

NEWS YOU CAN USE!

Policy and Guidance Updates in Early Childhood

METIS Conference

July 17-19, 2019



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

Joyce Greer

Early Childhood Instructional Specialist

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

Early Childhood Updates

Early Childhood Staff

Administrative Staff

Dr. Jill Dent, Bureau Director

Monica May, Assistant Director

Candice Taylor, EC Instructional Specialist/619 Coordinator

Joyce Greer, EC Instructional Specialist

Kristi Gary, EC Office Coordinator

LaTessa Long, Early Learning Collaborative Coordinator

Elizabeth Stone, Early Learning Collaborative Coordinator

Robin Haney, Data Coordinator

Early Childhood Staff

Regional Coordinators

Leigh-Anne Gant

Kelly Carmody

Family Engagement Transition Coaches

Angela Towers

Amanda Adams

Professional Development Specialist

Jayme Jones

Amye Hoskins

Early Childhood Staff

Early Childhood Coaches

Adrienne Mercer

Merry Pennell

Sandra Watkins

Kathy Wall

Sharon Erickson

Tammy Wallace

Deeda Paul

Oki Ragins

Marisa Prewitt

Lydia Boutwell

Tonya Pickens

Early Childhood Collaboratives

- 18 collaboratives
- 2 entities that have pre-k classrooms, and have to include Head Start if there is one in the area
- Coahoma, Corinth, Clarke, Cleveland, George, Greenwood, Grenada, Hattiesburg, Lamar, Marion/Columbia, McComb, Monroe, Oxford, Petal, Picayune, Starkville, Sunflower, Tallahatchie

Pre-Kindergarten Blended Programs

- 9 districts
- Blended programs provide inclusive opportunities for students with disabilities
- Cohort I-Houston, North Tippah, Columbia, Clinton and Pass Christian
- Cohort II-Hinds County, Houston, Pass Christian, Webster County

Mississippi Early Childhood Conference

2019 Early Childhood Education Conference

July 22-25, 2019

Natchez, Mississippi

www.msheadstart.org to register

Late Registration after July 1, 2019

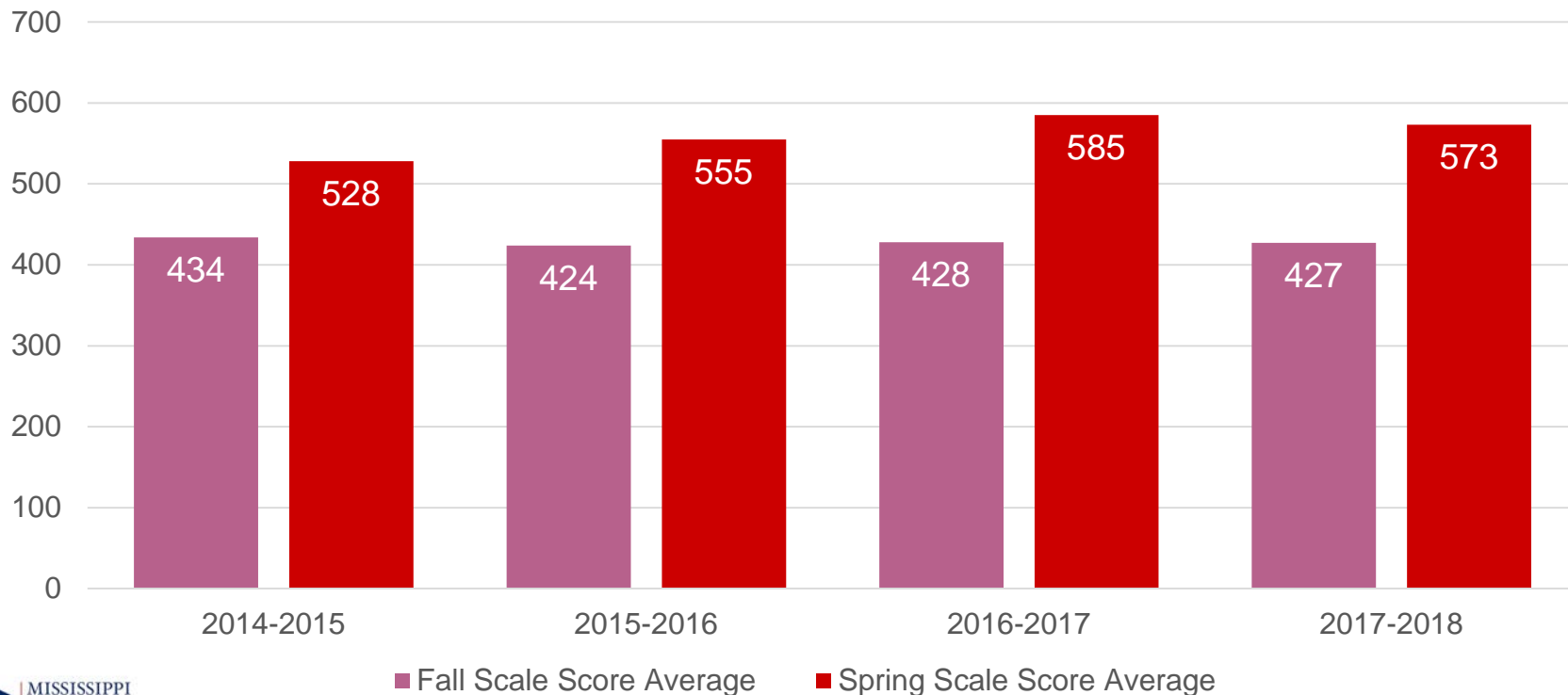
NIEER Benchmarks

QUALITY STANDARDS CHECKLIST

POLICY	MS PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	<input checked="" type="checkbox"/>	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	New in 2015-2016	—	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE or CD	CDA or equivalent	<input checked="" type="checkbox"/>	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans (classrooms on probation)	For teachers: At least 15 hours/year	<input checked="" type="checkbox"/>	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	14 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:7 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	<input checked="" type="checkbox"/>	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Meals	At least one meal/day	At least one meal/day	<input checked="" type="checkbox"/>	Discontinued	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	<input checked="" type="checkbox"/>	Structured classroom observation; program improvement plan	<input checked="" type="checkbox"/>
			10		
				9	

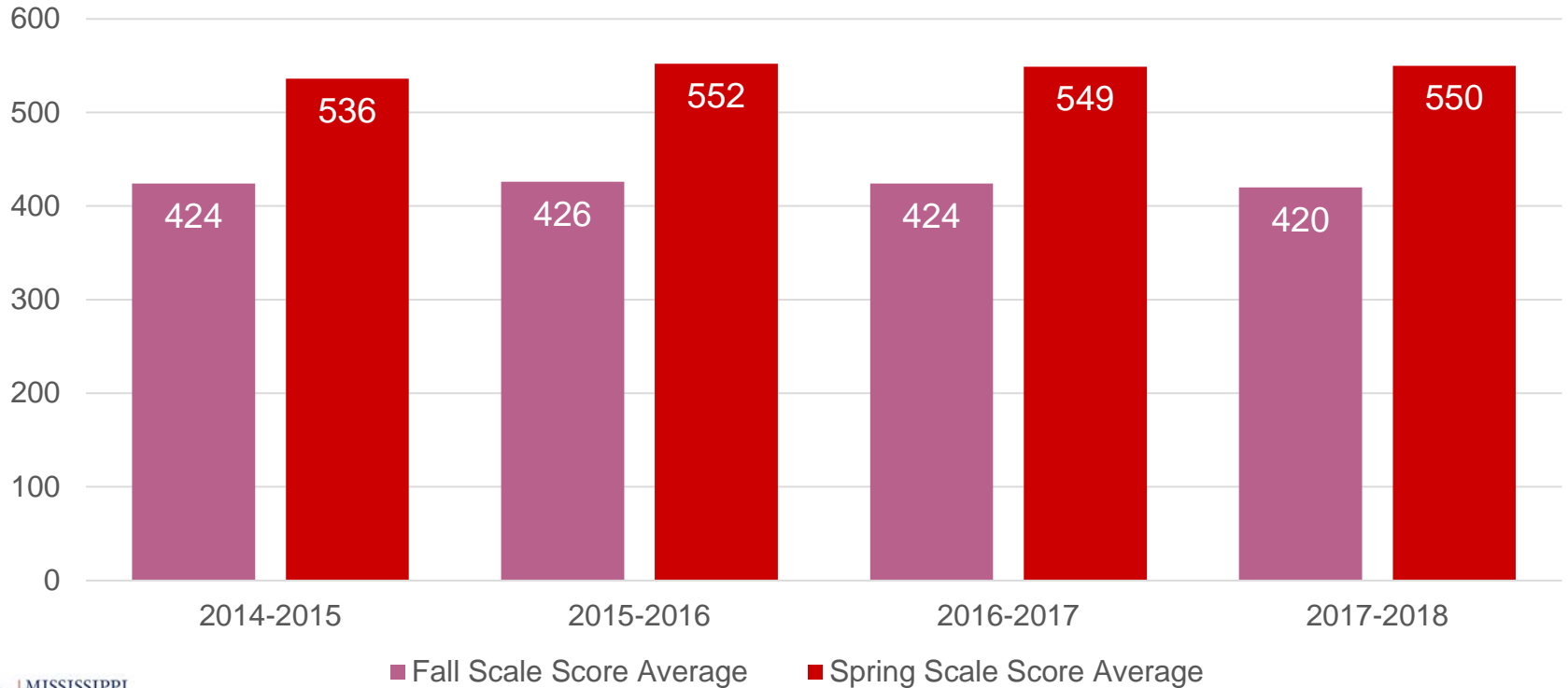
Pre-K Readiness Results: Early Learning Collaboratives

Scale Score Average



Pre-K Readiness Results: Other Funded Pre-K

Scale Score Average



Changes in Early Childhood Guidelines For Pre-K and Kindergarten

Educational Materials

- Pre-kindergarten programs shall replenish the consumable supplies and instructional material in each classroom at least once per year



Educational Materials

- School districts shall spend \$1,000 per kindergarten classroom to replenish the consumable supplies and instructional material at least once per year
(This is in addition to EEF monies.)



Professional Development Pre-K and K

- Teachers, Assistants and Pre-kindergarten Administrators must complete at least fifteen (15) contact hours of early childhood professional development annually
- Teachers, Assistants and Kindergarten Administrators must complete at least eight (8) contact hour in early childhood professional development annually
- Professional Development Calendar Year

(June 1st - May 31st)

Learning Centers Pre-Kindergarten

- Minimum of five different centers
 - three primary centers and two other integrated centers
 - primary centers are book/library, math/manipulative, creative art
- Minimum of 120 minutes per day
- Centers are rotated and changed throughout the year

Learning Centers Kindergarten

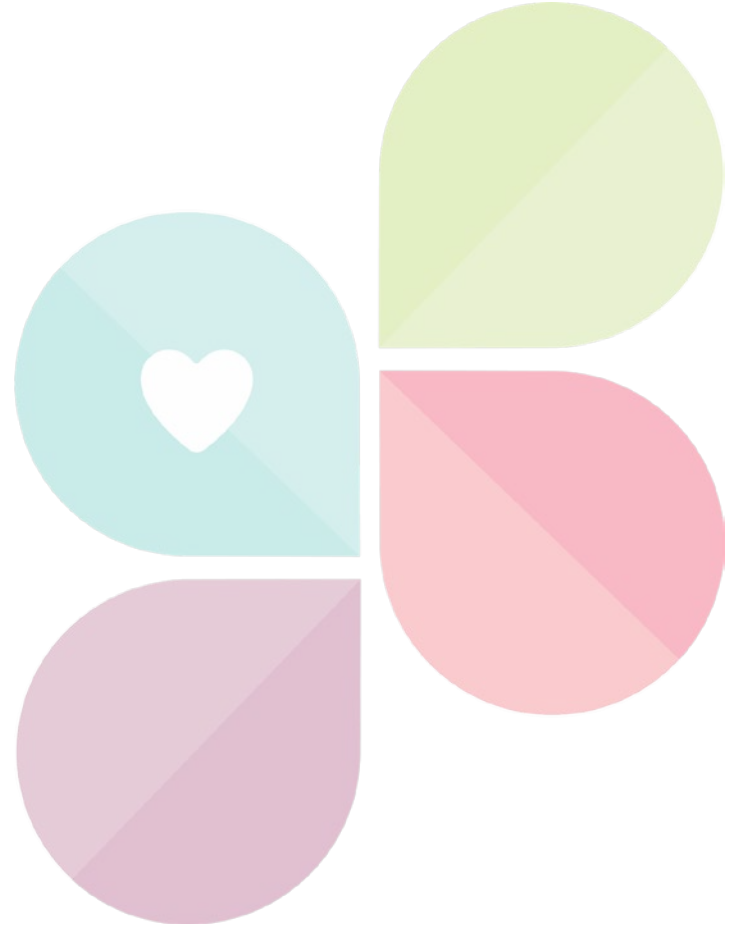
- Minimum of four different centers
 - three primary centers and one teacher-led small group
 - primary centers are book/library, math/manipulative, creative art
- Minimum of 120 minutes per day

Family Engagement

Mississippi's Family Engagement Framework

The purpose of this document is to:

- Recognize the importance of family engagement as a core, foundational component of education
- Put forth a set of common goals for family engagement across the education system and within individual educators
- Offer family engagement strategies for educators and identify resources that support the implementation of those strategies
- Empower stronger family-centered partnerships to gain a greater understanding of how a family's strengths, needs, and resources affect a child's safety, stability, well-being and school readiness success.



Mississippi's Family Engagement Definitions

- **FAMILY** *is a fundamental social group in communities consisting of a child/ren and a parent, grandparent, guardian, caregiver, or any responsible individual invested in the educational success of a child.*
- **FAMILY ENGAGEMENT** *is an on-going, shared responsibility of families, educational programs, and communities for all student learning and academic achievement that continues from birth to young adulthood.*

Family Engagement Goals

1. Welcome and Empower ALL Families
2. Increase Student Success
3. Build Leadership and Capacity
4. Develop Community Investment and Partnerships



Family Engagement Framework & Toolkit

- Goals
- Outcomes
- Activities
- Resources
- Self-assessment
- Strategies for effective family engagement implementation

Upcoming Opportunities

- **A Shared Commitment to Literacy: Improving Literacy Outcomes from Birth to the Workforce**

Jackson Convention Center – September 13 & 14, 2019

- **Mississippi's Family Engagement Connections Conference**

Oxford – September 27 & 28, 2019; Jackson – October 25 & 26, 2019;
Hattiesburg – November 15 & 16, 2019

- **Mississippi Early Childhood Leadership Institute**

20 Administrators and/or Child Care Directors; 6 group trainings in central location; 6 face-to-face coaching meetings; 1 year commitment: January – December, 2020

- **Family Engagement Coaching and Technical Assistance**

At the request of Administrator, Child Care Director or School District;
8 month commitment over school year

Family Engagement Transition Coaches

For more information about family engagement contact:

Central and South Mississippi

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CLASS

Classroom Assessment Scoring System (CLASS)

- CLASS is an observation tool that focuses on the effectiveness of classroom interactions that promote children's social and cognitive development.
- CLASS supports the process of children's learning
- CLASS promotes interaction between teachers and students, and interaction between students

CLASS Domains for Pre-K and K-3

There are three CLASS domains that encompass the process of learning

- Emotional Support
- Classroom Organization
- Instructional Support

CLASS Scoring for Pre-K and K-3

CLASS is scored with three ranges:

- Low: indicators are rarely or never present
- Mid: indicators are sometimes present or present often with one teacher and not present with another teachers, so the interactions “even out”
- High: indicators are frequently or almost always present

CLASS Dimensions for Pre-K and K-3

There are 10 dimensions that fall within the domains

Emotional Support

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Student Perspective

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats

Instructional Supports

Concept Development

Quality of Feedback

Language Modeling

School District Determination Guidance for Pre-Kindergarten

Public and Non-Public District Pre-k

Any pre-k classroom(s) on a school district's campus are considered part of the school district and must abide by the Mississippi Department of Education (MDE) Accreditation Standards unless the school district is allowing a separate entity to utilize campus space. The separate entity must be licensed or accredited through their corresponding agency.

School District Pre-kindergarten

- Staff salaries paid by school district
- Program required to follow school district policies
- Classrooms that utilize spaces not on a district campus that are governed by a district

School District Pre-kindergarten

- Any classroom on a district campus not licensed or accredited by another entity
- Blended Head Start classrooms
- Title I-funded classrooms
- Locally-funded classrooms
- Tuition-based classrooms

Non-School District Classroom Determination for Pre-Kindergarten

Non-School District Pre-kindergarten

- Childcare operating independently from school district with its own director and licensed by the Mississippi Department of Health.
- The school district does not receive student tuition, does not pay staff salaries, and does not make any decisions regarding the program nor does it require the program to follow its policies.

Non-School District Pre-kindergarten

- Head Start operating independently from school district
- The school district does not pay staff salaries and does not make any decisions regarding the program nor does it require the program to follow its policies.

Grade Level Options/Determinations

Grade Level Options

- **62 – Pre-kindergarten**
3 or 4 years old by September 1st
- **52 – Pre-kindergarten special education**
3 or 4 years old by September 1st
- **64 – Kindergarten**
5 years old by September 1st (may include 6-year-olds and higher but only if retained)
- **54 – Kindergarten special education**
5 years old by September 1st (may include 6-year-olds and higher but only if retained)

Grade Level Option Determination

- Students in grade levels 52 and 54 can be taught in the same classroom if the instruction and programming are appropriate for each student.
- Students with IEPs who spend the majority of their day in “self-contained” classrooms should be in a special education grade level.
- **Use caution when entering the same student in MSIS as other students are entered and in School 500 as this “double counts.”**

Prior Year Entry for Kindergarten

Prior-Year Kindergarten Entry Data

- The goal of this effort is to better support early learning outcomes for students in public schools across the state and to better target professional development needs for early childhood educators.
- The MDE wants to examine result trends between kindergarten performance and the prior care of children before kindergarten entry.

Prior-Year Option Descriptions

Information about child care programs includes:

- Name of center
- Address of center
- Type of program

Prior-Year Program Options

Licensed Childcare - licensed by Mississippi Department of Health

Pre-k Private – private pre-k program (private school)

Family Care – care with a friend/neighbor with a small group of children

Head Start – Head Start pre-k or 4- year old program

Home – care with a parent or guardian

Pre-k public – public school pre-k program (Name of District)

Repeater – child retained in Kindergarten from previous year

MSIS Screenshots

Prior Care



Figure 1: File Layout

	A	B	C
1	Column Name	Data Example	
2	Year	2016	
3	District Number	3700	
4	School Number	004	
5	MSIS Student ID	123456789	
6	FirstName	Sally	
7	MiddleName	Jane	
8	LastName	Doe	
9	Grade Level	64	
10	Prior Care	Repeater	
11	Provider Name	Oak Grove Elementary	
12	Address	70 Leaf Lane	
13	City	Hattiesburg	
14	State	MS	
15	Zip	39402	
16			

Entering Data

- Districts are encouraged to enter data during Month 1 and as new students subsequently enroll.
- Prior-year information entered must be saved to view it immediately
- Incoming student data should be completed in MSIS by November 1st and monthly thereafter.
- In MSIS go to Modules → Student → Data Entry → to enter information

Questions and Comments





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Office of Elementary Education and Reading
Office of Early Childhood

www.mdek12.org/EC

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