

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

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Play Based Experiential Learning (PBEL)

The [PBEL website](#) offers questions and videos for incorporating play into the daily classroom schedule. The online resource created by the Alliance for Childhood goal is to "restore imaginative, freely chosen play to children's lives, at home and at school."

Materials included in the PBEL toolkit:

- A list of 45 "guiding questions" to help you size up your learning environment and current practices--for example: "What are the areas of the daily routine with little or no play?" and "How can you encourage children to build on one another's ideas?"
- Brief videos of real (and, thus, sometimes noisy and seemingly chaotic) classroom activities, such as sand play and baking bread.
- Links to other resources and helpful articles--for example, to an NAEYC blog post titled "In the Moment Children Can't Always Answer 'What Are You Doing?'"



Emergent Multilingual Learners in Prekindergarten Programs



On April 3, 2017, the [New York State Board of Regents \(BOR\)](#) approved a protocol for Emergent Multilingual Learners developed to guide and support state-funded Prekindergarten programs in implementing best practices relative to the role of the home language. At the April meeting, staff was directed to utilize the [Emergent Multilingual Learners \(EMLLs\) Language Profile](#) for Prekindergarten Students as part of an [EMLL Profile Process](#) to identify when a prekindergarten student's home or primary language is other than English. The [Language Profile is available in 24 languages](#) which can be downloaded.

The Language Profile gathers information about all students in Prekindergarten, and identifies the existing language(s) and linguistic experiences of young students. It is part of an integral protocol that will assist educators in providing instructional services that best meet the needs of EMLLs. Students identified by the EMLL Language Profile are entitled to a combination of supports and instruction in their home language(s) while learning English. In addition, this protocol will assist the Department in maintaining accurate counts of EMLLs in Prekindergarten programs. All information gathered by this Protocol should be shared with Kindergarten teachers to ensure that there is an effective and successful transition from Prekindergarten to Kindergarten.

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\*OEL UPDATE\*

The Office of Early Learning is happy to introduce its newest team member, **Rebecca Stahl!**

## [Update on NYS Standards Revisions and Rollout](#)

The Board of Regents adopted the Next Generation English Language Arts and Mathematics Learning Standards on September 11, 2017. Over 130 educators and parents worked together to make recommendations for these revisions. The New York State Science and Arts Standards were also revised in 2017.

On November 30<sup>th</sup> almost a thousand educators and administrators gathered in Saratoga Springs to learn about these Next Generation Standards. The keynote speaker at the meeting was Nonie Lesaux from Harvard University, and she discussed Leading Advanced Literacies Instruction for the 21<sup>st</sup> Century. This and many other presentations and materials to utilize for your professional development can be found on the [NYSED Curriculum and Instruction website](#).

The projected timeline for implementation of the Next Generation Standards is:

- **September 2017:** Adoption of Next Generation Learning Standards
- **Awareness Building 2017-2018 School Year**
- **Capacity Building 2018-2019 School Year**
- **Capacity Building 2019-2020 School Year**
- **Full Implementation September 2020**
- **Spring 2021:** New grade 3-8 tests measuring Next Generation Learning Standards

For this first year, please focus on understanding the Introduction(s) to the Next Generation Standards, particularly the [Introduction to the New York State Next Generation Early Learning Standards](#).

NYSED's Office of Early Learning is beginning the process of updating the New York State Prekindergarten Standards to correlate with these updated Standards, while continuing to incorporate all developmental domains.

## [Sesame Workshop and the International Rescue Committee](#)

Using the recently awarded [MacArthur Foundation's \\$100 million grant](#), Sesame Workshop and the International Rescue Committee (IRC) promise that early education can heal the scars of war. For an entire generation of refugee children (9.4 million) in Iraq, Jordan, Lebanon and Syria, the [early childhood development program](#) will mitigate some of war's most harmful consequences by bringing them hope and opportunity in developmentally, culturally, and linguistically appropriate ways. In addition to the locally-produced Sesame Street television programming with engaging characters with whom children can relate and learn, there will be additional services such as parent education, home visits, and early education programs for the most vulnerable 1.5 million. To learn more about how Sesame Street and the IRC are empowering today's youngest victims of war to be tomorrow's nation builders, see the [Sesame Workshop and the International Rescue Committee website](#).



## Tackling Toxic Stress

In an article written by The Center of the Developing Child at Harvard University, researchers have studied the effects of toxic stress, especially during early childhood. Though learning how to cope and overcome adversity is part of normal child development, having constant stress can affect the physical body and the brain for lifelong consequences.

There are three types of stress that can occur, each having different influences on brain and body development. The first, is called the positive stress response which is normal in everyday life, these are those short bursts of stress, where the heart rate and hormone level will increase slightly. Situations that may cause positive stress would be the first day in a new classroom, or going to the dentist. The next type of stress is the tolerable stress response. where the body has more consistent stress, but there is a strong relationship with an adult to help the child overcome the stress. Situations that may cause tolerable stress would be a natural disaster, long prolonged illness of an immediate family member or the death of a loved one. Though this causes disruption and stress in the everyday life of the child, the strong relationship the adult is helpful in overcoming and coping with the stress. Toxic stress is when there is a prolonged activation of the stress response without the presence of protective relationships. This ultimately affects the body systems and brain architecture more severely and can lead to stress related disease, such as heart disease and diabetes, and cognitive impairment. Situations that would cause toxic stress are physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, or constant/accumulated burdens of family economic hardship (losing housing, job, not having transportation or medical insurance), without a consistent and supportive adult.

To read multiple articles on how to help prevent or decrease the effects of toxic stress, visit: [Tackling Toxic Stress on the Harvard University's Center on the Developing Child webpage.](#)

## Core Body of Knowledge



*The Core Body of Knowledge (CBK): New York State's Core Competencies for Early Childhood Educators* outlines recommended practices or competencies for early childhood educators to best support young children's development and learning. The CBK is broken down into seven core competency areas: 1. Child Growth and Development; 2. Family and Community Relationships; 3. Observation and Assessment; 4. Environment and Curriculum; 5. Health, Safety, and Nutrition; 6. Professionalism and Leadership; and 7. Administration and Management.

The CBK can be used in early childhood programs:

- as a resource and foundation to guide good practice
- as a tool to assist in observing staff
- to promote self-reflection across the ECE workforce
- to guide the content of professional development and professional preparation
- to support professional development planning

To download, view, or find additional resources about the CBK including tips for conferencing with families visit the [NY Early Childhood Professional Development Institute website.](#)

## Developmentally Appropriate Practice Briefs



The New York State Education Department’s Office of Early Learning, New York State Association for the Education of Young Children, and the New York State Head Start Collaboration Office teamed up to highlight key features of high quality early childhood teaching for children from Prekindergarten through 3<sup>rd</sup> grade: the period when children acquire knowledge, skills, and attitudes towards learning that will impact their long-term success in school and beyond. These guidance briefs aim to support administrators and teachers in making decisions that will lead to higher quality early childhood classrooms with positive outcomes for children. These briefs include material from interviews with school principals and teachers and have been vetted by the field. We encourage you to share them with your school board, Parent Teacher Organizations and others in the early childhood field. To view the series of briefs please visit the [NYSECAC’s News Page](#).

## CDC Launches Milestone Tracker App

The Centers for Disease Control and Prevention is pleased to announce the launch of *CDC’s Milestone Tracker* – a free app for tracking every child’s development in a fun and easy way. This app adds to the popular suite of free, family-friendly materials available through CDC’s [Learn the Signs. Act Early](#) program.

“Skills like taking a first step, saying those first words, and waving ‘bye-bye’ are developmental milestones all parents anticipate and celebrate,” said CDC Director Brenda Fitzgerald, M.D. “This CDC Milestone Tracker app gives parents tips to help their child learn and grow, a way to track developmental milestones, recognize delays, and the ability to share this information with their healthcare provider.”

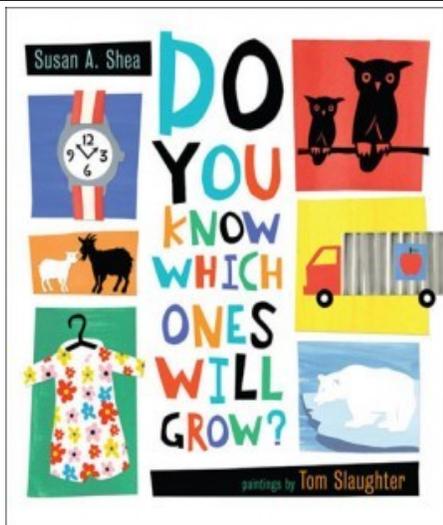
The new app offers:

- Interactive milestone checklists for children ages 2 months through 5 years, illustrated with photos and videos
- Tips and activities to help children learn and grow
- Information on when to act early and talk with a doctor about developmental delays
- A personalized milestone summary that can be easily shared with the doctor and other care providers
- Reminders for appointments and developmental screening

Learn more and get information on downloading the app at [CDC’s Milestone Tracker website](#). The app is available in the [App Store](#) and on [Google Play](#).

Although it is packed with parent-friendly features, this app isn’t just for parents! Healthcare providers can use it to help with developmental surveillance as recommended by the American Academy of Pediatrics, and early care and education providers can use it to better understand their students’ skills and abilities and to engage families in monitoring developmental progress.

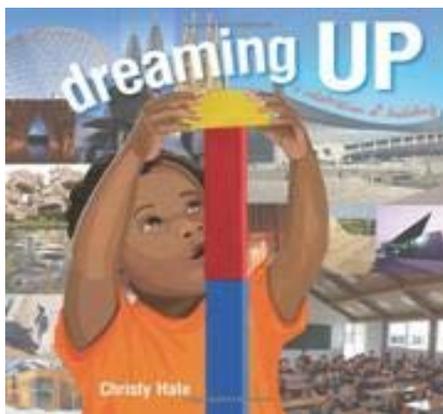
## Reading Recommendations



### **Do You Know Which Ones Will Grow?**

by [Susan A. Shea](#), [Tom Slaughter](#)

This book introduces young learners to the concepts of classification. The lift the flap creates excitement and curiosity throughout the book. Teachers can incorporate questioning techniques allowing children to create meaning and understanding for living and non-living things. There is also great vocabulary that is appropriate for Pre-kindergarten and Kindergarten age students. Do You Know Which Ones Will Grow? This a great addition to a classroom library and is perfect to include in a science center for independent exploration.



### **Dreaming UP: a celebration of building**

by [Christy Hale](#) & illustrated by [Christy Hale](#)

Dreaming UP A Celebration of Building is a perfect addition to any blocks or building center. This beautifully illustrated picture book allows children to compare building to real-life architecture around the World. Children in grades K-3 can explore, plan and play using this book to make a connection to real-life buildings.



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