

Introduction to the MN Early Childhood Indicators of Progress (ECIPS) Participant Guide

(2 hours)

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Session Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: II. To advance physical and intellectual competence

Course Description: Explore the Minnesota Early Learning Standards – The Early Childhood Indicators of Progress. Identify the design and components of the document and see how the information from this document could be seen in daily practice in early childhood programs.

Learning Objectives

Throughout this training, participants will:

1. Understand the purpose, guiding principles and structure/components of the ECIPs.
2. Explore strategies for integrating ECIPs into daily practice, curriculum planning, and authentic assessment.
3. Recognize the role of equity, inclusion, and cultural responsiveness in implementing ECIPs.

Session Outline

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
A	15 minutes	Welcome/Introductions Objectives Review	Large Group Discussion	
B	30 minutes	Why ECIPs Matter and Guiding Principles	Large Group - Brainstorm Mini-Lecture Small Group Work	1
C	15 minutes	Organization and Domains	Mini-Lecture Large Group Discussion	1
D	45 minutes	Practice and Application	Large Group Discussion Small Group Activity Mini-Lecture	2 & 3
E	15 minutes	Objectives Review/Closing	Individual Reflection	
	Total Time: 2 hours			

Thoughts on Quality

- What does quality early learning mean to you?
- What are 1-2 things you already know about the Minnesota Early Learning Standards?

Domain	Components
Approaches to Learning	Curiosity, attentiveness, imagination, information processing
The Arts	Exploring and expressing through art forms
Language & Literacy	Listening, speaking, reading, writing
Mathematics	Number knowledge, measurement, patterns, geometry
Physical Development	Gross and fine motor skills, self-care
Scientific Thinking	Exploration, discovery, explanation
Social & Emotional Development	Self-awareness, regulation, relationships
Social Systems	Identity, community, time, environment, technology

ECIPs in Practice

- What do you notice about how ECIPs are organized? How does this structure help you plan for different age groups?
- How could you use ECIPs indicators to inform your daily activities or lesson plans?

Reflection

- What is one thing you can put into practice in your program right away from what you learned today?

Resources

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2028 version
- <https://dcyf.mn.gov/sites/default/files/2025-08/els-ecips-2028.pdf>