present on the day of planning.

**Item III-D — Adults provide many family engagement options, encourage two-way sharing of child information, and support families with resources about child development and program transitioning.**

- Row 1 — Adults provide families with many opportunities to participate in school activities.
- Row 2 — Anecdotal information is regularly shared with families.
- Row 3 — Assessment results are shared with families.
- Row 4 — Adults support children and families who are transitioning to kindergarten or the next preschool-level classroom.

# Let's Practice:

## *Where does the evidence go?*

The lead teacher reported that she takes anecdotal notes a few times each week and uses the information to plan for each child. Examples given:

- 1) "Zander played in the house area for the first time today."
- 2) "Everleigh pretended to call her mom today during planning time."
- 3) "James continues to play with the trains during free time."

Item III-C, Row 2

There is information about weekly lesson plans.

To which item and row would you cross-reference these anecdotes?

Item III-C, Row 2

There is information about weekly lesson plans.

To which item and row would you cross-reference these anecdotes?

Cross-reference with Item III-C, Row 1

## Let's Practice: *Where does the evidence go?* (continued)

### What's the row score?

Staff Report: We share anecdotal information through COR with families. It is also shared through texting, emails, face-to-face conversations, and phone calls. This is done informally on a daily basis, and more formally on a monthly basis.

Item III-D, Row 2  
Level 4



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

Week 4 training activities include:

- Reading Assignments.
- Check My Understanding activities (2).
- Try It Out — Collect evidence for Section III using HighScope’s recommended method: *Work together with your practice classroom teacher to answer guiding questions and assign scores.*
- Discussions — View two videos, record objective evidence for Section II, and post evidence.
- Discussions — Review and reflect on Items II-E, Row 4, II-H, II-I, and II-J, Rows 3 and 4.

