

Participant Guide

Plan, Learn, Grow – Using the *Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards*

Learning objectives:

Session 1

- List three purposes (or uses) for the *Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards*
- Describe the organization and structure of the ECIPs including use of the vocabulary: domains, components, subcomponents, and indicators

Session 2

- Describe two ways the ECIPs help professionals to understand child growth and development
- Demonstrate methods for using the ECIPs to inform the planning of curriculum and instruction

Session 3

- Demonstrate the ability to link ECIPs indicators to child observation
- Use the ECIPs to plan and conduct observations as part of authentic assessment

Session 4

- Identify resources for using the ECIPs within the program including involving and engaging families in children’s learning
- Develop one professional development goal based on understanding of the ECIPs
- Develop one program improvement goal related to the ECIPs

Assignments for Session 2

1. Bring 1 – 2 of your recent lesson plans OR List all the activities you do with the children each day until our next session, bring to the next session
2. Begin reviewing the ECIPs document. Jot down questions you have about vocabulary, indicators, and soon. BRING the questions to the next session.

Assignments for Session 3

1. Observe one child in your program a few times. Write down what you observe about that child’s behavior. Be as detailed and specific in your notes as you can. Bring your written observation notes to the next session.
2. Continue reviewing the ECIPs document, bring any questions that surface.

Assignment for Session 4

1. Continue reviewing the ECIPs document, bring any questions that surface.

Accessing the ECIPs:

MN Department of Education web page featuring the ECIPs by domain and related resources

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

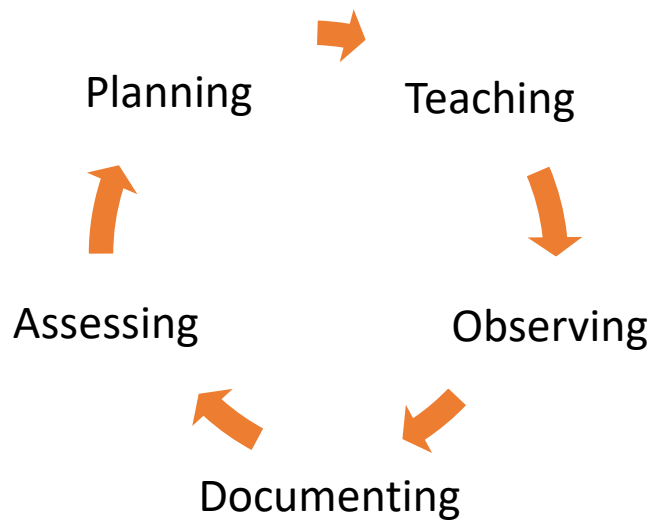
ECIPs booklet (pdf)

<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7596A-ENG>

ECIPs Domains and Components at a Glance

Domains	Approaches to Learning	The Arts	Language, Literacy, and Communications	Cognitive			Physical and Movement	Social and Emotional
				Mathematics	Scientific Thinking	Social Systems		
Components	<ul style="list-style-type: none"> • Initiative and curiosity • Attentiveness, Engagement and Persistence • Creativity • Processing and Utilizing Information 	<ul style="list-style-type: none"> • Exploring the arts • Using the arts to express ideas and emotions • Self-expression in the arts 	<ul style="list-style-type: none"> • Listening and understanding (receptive) • Communicating and speaking (expressive) • Emergent reading • Writing 	<ul style="list-style-type: none"> • Number knowledge • Measurement • Patterns • Geometry and spatial thinking • Data analysis 	<ul style="list-style-type: none"> • Discover • Act • Integrate 	<ul style="list-style-type: none"> • Community, people, and relationships • Change over time • Environment • Economics • Technology 	<ul style="list-style-type: none"> • Gross Motor • Fine Motor 	<ul style="list-style-type: none"> • Self and emotional awareness • Self-management • Social understanding and relationships

The Intentional Teaching Process:



My professional development goal:

My program quality improvement goal: