

Participant Guide

Using the *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards for Birth to Three Year Olds*

Learning objectives

Session 1

- Become familiar with the content and structure of the Early Childhood Indicators of Progress (ECIPs) focusing on Birth-3 years of age
- Identify ways adults can integrate ECIPs into daily experiences with infants and toddlers
- Begin to understand considerations in integrating ECIPs in curriculum and assessment processes regarding infants and toddlers

Session 2

- Identify a process to embed ECIPs into daily routines, relationships, and environments within typical settings for infants and toddlers;
- Analyze individual ECIPs for discreet skills and intentionally plan for ways to address skills; and
- Create or modify activities (curriculum planning) so that skills related to ECIPs are addressed within routines, relationships and environments typical to settings for infants and toddlers.

Session 3

- Review application of unpacking an indicator, observing children's interactions and making plans based on observations;
- Develop further strategies for more fully working with the curriculum planning cycle;
- Understand the qualities of good assessment practices; and
- Practice linking ECIPs, curriculum, and assessment.

Assignment for Session 2

For each of the three areas in the graphic that follows, find an ECIPs indicator you feel the child in your setting has lots of experiences with and then find another indicator that needs work or is missing in terms of the experiences the child has.

Then between now and the next meeting, see if you can try to integrate the missing indicator into experiences and interactions with that child. Jot those indicators in the appropriate wedge. You can also keep notes on what you tried and how the child responded.

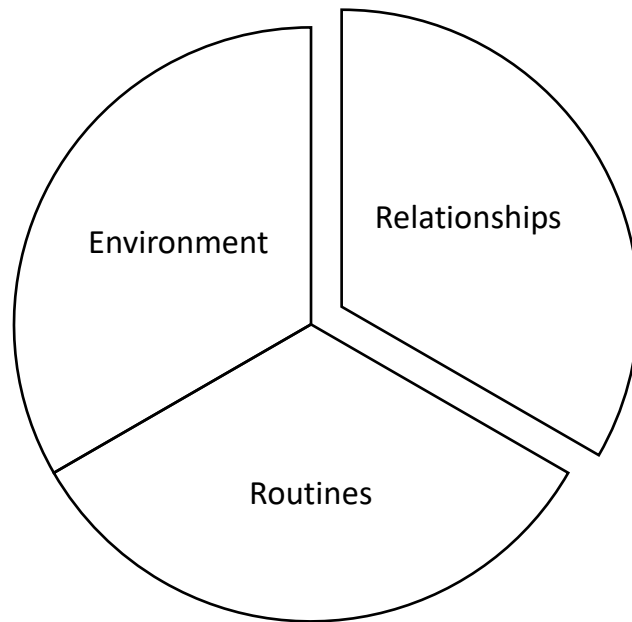
Accessing the ECIPs

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/lfs/Server/Public/DHS-7596A-ENG>



Assignments for Session 3

1. Choose an Indicator appropriate for the age group and robust enough to have several dimensions
 - Identify skills within that Indicator
 - Think of a few typical places you might see the skill practiced, but stay open to all the possibilities – consider routines, relationships, environment
2. Prepare your setting for the likelihood of observing the skill
 - Observe and document what you see happening
 - Reflect on what you observed (immediately or after)
- 3. Make plans on next steps or how to answer questions that arose as you reflected

NOTES (use space below and back of page)