



Introduction to the Revision of the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2017

PreK-3 Principals Leadership Series
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- **Part One** Background to the ECIPs
- **Part Two** Development Process
- **Part Three** Structure of the Standards
- **Part Four** Support Materials: briefs, ECIPs Plan-It, Training
- **Part five** Using the ECIPs

Focus of the ECIPs Work

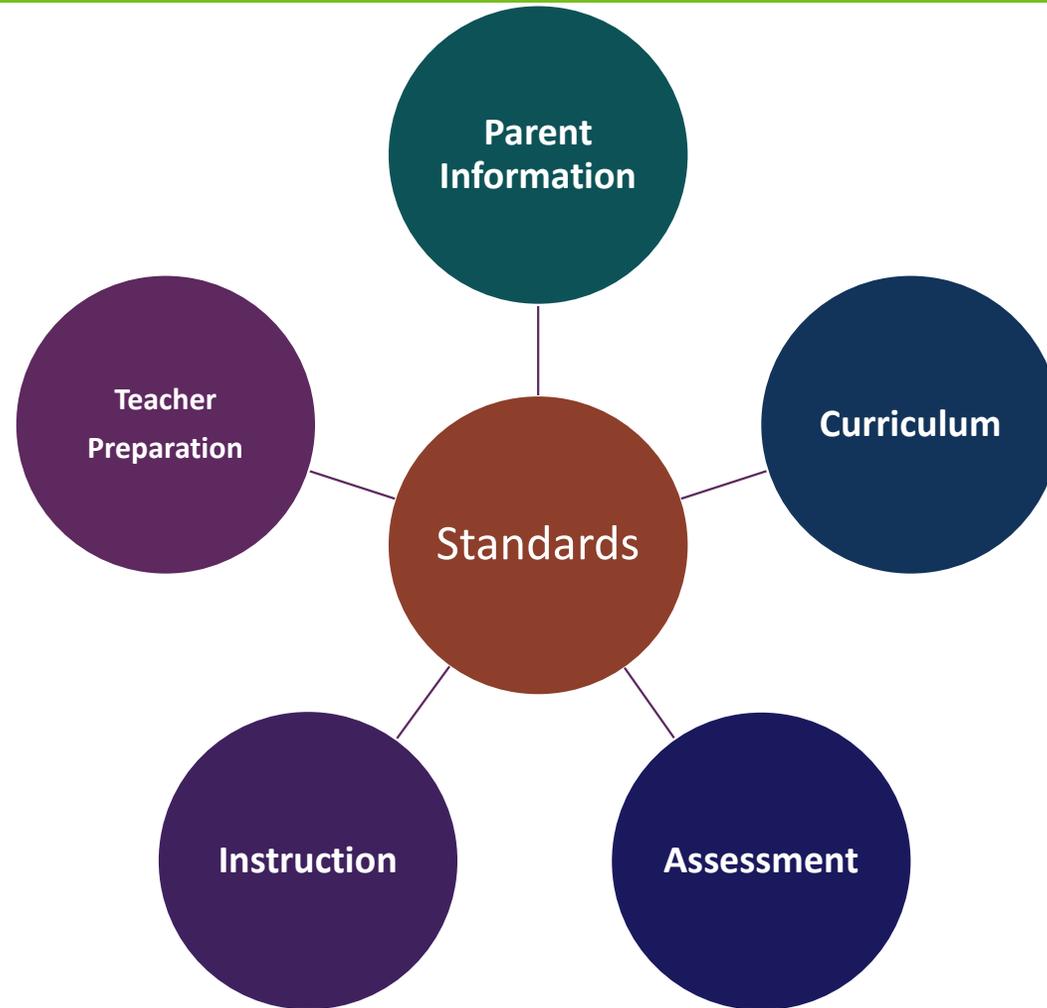


It's all about the Children

Takeaways on the ECIPs

- Matter: create a foundation for the early childhood system in Minnesota with children in the center
- Are critical element in transition to kindergarten for all children in a district: create consistency in the learning expectations of young children and facilitate needed conversations
- Support equity by establishing rigorous standards for all young children, regardless of early childhood program or demographic
- Support conversations with parents
- Support social/emotional skills as well as thinking skills and content knowledge

Ensuring Consistency and Coherence for Children



Guiding Principles for the ECIPs Revision

The ECIPs:

Recognize that young children are:

- Competent and capable of positive developmental outcomes and deserve high expectations.
- Individuals who develop at different rates and will vary in their progress within learning domains.
- Best understood and supported within the context of their family, culture and community.
- In a rapid period of brain development and need nurturing environments with appropriate interaction and encouragement to take full advantage of this growth period.
- Active learners who learn best in environments where they can construct their knowledge and practice their practice their skills in a variety of ways, with teachers and providers who respect and respond to their needs.

Guiding Principles for the ECIPs Revision

The ECIPs must:

- **Support equity and excellence for all children in the state of Minnesota**
- **Describe observable behaviors**
- **Demonstrate a continuum of learning from birth to kindergarten entrance.**

What the ECIPs Are and Are Not

The ECIPs:

- Demonstrate a **continuum of increasingly complex learning** for children from birth to kindergarten entrance.
- They are not an all-inclusive resource about children's development and learning. The standards reflect a selection of **important developmental expectations and key areas of learning** that highlight the knowledge and skills children need in order to be prepared for kindergarten and to continue as life-long learners.
- They are not intended to be used as a curriculum or an assessment tool. However, they should be used to **inform curricular decisions** and to correlate with authentic assessment procedures and content.

Opportunities for Children in the Use of the ECIPs



- **Promises (Under Race to the Top):**
 - **Revise the domains individually, with one committee per domain**
 - **Encourage cross-system involvement at a variety of levels**
 - **Include experts in the review**
 - **Structure and support materials should encourage usage**

- **Outcomes**
 - **Eight committees that functioned over 3.5 years**
 - **Over 100 teachers, coaches, trainers, and administrators from school districts, child care and Head Start**
 - **Extensive involvement of higher education faculty and staff, content experts and national reviewers**
 - **Structure encourages usage in individualized planning and the briefs offer options for usage, plain language review**

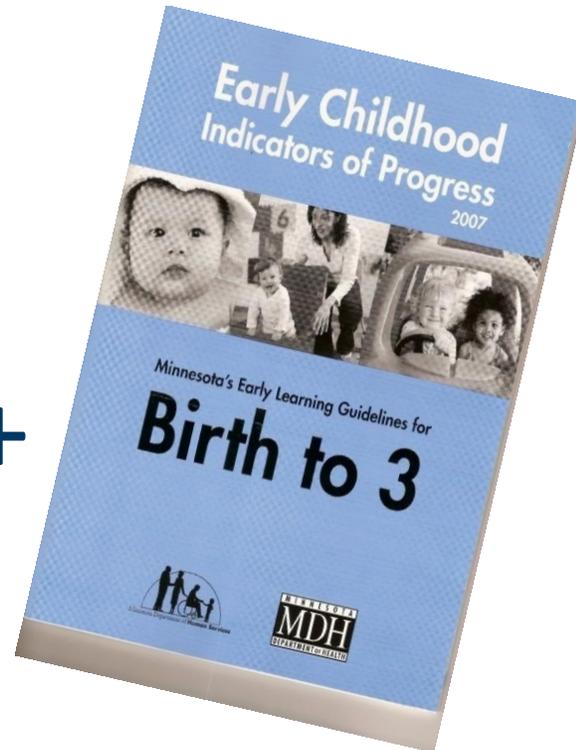
As Always, Changes Made

- Because of these commitments and research, changes were made:
 - Combine age ranges into one document to create a continuum
 - Provide indicators on more age ranges
 - Include the alignment with the Minnesota Kindergarten Academic Standards in the core document

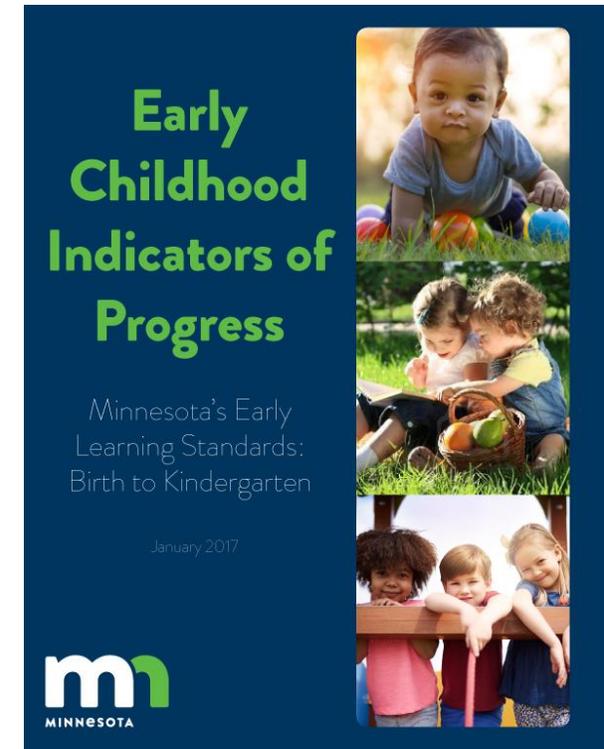
Previous Versions of the ECIPs



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Component

Domain

Domain: Mathematics - Cognitive

Subcomponent

Age Ranges

Component Number Knowledge M1

<i>Subcomponent</i>	<i>0-1 years</i>	<i>1-2 years</i>	<i>2-3 years</i>	<i>3-4 year, K-Readiness</i>	<i>4-5, K-Readiness</i>	<i>K Alignment</i>
<p>Rote counting The child attends to sequences and use of number words, with or without items, sets, or numerals and without recognizing the link to quantity</p>	<p>M1.1 Releases one item to reach for another</p> <p>M1.2 Uses body language to indicate a desire for more.</p>	<p>M1.3 Imitates use of at least one number word</p> <p>M1.4 Imitates counting</p>	<p>M1.5 Recites number words but not necessarily in the correct order</p> <p>M1.6 Recites number words correctly, up to 3</p> <p>M1.7 Names familiar numerals</p>	<p>M1.8 Shows interest in counting or number oriented play, and notices numbers in the environment during free play</p> <p>M1.9 Orders a few objects by size with assistance Recites number words in the correct sequence up to 10</p> <p>M1.10 Recognizes when others make errors in the number word sequence</p> <p>M1.11 Points to objects while reciting number word sequence</p>	<p>M1.13 Recites number word aloud, forward, up to at least 29 (allow for some mistakes), without objects.</p> <p>M1.14 Recites number words aloud, backward, down from at least 10 without objects</p> <p>M1.15 Is able to name the next number word for numbers up to 9</p> <p>M1.16 Reads and writes numerals from 0 to 10, with some reversals possible</p>	<p>K.1.1.3 Count, with and without objects, forward and backward to at least 20.</p> <p>K.1.1.3 Count, with and without objects, forward and backward to at least 20.</p> <p>K.1.1.3 Count, with and without objects, forward and backward to at least 20.</p> <p>K.1.1.2 Read, write, and represent whole numbers from 0 to at least 31.</p>

Domains or Content Areas of the new ECIPs

- **Social and Emotional**
- **Approaches to Learning**
- **Language, Literacy, and Communications**
- **Physical and Movement Development**
- **The Arts**
- **Mathematics – Cognitive**
- **Scientific Inquiry – Cognitive**
- **Social Systems – Cognitive**
- <http://education.state.mn.us/MDE/dse/early/ind/>

Early Childhood Indicators of Progress

Introduction to the ECIPs Practice Briefs



Introduction

The Minnesota Early Childhood Indicators of Progress (ECIPs): Minnesota's Early Learning Standards were developed and revised so that Minnesota's children are served by teachers and providers with a shared set of high expectations. The ECIPs demonstrate a continuum of increasingly complex learning for children from birth to kindergarten entrance. They address the development and learning of ALL children, including typically developing children, dual language learners, children with disabilities, and children with high needs. The ECIPs are designed to support teachers and providers as they help children learn, grow, develop, and thrive in a nurturing, high quality program.

The ECIPs are intended to be used by teachers and providers to inform curricular decisions and to correlate with authentic assessment procedures and content. The standards are different than previous versions. They now span the range of ages from birth to kindergarten entry with indicators in eight domains (three are cognitive) so that the whole of child development is addressed. Teachers and providers need to familiarize themselves with the domains, components, subcomponents, and specific indicators and determine how best to integrate the ECIPs into their work with children.

To that end, 13 informational briefs have been developed to support effective usage of the standards. Each document addresses a specific topic to give teachers and providers information, practical ideas, and resources to support the challenges they face as they work toward offering high-quality care and education.

The topics addressed in the set of briefs include:

1. Using the Early Childhood Indicators of Progress for the Intentional Teaching Process
2. Using the Early Childhood Indicators of Progress to Support the Learning of All Children
3. Using the Early Childhood Indicators of Progress with Dual Language Learners
4. Using the Early Childhood Indicators of Progress with Infants, Toddlers and Preschoolers and the Transitions Between
5. Using the Early Childhood Indicators of Progress with Children in Mixed Age Groupings
6. Using the Early Childhood Indicators of Progress in Play
7. Using the Early Childhood Indicators of Progress in Lesson Plans
8. Using the Early Childhood Indicators of Progress in Parent and Family Education and Engagement
9. Using the Early Childhood Indicators of Progress to Connect the Language, Literacy and Communications Domain with the Mathematics Domain
10. Using the Early Childhood Indicators of Progress to Connect Standards, Teacher Core Competencies and the Comprehensive Assessment System
11. Using the Early Childhood Indicators of Progress in Diverse Communities
12. Using the Early Childhood Indicators of Progress to Inform the Greater Community
13. Using the Early Childhood Indicators of Progress as an Administrator, Director or Principal

ECIPs Search

ECIPs Search

Domain Approaches to Learning

Component Processing and Utilizing Information

Sub Component

- All
- AL10 Working Memory: Child stores and retrieves information in order to use it purposefully
- AL11 Symbolic Representation: Child uses sounds, actions, objects and materials (paint, clay, blocks, etc.) to express their ideas and understanding as well as to make new connections
- AL12 Cognitive Flexibility/Reasoning: Child considers more than one possible outcome to a problem or situation; begins to create theories for why things happen; can recognize how one thing relates to or affects another thing
- AL13 Problem Solving: Child seeks and finds solutions to problems

Age

- All
- 0-1 year
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years

Submit

Results

AL12.8 Draws conclusions and can explain their thinking

AL12.9 Considers another point of view and will change opinion or idea when faced with new information

AL12.10 Collaborates with others to investigate a situation or problem

Use of ECIPs in Transitions

- Using the ECIPs as the focus of PreK-K teachers conversations and planning, incorporating instructional practice into the conversations and how early childhood education supports learning in preparation for kindergarten
- Using the ECIPs to show parents how early childhood education supports learning in preparation for kindergarten
- Using the ECIPs as the focus of cross-systems conversations and professional development in order to build relationships and bring coherence and consistency to experiences for young children

Other Uses of the ECIPs in Your District

- Support individualized planning for children by teachers (play experiences, environment and materials, interactions)
- Support conversations with parents on appropriate expectations and opportunities
- Set standards-based IEPs
- As the foundation for cross-system Professional Development in your district to help prepare all children for kindergarten

Plans for the Future

- The next work to be undertaken will be best practice guides for each learning domain



Soon It Will be Spring!



3/15/2017

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Thank you again!

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Early Childhood Indicators of Progress (ECIPs)

<http://education.state.mn.us/MDE/dse/early/ind/>