

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

Volume 5, Issue 2

September 2018

## Welcome Back to School!

New York State continues to create helpful resources to support young children as they grow and learn. We hope that as you begin another productive school year, you use the information in this newsletter to guide your work.



“Early Learning Standards represent a collective agreement among educators and collaborators of the age appropriate instructional goals for young children. They do not describe the limits children should reach, but the foundation to untold possibilities across a lifetime. Inherently optimistic, the Standards organize the work of teaching, as they build towards a vision of self-efficacy and empowerment that rewards children’s innate capacity to learn.” - [Introduction to the NYS Early Learning Standards \(.pdf\)](#)

### Standards Implementation Timeline:

- Phase I: Raise Awareness (Winter 2018-Winter/Spring 2019): Professional development on NYS Next Generation Learning Standards
- Phase II: Build Capacity (Spring 2019-Summer 2020): Professional development continuing on NYS Next Generation Learning Standards
- Phase III Full Implementation (September 2020 – ongoing): Full implementation of the NYS Next Generation Learning Standards

**Resources:** NYSED worked with the Northeast Comprehensive Center (NCC) to construct resources to support the roll-out of New York’s Next Generation Learning Standards. A professional development session with supporting resources to introduce the new Standards is available on the [Northeast Comprehensive Center’s website](#). Please utilize these resources to introduce the Standards in the upcoming school year.

Additionally, NYSED hosted conferences in Saratoga Springs, Rochester, and New York City in 2017-2018 entitled: *New York State Next Generation Learning Standards: Supporting All Students*. These events provided administrators and teachers an opportunity to help strengthen theoretical and practical knowledge to implement high quality, academically rigorous instruction for all students. Resources from the keynote and other workshops are available on the [NYSED Curriculum and Instruction webpage](#).

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## New Guidance and Resources for Social and Emotional Learning

New guidance and resources to implement Social Emotional Learning (SEL) benchmarks, policies, and programs are now available for school districts for grades K-12 and can be downloaded from the [NYSED Student Support Services website](#). Research shows that students who receive social emotional instruction have higher achievement scores, improved attitudes and behaviors, and reduced emotional stress.

The resources outline benchmarks and frameworks for educators to implement Social Emotional Learning practices in their schools and classrooms. This set of resources compliments Domain 3: Social and Emotional Development of the [New York State Prekindergarten Foundation for the Learning Standards](#).

## School Mental Health Education

Research has shown that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. When young people are educated about mental health, the likelihood increases they will be able to effectively recognize signs and symptoms in themselves and others and will know where to turn for help. Health education that respects the importance of mental health, as well as the challenges of mental illness, will help young people and their families and communities feel more comfortable seeking help, improve academic performance and, most importantly, even save lives.

As outlined in the January 2018 NYSED's Board of Regents Memo;1 Education Law §804 was amended by Chapter 390 (Laws 2016) and Chapter 1 (Laws 2017) clarifying that a satisfactory program in health education in accordance with the needs of pupils in all grades that includes the several dimensions of health, is now required to:

- *include mental health and the relation of physical and mental health; and*
- *be designed to enhance student understanding, attitudes and behaviors that promote health, well-being and human dignity*

Schools may already be providing "mental health" education as previously required in CR Part 135, however these new statutory provisions formalize the new requirements noted in italics. For more information about the new requirements including links to resources visit the [NYSED Curriculum & Instruction Mental Health page](#).

## Trauma Impacts Children in Classrooms

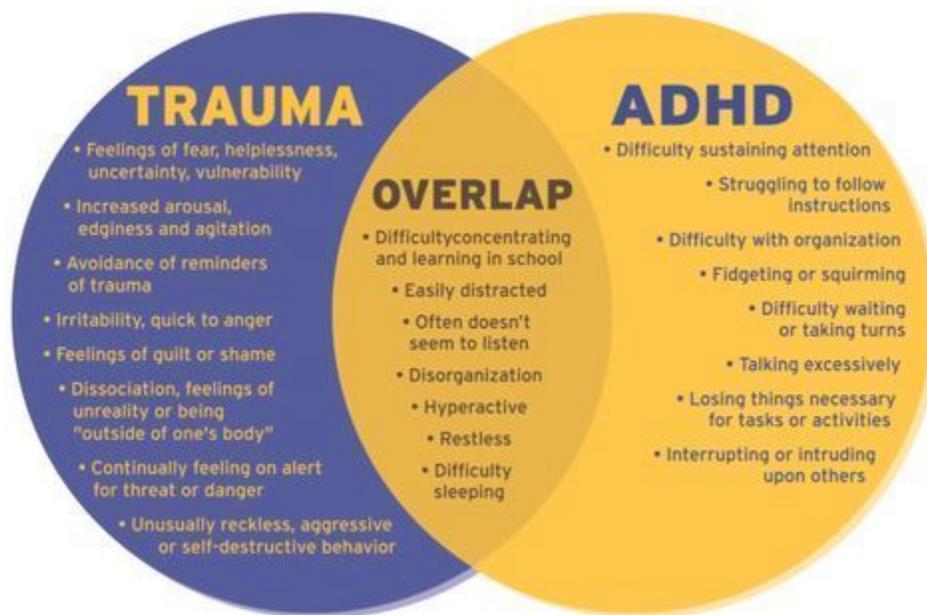
The [CDC Adverse Childhood Experiences \(ACEs\) study](#) tells us that more than 50% of students in the classroom have experienced one or more adverse childhood events. In the study, the types of childhood adversity measured were:

- physical, sexual, verbal abuse

- physical and emotional neglect
- a parent who's an alcoholic (or addicted to other drugs) or diagnosed with a mental illness
- witnessing a mother who experiences abuse
- losing a parent to abandonment or divorce
- a family member in jail

Studies show chronic stress or unaddressed ACEs can change the chemical and physical structures of the brain. In the classroom, children can display traumatic stress through aggression, anxiety, defiance, perfectionism, and withdrawal. And here's the biggie, signs of trauma often look very similar to ADD, ADHD, ODD and autism spectrum disorder. *(continued page 3)*

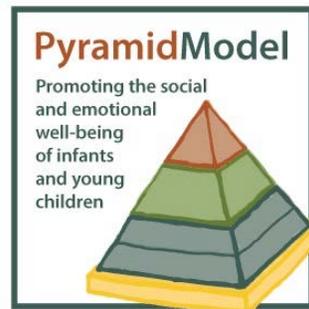
An additional resource, *The Social and Emotional Learning (SEL) Observation and Reflection Tool for Administrators* was developed to help principals/site managers to reflect on program design and teaching practices that support SEL. While this tool specifies prekindergarten programs, it is appropriate across the prekindergarten through grade 3 span.



from [ACEs Connection](#)

Consider this...inattentive, hyperactive, and impulsive behavior may in fact mirror the effects of trauma or adversity. Children show their emotions through behavior. What might seem like random, nonsensical or manipulative behaviors in a child, might actually be rooted in a space called 'FEAR' and pain. The emotional backpack they carry to school each day is one that they cannot set outside the classroom door, and it will remain heavy and forefront in their brain. To read the study in full or for additional resources visit the [ACES Too High website](#).

**The Pyramid Model** is a conceptual framework developed by the Center on the Social and Emotional Foundations for Early Learning of evidence-based practices for promoting young children’s social and emotional competence and for preventing and addressing challenging behaviors. The Pyramid Model includes extensive training materials, videos, and print resources to help New York’s programs and providers implement the model. The Model also has modules for use with families. For more information on available resources in New York State visit the [NYSECAC’s Initiatives page](#).



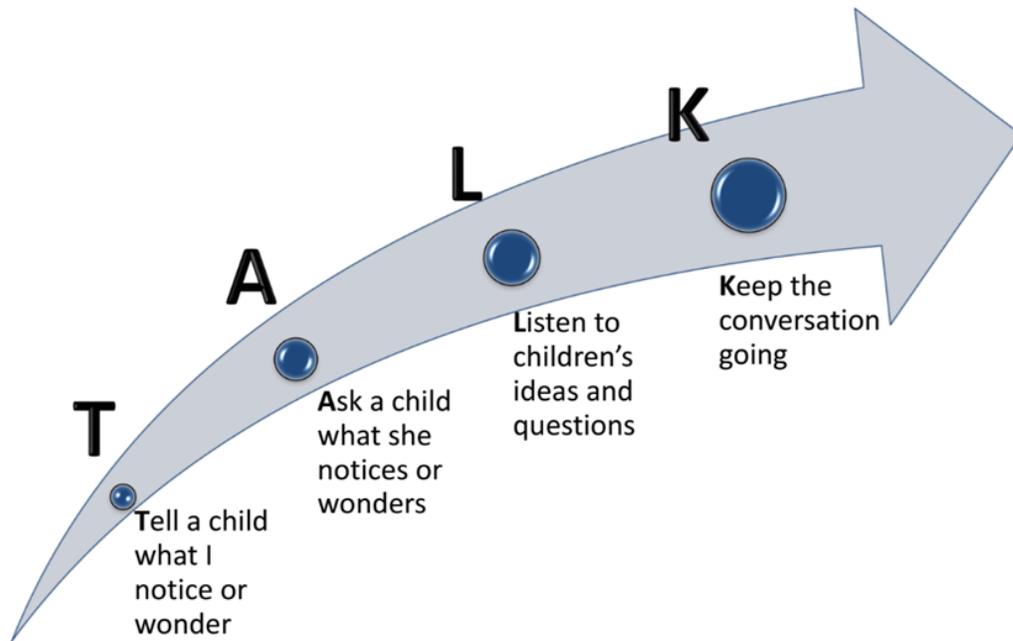
## **NYSED 2018 P-3 Summer Institute: Effective Teaching & Leading Within a P-3 Framework**



In July of this year, NYSED’s Office of Early Learning again worked with the NCC, the City University of New York’s Early Childhood Professional Development Institute, the Center on Enhancing Early Learning Outcomes, and the College of Saint Rose to host a Summer Institute, *Effective Teaching and Leading within a P-3 Framework*. The goal of the three-day institute was to increase shared understanding about how to effectively support young children’s learning and development in the early grades through strong leadership and high-quality instructional approaches. The institute provided opportunities specifically geared to support prekindergarten to third grade administrators and teachers through a series of panel discussions, facilitated work sessions, informational workshops, and the development of goals and action steps.

The Keynote Speaker for the event, Dr. Nonie K. Lesaux, presented data that demonstrated the changing demands of the U.S. workforce from rote functions to an emphasis on working with new information and on solving unstructured problems. This requires educators to provide instructional experiences that cultivate knowledge and build language and literacy from the earliest years. For P-3 educators, this means designing robust learning experiences through whole child, integrated curricula; using play and hands-on, inquiry-based instruction; and paying close attention to creating a classroom environment that fosters risk-taking, imaginative thinking, language production, idea generation, and collaboration. To find more information including presenter power point and handouts visit the [NCC’s website](#). During her presentation, Dr. Lesaux emphasized the connection between talking and learning and provided the following visual and acronym:

# Children Learn when they Talk



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“Children need the freedom  
to appreciate  
the INFINITE RESOURCES  
of their hands,  
their eyes  
and their ears,  
the resources of **FORMS,**  
**MATERIALS,**  
sounds and **COLOURS.**”

Loris Malaguzzi