

New York State Education Department Office of P-12 Education
Office of Early Learning Newsletter

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New York State Association for Infant Mental Health



For far too long, too little attention has been placed on the importance of social-emotional development of young children. The result has been that the professionals who work with young children often lack the skills they need to promote healthy development, identify children who maybe experiencing problems, or develop and employ interventions designed to address these problems. Even more alarming is the lack of well-trained infant mental health professionals to whom children experiencing problems and their families can be referred to for services.

The NYS Association for Infant Mental Health (NYS-AIMH) was established to create and support the development of a high-quality infant and early childhood workforce that is able to adequately address the social-emotional and general development needs of young children. This work is undertaken across service systems so as to affect the professional development of people working in early childhood education, home visiting, health care, and mental health care; literally any professional who touches the lives of young children and their families.

An important part of that effort is the development and promotion of the Infant Mental Health Endorsement, which has been designed to recognize those professionals who have the specialized skills and training to work with infants, toddlers, preschoolers, their parents and other caregivers.

To learn more about NYS-AIMH and the Endorsement visit the [NYS-AIMH](#) website.

Be sure to follow us on Facebook @nysaimh.org. We post infant and early childhood mental health related information daily!

Children are active learners, drawing on direct physical and social experience, as well as culturally transmitted knowledge, to construct their own understanding of the world around them.

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OEL UPDATE

The Office of Early Learning is excited to announce the promotion of DeSylvia Dwyer to the position of Supervisor of Education Programs!



Kindergarten Entry NYSITELL Level I

[Commissioner's Regulations \(CR\) Part 154-2.3\(d\)](#) outlines [specific procedures](#) that must be followed in order to determine English language proficiency during the initial enrollment process for all students, including those incoming Kindergarten students who were educated in a School District's Prekindergarten program. It is important that School Districts follow [these English Language Learner / Multilingual Learner \(ELL/MLL\) screening, identification, and placement procedures](#) regardless of how well teachers and administrators may already know their incoming Kindergartners from the prior school year in Prekindergarten.

As part of the above process, if the [New York State Identification Test for English Language Learners \(NYSITELL\) Level I](#) determines an incoming Kindergartner's English language proficiency to be at the *Commanding* level, the child would **not** be designated as an ELL/MLL going into Kindergarten. If the NYSITELL Level I determines a child's English language proficiency level to be at the *Entering*, *Emerging*, *Transitioning*, or *Expanding* level, the incoming Kindergartner would be designated as an ELL/MLL, and placed in a [Bilingual Education/English as a New Language program](#) as of Kindergarten.

The NYSITELL Level I is newly developed for use starting June 1, 2018. It continues to be individually administered, but the format and content have been updated to be more developmentally appropriate. There are six story sets with listening and speaking questions after each story. Questions about administration procedures can be directed to NYSED's [Office of State Assessment \(OSA\)](#) by phone at 518-474-5902 or by e-mail at emscassessinfo@nysed.gov. Questions about the CR Part 154 ELL/MLL identification and placement process can be directed to NYSED's [Office of Bilingual Education and World Languages \(OBEWL\)](#) or a School District's [Regional Bilingual Education Resource Network \(RBERN\)](#).

Thank you for serving New York State's language diverse young learners.

Measure of Teacher-Child Interaction and Environmental Qualities in Prekindergarten Classrooms

As part of district's prekindergarten action plan, districts need to describe the **valid and reliable** measures of teacher-student interactions currently used. to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.

Additionally, the district needs to use a **valid and reliable** measure of environmental quality. Measuring the quality of environment allows districts it to evaluate the program's strengths and weaknesses and make improvements that will increase the program experience for prekindergarten students.

Although many districts use teacher evaluation tools such as the NYSUT Rubric or the Danielson Framework, it is suggested that districts use a tool developed specifically for prekindergarten classrooms such as the ones listed in the table below.

Examples of Valid & Reliable Measures

(E=Environment, TC=Teacher/Child Interactions, B=Both)

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- Early Childhood Environmental Rating Scale – Revised or 3 (ECERS-R; ECERS3) (B)
 - Classroom Assessment Scoring System (CLASS) (TC)
 - Teaching Strategies GOLD Fidelity Tool for Administrators (B)
 - High Scope Program Quality Assessment (B)
 - Early Language and Literacy Classroom Observation (ELLCO) (B)

Tip Sheet: Community-Based Organization/School District Pre-K Collaboration

**Tip Sheet:
Community-Based Organization/Head Start/ School District Prekindergarten Collaborations**

CBO/Head Start/School District Partnership Areas to Consider					
Y=Yes I/P= In Progress N=No					
I. GENERAL INFORMATION AND ADMINISTRATIVE ELEMENTS				COMMENTS	
1.	General statement of purpose for the partnership	Y	I/P	N	
2.	Partners' affiliation and legal status	Y	I/P	N	
3.	Contractual period	Y	I/P	N	
4.	Contract amendments, renewal, and termination procedures	Y	I/P	N	
5.	Role of each partner in contract development and approval	Y	I/P	N	
6.	Compliance with local, state, and federal regulations	Y	I/P	N	
7.	Conflict of interest statements and prohibited activities	Y	I/P	N	
8.	Procedures in place to jointly seek out other funding opportunities	Y	I/P	N	
9.	Staff organizational charts developed and shared	Y	I/P	N	
10.	Designated contact person for each organization	Y	I/P	N	
11.	Travel policies	Y	I/P	N	
12.	Liability and insurance	Y	I/P	N	
13.	Licensed space	Y	I/P	N	
14.	Fire inspections are complete	Y	I/P	N	
15.	Policies and training around building safety drills	Y	I/P	N	
16.	Use of partners' names (how partners will publicize the services sponsored by the partnership)	Y	I/P	N	
17.	Participation in QUALITYstarsNY	Y	I/P	N	
18.	Drop-off and pick-up routines/policies	Y	I/P	N	
19.	Policies around mixing groups of children	Y	I/P	N	
20.	Site specific: parking spaces, identification badges, rules for parents' visiting	Y	I/P	N	

NOTE: Some items may not be applicable for all partnerships

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As districts are forming new or renewing partnerships for prekindergarten services for the 2018-2019 year, the NYSED Office of Early Learning has a [tip sheet](#) available to assist programs in developing collaborations. The tool provides checklists that identifies for stakeholder's topics for discussion when developing a successful collaboration which include:

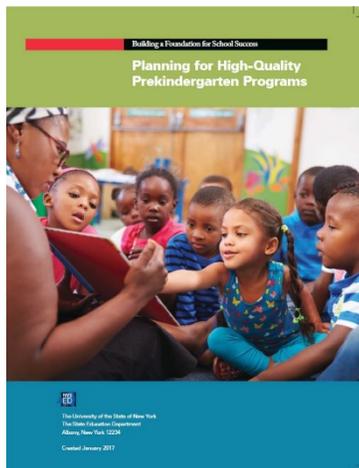
- high quality early childhood education and care;
- community-wide benefits of the partnership;
- how to implement comprehensive services;
- differing policies and regulations that each partner operates under and how to bridge these differences;
- how to manage, monitor, and coordinate the partnership.

The document is intended to serve as a guide to aide in partnership formation and delegation of roles – it is for internal use and does not need to be turned in to the New York State Education Department. It can also be used for an annual self-assessment.

Physical, social and emotional, cognitive, and language domains of child development are interrelated. Development in one domain influences and is influenced by development in other domains.

Read how prekindergarten classrooms can support learning across domains by visiting the [Harvard Graduate School of Education's website](#).

Resources from the NYSED Office of Early Learning



Planning for High-Quality Prekindergarten Programs is designed to inform and support the work of teachers, administrators, and program developers who are responsible for assuring that prekindergarten programs provide children with the foundational skills needed to master the challenges of Kindergarten and beyond. It outlines the characteristics and expectations of a high-quality prekindergarten program and reinforces the idea that children’s success in achieving the State’s learning standards begins during the early years. This guidance may serve as a hands-on resource for teachers, as a self-assessment guide for administrators, and as a planning tool for staff developers. A companion document called [Guidance for School Districts Operating Pre-K Programs for Three Year Olds](#) for programs serving three-year old students is available for teachers and administrators working with three-year-old students.

Other documents that are available on the [OEL website](#) include:

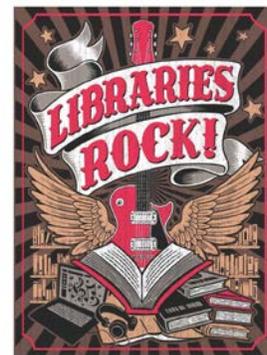
- Tip Sheets for Practice and Play: Setting Up Learning Centers in Prekindergarten Classrooms
- Guidance Memos
- Open Ended Art Supply List for Prekindergarten Classrooms
- NYSED Pre-K to Kindergarten Transition Tool
- Prekindergarten Foundation for the Common Core Implementation Tool Kit

New York State Library Summer Reading

The New York State Library offers free materials for districts to distribute to families about summer reading including reading lists, bookmarks, and labels for report cards. Last summer, 2.2 million students and children statewide participated in the summer reading program.

“Reading with our children is such an important learning tool to help them build a lifelong connection with books,” said Board of Regents Chancellor Betty A. Rosa. “The free, annual summer reading program is a tremendous educational resource for our children and their families. Studies show that children’s literacy skills improve when they read during the summer. We encourage all children to continue in the joy of reading throughout the year and engage in educational activities at their local library.”

The State Library partners with 756 public libraries and 311 neighborhood branches statewide every year on the summer reading program. The free, annual program is supported by the State Library in conjunction with the State Assembly and Senate and partners like Hunger Solutions New York, the New York State Reading Association, 4-H and the New York Council for the Humanities. The program gives children the opportunity to access the vast resources of New York’s public libraries to support their summer reading. Participants receive reading lists and book recommendations and engage in educational activities at their local libraries. At the end of the program, participants receive formal recognition for their reading achievement. This year’s summer reading theme is “Libraries Rock!” Visit the [New York Libraries webpage](#) for more information.





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“Play is the highest form of research.”

– Albert Einstein