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

PreK-3 Principals Leadership Series
## December 5, 2017

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It's all about the Children

**Why are ECIPs important?**

- Create clarity and direction for early childhood system in Minnesota

- Support equity and excellence by establishing rigorous standards for all young children, regardless of early childhood program

- Support partnerships with parents and families

- Support social/emotional skill development as well as thinking skills and content knowledge

Ensuring Consistency and Coherence for Children
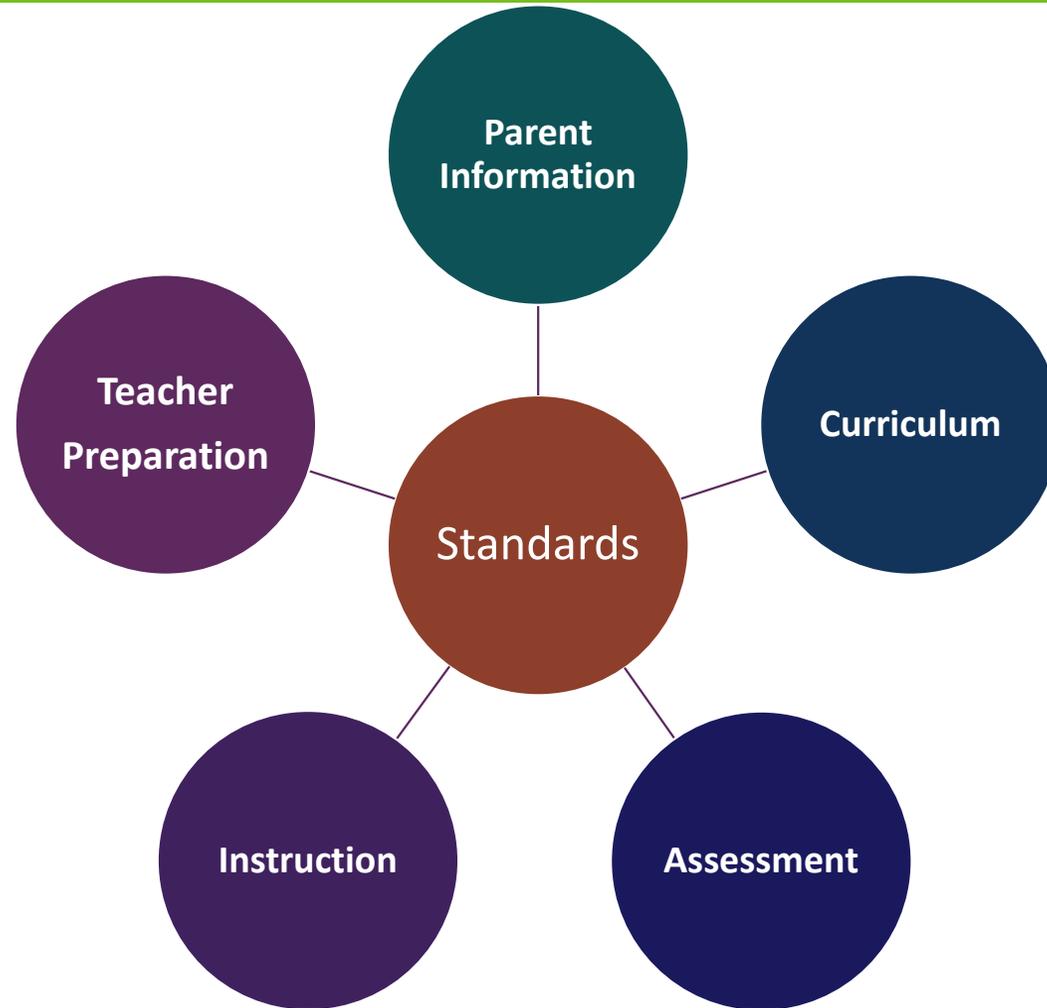
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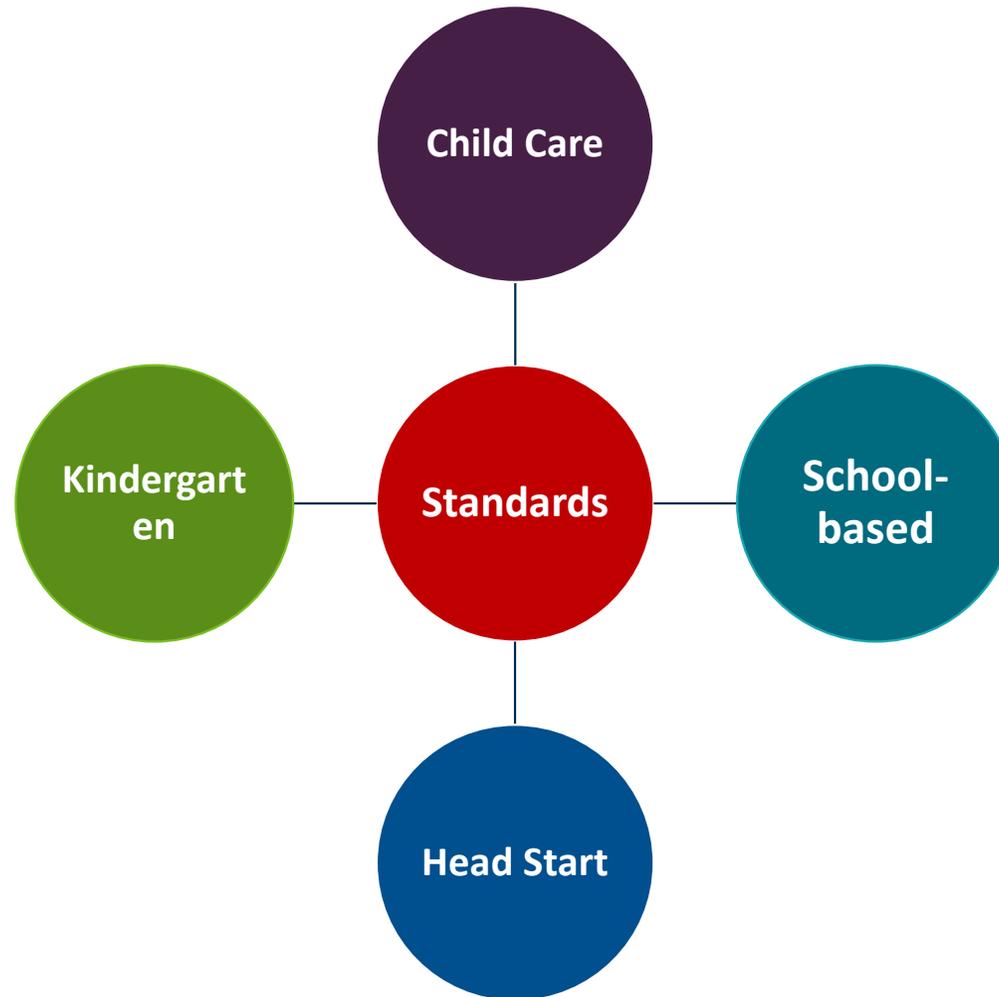
Guiding Principles for the ECIPs Revision

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

- **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

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/**

Component

Domain

Domain: Mathematics - Cognitive

Component Number Knowledge M1

Subcomponent

Age Ranges

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

Components of Language, Literacy and Communication Domain

- Listening and Understanding; Receptive Language

- Communicating and Speaking; Expressive Language

- Emergent Reading

- Writing

Subcomponents of Emergent Reading in Language, Literacy and Communication Domain

- **Motivation, engagement:** Child has an interest in and sustained attention for literacy acts

- **Phonological awareness:** Child is able to hear and understand the discrete sounds that make up language

- **Letter recognition:** Child recognizes the shapes of letters and recalls the names of letters

- **Concepts of print:** Child understands the fundamentals of print, such as orientation, organization, and features of print

- **Comprehension of narrative text:** Child understands the events and order of events in a story

Components of Mathematics Domain

- Number Knowledge

- Measurement

- Patterns

- Geometry and Spatial Thinking

- Data Analysis

Subcomponent of Number Knowledge in Mathematics Domain

- **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

- **Meaningful Counting:** The child uses counting to identify how many items are in a set, using one to one correspondence; uses number words to identify "how many"

- **Cardinality:** The child associates each of one or more number words to a unique and exact quantity, and knows that the final number word used when counting out an item set represents the exact number of items in the set

- **Ordinality:** The child matches symbols (digits or numerals) to a position in a sequence

Components of Approaches to Learning Domain

- Initiative and Curiosity

- Attentiveness, Engagement and Persistence

- Creativity

- Processing and Utilizing Information

Subcomponents of Processing and Utilizing Information in the Approaches to Learning Domain

- **Working Memory** Child stores and retrieves information in order to use it purposefully

- **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

- **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

- **Problem Solving** Child seeks and finds solutions

- As a key document and strategy for meaningful transition work. Ensuring all classrooms (school-based, Head Start and community programs) are using the ECIPs or HS Child Outcomes document as foundational to their classroom (instruction, curriculum, assessment) and professional learning

- In joint planning by PreK-K teachers to ensure coherence for children

- Parent engagement in children's learning and transition

- Cross-systems conversations and professional development in order to build relationships and bring coherence and consistency for young children

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

Thank you

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Early Childhood Indicators of Progress (ECIPs)

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