

# Participant Guide

## Using the *Early Childhood Indicators of Progress for 3 – 5 Year Olds*

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### Learning objectives:

#### Session 1

- Identify the purpose, definition and the Minnesota context for early learning standards.
- Analyze alignment between early learning standards, curriculum and instructional practice.
- Generate learning activities based on linking standards to observations of children's interests and capabilities.

#### Session 2

- Describe and analyze alignment between early learning standards, curriculum and lesson plans.
- Identify how learning experiences address multiple learning domains from the ECIPs.
- Describe a curriculum planning process.

#### Session 3

- Practice using ECIPs to inform observation, documentation and planning.
- Identify how ECIPs may be used to inform assessment.
- Practice using ECIPs to set learning goals.
- Practice communicating with families about ECIPs

### Assignment for Session 2

For each of the three areas in the graphic that follows, find an ECIPs indicator you feel the children in your setting have lots of experiences with and then find another indicator that needs work or is missing in terms of the experiences the child has. Write your ideas on the graphic and bring to the next session.

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

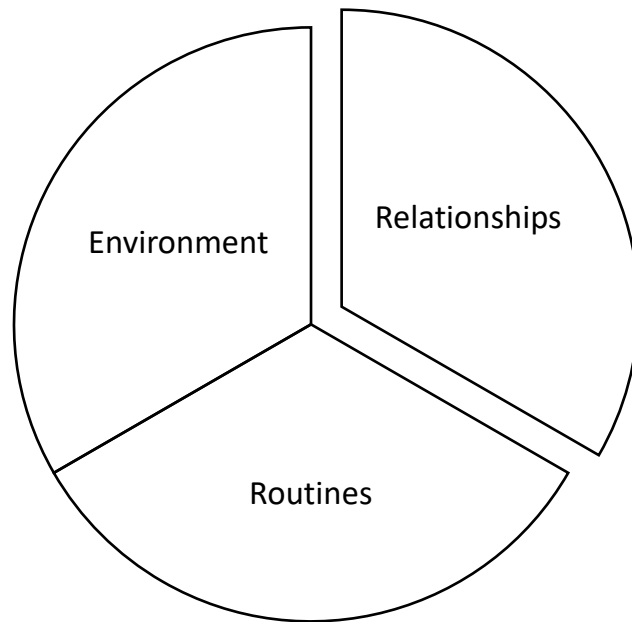
### Accessing the ECIPs

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/lfsrserver/Public/DHS-7596A-ENG>



### Assignments for Session 3

1. **Choose a focus domain** for the 3 observations (circle one below) and read those ECIPs before you observe a child:

Language, Literacy and Communications OR Social and Emotional Development

2. **Observe** one child 3 times (10 minutes each time): what do you see them do or say? Use the grid below to write down your observations:

Brief Description of the Behavior Observed (What the Child Said or Did)	Related ECIPs Subcomponent and Indicator (Include the Indicator Number)
Example: September 1, 9:30am <i>Child said, "I'll be the mommy and you be the baby" while in dramatic play area. When another child said she also wanted to be the mommy, child replied, "OK, I'll be the mommy first then you can be the mommy next." Second child agreed.</i>	Language, Literacy & Communication, Communicating and Speaking: Expressive Language; subcomponent L2: Social conversations L2.11 Negotiates, shares, plans and solves problems with others.  OR Social and Emotional Development, Social Understanding & Relationships; subcomponent S8: Social skills S8.4 Enters play groups using various strategies or S8.6 Shows flexibility in roles during play


**3. Reflection:** re-read your notes, the related ECIPs indicators and think about what this information might mean as you plan for this child. In the domain you have chosen, are there skills or knowledge the child seems to be working on? Did you notice things they know or do well in this domain?

Are there things in this domain that the child may be ready to learn? This is your space to think about what you saw and what you think it means (so what?) and write a few notes about those thoughts:

**4. Write down 1-2 ideas** you have for planning future learning experiences for this child related to your chosen domain. (You looked at what the child did and said, thought about what it might mean, and here is where you are talking about “now what?”.)

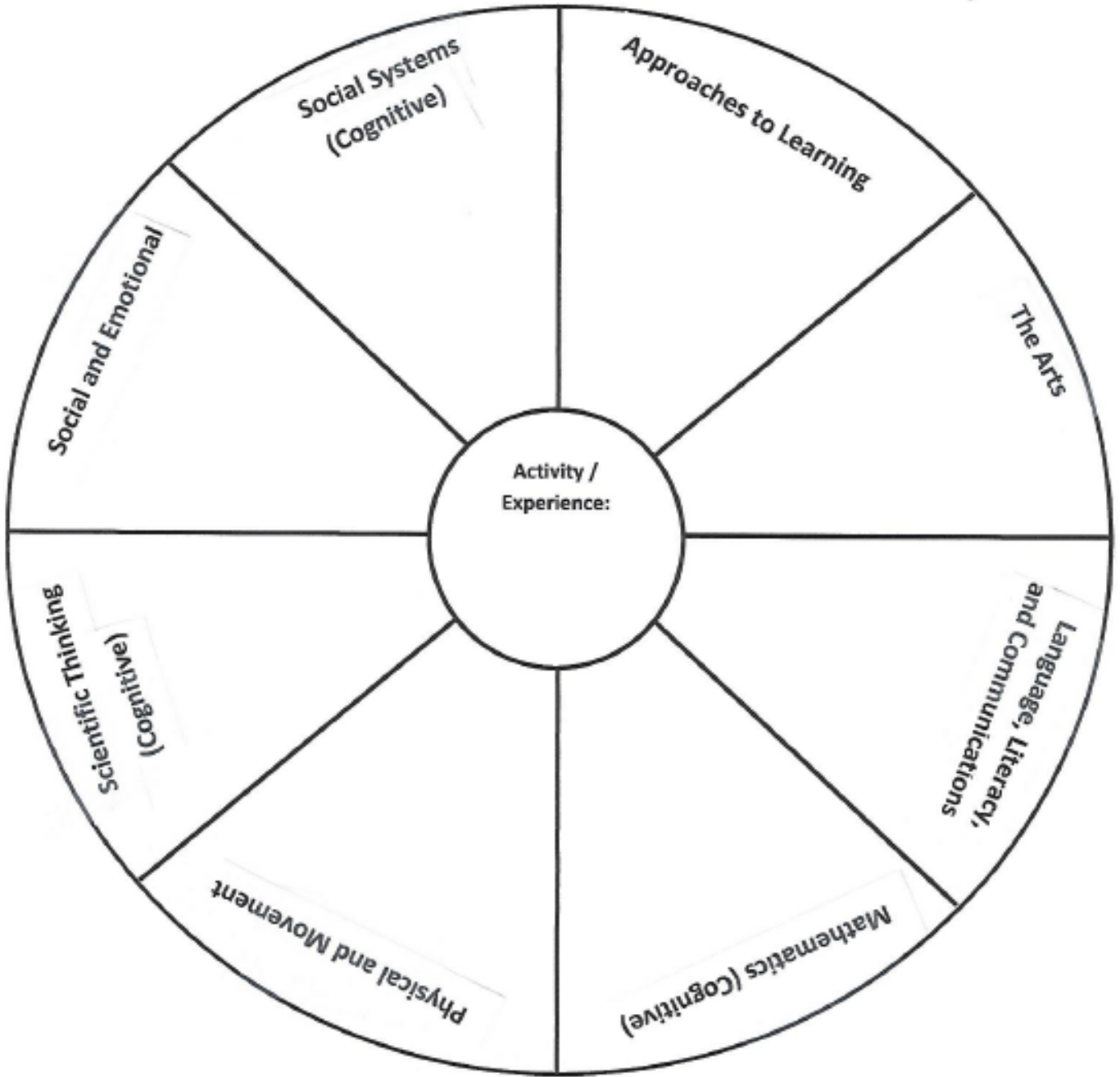
**Session 3 Final Reflection / Action Plan**

What is one way you want to improve or increase your use of the ECIPs in your work with children and families?

## It's the Process: Intentional Planning and Documenting with Early Learning Standards

Steps	Examples
<p><b>Assessment:</b> Review each child's interests, capabilities, learning styles, and prior experiences.</p>	
<p><b>Develop an idea:</b> Brainstorm ideas and choose an appropriate activity based on your goals for the children and their interests.</p>	
<p><b>Identify relevant standards and benchmarks:</b> Think about goals for children's learning and the standards that can be addressed with this activity.</p>	
<p><b>Predict possible outcomes:</b> Using knowledge of individual children, think through their possible reactions to the activity: Will some need more teacher support than others? What kind of teacher prompting, questions, and comments will individual children need? What ideas might you or the children have, and how will these relate to the standard(s)?</p>	
<p><b>Think of open-ended questions:</b> Brainstorm questions and write them on a file card to keep close when working with children. Write down more questions as you think of them.</p>	
<p><b>Implement the activity:</b> Stay close to children and provide support with open-ended questions, comments, and interested listening.</p>	
<p><b>Document children's responses:</b> Note children's individual responses to the activity, their processes, and their questions. Note the skills and knowledge they demonstrate.</p>	
<p><b>Update developmental portfolios:</b> Use notes about children's reactions, questions, and comments and your own reflections to guide responsive planning for the next inquiry event.</p>	
<p><b>Reflect on and evaluate the activity:</b> What did the children show you they learned when they responded to the activity?</p>	
<p><b>Review and plan again:</b> What will you plan that will support what the children have learned and will take their experience further?</p>	

# Integrating ECIPs Domain Wheel



What will you provide or attend to in the ENVIRONMENT that will help children make the most of this activity across ECIPs domains?

Think about: Toys, tools, materials, equipment

Space, and location (where can learning happen) including group size, ease of movement, noise, etc.

What might be the adult role in structuring or extending the learning with these ECIPs in mind?

What might you do to introduce the learning activity? When might you have children take the lead and what will you do to support that? When might you lead and how will you keep children engaged?

What might you say? Is there vocabulary you plan to introduce/use? Are there questions you might ask to promote learning?

## Sample Lesson Plan #1

Quiet Time (before naps)

Study Topic: *Gardens*

Age Group: *Children ages 1.5 to 6 years (family child care or mixed age group)*

Activity: *Read aloud: Growing Vegetable Soup by Lois Ehlert*

Ask 'how' and 'why' questions related to garden concepts in the book

Materials: Book: Growing Vegetable Soup by Lois Ehlert

Learning

Goal: To answer 'why' or 'how' questions

### Discussion questions:

1. Which Language, Literacy, and Communication ECIPs indicator(s) are similar to this learning goal?
2. If a child is not ready for this goal, what is a related ECIPs indicator(s) that might apply?
3. If a child needs a more challenging goal, what related ECIPs indicator(s) might apply?
4. What might you add to this learning experience to promote this learning goal?
5. What other Language, Literacy, and Communications learning goals could be added to this lesson plan?

## Sample Lesson Plan #2

Gym / Outdoor Play Time

Theme of the Week: *Apples*

Age Group: 3 year old room

Activity: *Bean bag shape toss*

*Children name the shape as they try to toss a bean bag inside of the shape*

Materials: Bean bags, painters tape (to make shapes on floor)

Learning

Goal: To learn the names of two dimensional shapes (circle, square, rectangle, triangle, rhombus, and pentagon)

### **Discussion questions:**

1. Which ECIPs domain addresses this goal?
2. Which indicator(s) reflect this goal?
3. What might you add to this plan to promote this learning goal?
4. What are two other ECIPs indicators from the same domain that you might also address with this activity?
5. How would you change this activity to include the two new learning goals?