

Participant Guide

Introduction to the *Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards*

Learning objectives:

- List three purposes (or uses) for the ECIPs;
- Describe the organization and structure of the ECIPs including use of the vocabulary: domains, components, subcomponents, and indicators; and
- Identify resources for using the ECIPs within the program including involving and engaging families in children’s learning

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/>

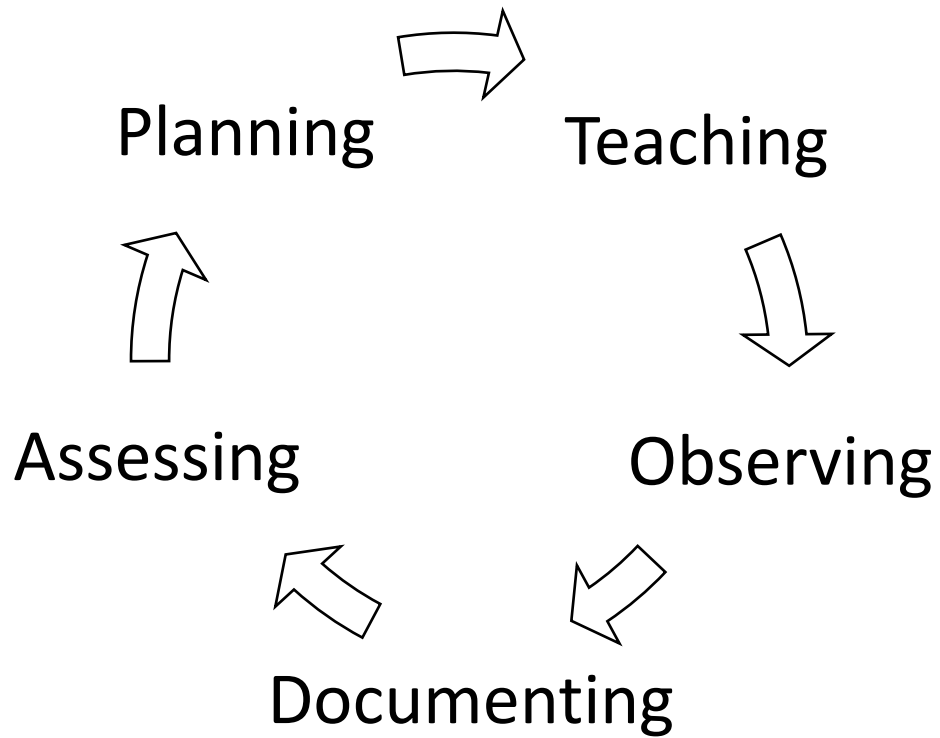
ECIPs booklet (pdf)

<https://edocs.dhs.state.mn.us/lfserver/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



Notes, Reflections, and Action Plans