

Kindergarten Visitation Proposal

Friday, May 31st, 2013

1. We propose that we combine screening and visitation for incoming Kindergarteners Friday, May 31st (date already listed on official district calendar).
2. We propose that Kindergarteners visit for 45 minute sessions according to the attached template.
3. We propose that two sessions run simultaneously staffed by 1 Kindergarten Lead teacher and 4 Observing Teachers along with additional support staff.
4. We propose that observing teachers use the attached checklist to gather pertinent information about incoming Kindergarteners.
5. We propose to replace the current screening (Gesell) with the attached observation checklist and assessments.
6. We propose to replace Parent Information Night with the presentation by Mr. Falls and a Kindergarten classroom teacher during visitation.
7. We propose an additional/alternate screening time for late registrants and absentees prior to the 1st day of the 2013-2014 school year.
8. We propose that the current spring motor screening will be administered only with students who have physical therapy services through CPSE.
9. We propose that our April grade level team meeting is designated to finalize items/materials and execute a model plan.

Rationale for changes:

1. Updated and revised observations and assessments will give us better information in a more efficient manner. Assessments are better aligned with current standards and expectations of Kindergarteners. The current screening (Gesell) has an outdated developmental focus.
2. The new process will reduce costs associated with hiring staff to administer Gesell.
3. Our proposed plan is streamlined to meet the needs of busy families by combining 3 visits (screening, visitation and Parent Information Night) into one collaborative, highly effective 45 minute session!

We would like to discuss this proposal during our December grade level team meeting (December 20th). We hope to have administrative approval in January.

Homer Central School District
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Homer, New York 13077-0500

Homer Elementary School
Central Park Place
Homer, New York 13077

Michael J. Falls
Principal
(607) 749-1250

February 14, 2013

Dear Kindergarten Teachers and Support Staff:

Thank you for your proposal to update and improve our current means of assessing and screening the development of incoming Kindergarten Students. I have shared your proposal with the Superintendent and Director of Instruction and Evaluation. Please read below our comments related to some of your proposed items. If an item does not have a comment or suggested change, we are in favor of the proposed change.

6. **We propose to replace Parent Information Night with the presentation by Mr. Falls and a Kindergarten classroom teacher during visitation.** *At this time, we feel it is pertinent to establish contact with parents and share information as the school year begins. Parent Information Night will continue to be held in September of 2013.*

8. **We propose that the current spring motor screening will be administered only with students who have physical therapy services through CPSE.** *As per the Commissioner's Regulations - Sections 117.1-3, Diagnostic screening for new entrants shall include, but not be limited to a determination of development in oral expression, listening comprehension, written expression, basic reading skills and reading fluency and comprehension, mathematical calculation and problem solving, motor development, articulation skills, and cognitive development. The Small Motor portion of the Student Observation would not satisfy this requirement. Therefore, a time must be scheduled before or after the Student Observation time to satisfy this requirement.*

We appreciate the time and attention that it took to look at our current screening process and compare it with other School Districts in our BOCES. Your proposal allows for a significant budgetary savings, and more importantly, a more comprehensive look at the whole child.

Yours In Education,

Michael J. Falls

Michael J. Falls

Cc: Superintendent, Director of Instruction and Evaluation, BOE

Attachments:

Kindergarten Visitation Schedule Template

Friday, May 31st, 2013

Times	Classroom 1	Classroom 2
8:30-9:00	Pre-visitation meeting	Pre-visitation meeting
9:00-9:45	Session 1	Session 1
10:00-10:45	Session 2	Session 2
11:00-11:45	Session 3	Session 3
12:00-12:30	Lunch Break	Lunch Break
12:30-1:15	Session 4	Session 4
1:30-2:15	Session 5	Session 5
2:30-3:45	Formal Discussion Time for Teachers/Staff	

Classroom 1	Classroom 2
Lead Kindergarten Teacher	Lead Kindergarten Teacher
Kindergarten Teacher -Observer	Kindergarten Teacher -Observer
Kindergarten Teacher -Observer	Kindergarten Teacher -Observer
Kindergarten Teacher -Observer	Special Education Teacher-Observer
Reading Specialist-Observer	Speech Therapist-Observer
Speech Therapist-Observer	TA
TA	TA
TA	

*As per the University of Rochester Study, approximately 129 new Kindergarten students may register for the 2013-2014 school year. With the above scheduling template, approximately 12-14 students would attend each classroom session. This will enable staff to observe approximately 3-4 students in each session. The 15 minutes between sessions is for immediate debriefing and setup for the next session.

*The Lead Teacher in each classroom is responsible for the instruction/activities during the 45 minute session. Kindergarten Classroom Teachers, the K Special Education Teacher and K Reading Specialist are responsible for observing and recording student data. One Teaching Assistant will be responsible for Individual Student Assessments and one Teaching Assistant will be working to support children who may show difficulty adjusting to the classroom during the 45 minute session. Speech Therapists will provide informal speech screening.

Formal Individual Student Assessments
(Administered by Teaching Assistant during visitation)
Friday, May 31st, 2013

The Formal Individual Student Assessments will be given in conjunction with Formal and Informal Assessments conducted as part of the Kindergarten Observer Checklist.

Letter Identification: (NYS Common Core Learning Standard RF.PK.3(a))

A child will be asked to identify 8 (Uppercase, Lowercase) letters.

Count Sequence: (NYS Common Core Standard CC.PK.1)

A child will be asked to verbally count to 20.

Count Set: (NYS Common Core Learning Standard CC. PK.4)

A child will count a set of 7 objects and answer how many that they have counted?

HOMER CENTRAL SCHOOLS KINDERGARTEN REGISTRATION OBSERVER CHECKLIST

<p><u>Name Tag</u> Child can find name: <input type="checkbox"/> independently <input type="checkbox"/> with help <input type="checkbox"/> couldn't find Comments:</p>	<p><u>Participation</u> <input type="checkbox"/> responds appropriately to teacher questions <input type="checkbox"/> responds inappropriately to teacher questions <input type="checkbox"/> no response to teacher questions Comments:</p>	<p>Child _____ DOB _____ Observer _____ Date _____ Separate From:</p>
<p><u>Song Participation</u> <input type="checkbox"/> enthusiastically participates <input type="checkbox"/> participates <input type="checkbox"/> would not sing Comments:</p>	<p><u>Questioning</u> Questions & statements were related to the topic: <input type="checkbox"/> most of the time <input type="checkbox"/> some of the time <input type="checkbox"/> not related to topic <input type="checkbox"/> Showed an understanding of "deeper" questioning/humor. Comments:</p>	<p><u>Table Activity</u> Wrote name: <input type="checkbox"/> capital 1st letter, rest lower case <input type="checkbox"/> capitals only <input type="checkbox"/> mixture of both <input type="checkbox"/> could not write name Copy Name: <input type="checkbox"/> Needed encouragement in activity <input type="checkbox"/> Did not attempt activity Comments</p>
<p><u>Physical Attentiveness</u> Sat in one place on rug: <input type="checkbox"/> most of the time <input type="checkbox"/> some of the time <input type="checkbox"/> was not able to sit in one place Comments:</p>	<p><u>Listening</u> Listens & follows directions: <input type="checkbox"/> independently <input type="checkbox"/> with reminders/guidance <input type="checkbox"/> does not follow directions Comments:</p>	<p><u>Small Motor</u> Could cut, color & glue <input type="checkbox"/> independently <input type="checkbox"/> with help <input type="checkbox"/> could not (Circle ones they have trouble with) Comments:</p>
<p><u>Story</u> Attentiveness: <input type="checkbox"/> watches teacher and book attentively <input type="checkbox"/> sometimes attentive/sometimes not <input type="checkbox"/> not focused on book or teacher for majority of time Comments:</p>	<p>HNP HNC HE RM RT NRT GT SP/LANG SW</p>	<p><u>Free Play</u> Interacted with others: <input type="checkbox"/> Adults & children <input type="checkbox"/> Parallel play <input type="checkbox"/> Did not interact <input type="checkbox"/> Adults Only Comments:</p>

HNP: High Needs Parent

HNC: High Needs Child

HE: High Energy

RM: Role Model

RT: Risk Taker

NRT: Not a Risk Taker

GT: Gifted & Talented

SP/LANG: Speech and Language

SW: Slow Worker