

Caregiver Chronicle

Early Childhood Indicators of Progress (ECIPs)

January 2017

The preschool version of the ECIPs was initially developed in 2000, and revised in 2005; the infant and toddler version was developed in 2007. These were revised and expanded into a single continuum of expectations in the 2016 version of the ECIPs.

The revision process of the ECIPs used committees composed of professionals from school districts, Head Start and child care programs, including diverse content specialists, teachers, providers, coaches, faculty, trainers and administrators, convened to address specific domains. Proposed indicators were reviewed by additional content experts. Finally, the standards were reviewed for plain language to ensure the standards are as clear as possible.

The 2016 revision includes the following changes:

The infant and toddler and preschool versions are combined into one set of standards for birth to kindergarten entrance.

The display of the standards was revised.

The age ranges were increased to make the ECIPs more helpful in planning.

The primary audience was clarified to be teachers and providers in early childhood programs.

Guiding Principles for ECIPs Development

The ECIPs revision is based on the following guiding principles. The ECIPs:

Recognize that young children are:

-Competent and capable of positive developmental outcomes and deserve high expectations.

-Individuals who develop at different rates and will vary in their progress within learning domains.

-Best understood and supported within the context of their family, culture and community.

-In a rapid period of brain development and need nurturing environments with appropriate interaction and encouragement to take full advantage of this growth period.

-Active learners who learn best in environments where they can construct their knowledge and practice their skills in a variety of ways, with teachers and providers who respect and respond to their needs.

Support equity and excellence for all children in the state of Minnesota.

High-quality early childhood education supports the optimal development of each and every child regardless of income, ability, race, culture, or special needs. The ECIPs promote equity and excellence so that every child has access to teachers and providers whose expectations are the same for each and every child. These expectations are the foundation on which teachers and providers build the supports for individual children while working toward generally accepted expectations for all. The ECIPs are written in a way so that teachers and providers can plan experiences that reflect the families' cultures, interests and perspectives. This is necessary so that children are then better able to focus, interact,



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play and learn.

Describe observable behaviors.

The ECIPs are written in language that supports consistent understanding and implementation by teachers and providers. Because the indicators are formatted across a continuum of age groups, the standards make it possible for children to demonstrate an outcome through a variety of culturally appropriate ways and with a variety of materials. This helps teachers and providers use authentic assessment practices based on ongoing observation and documentation. In addition, the language of the ECIP allows for flexibility as teachers and providers work closely with a child's family to learn more about how the child is developing in his or her family, neighborhood, religious sect or ethnic group.

Demonstrate a continuum of learning from birth to kindergarten entrance.

Teachers and providers can refer to the continuum in the ECIPs as they observe what the child can do, have a general idea of what to expect next, and identify ways to support each child's learning and development.

"For optimal development and learning of all children, individuals who work with children must respect, value, and support the culture, values, beliefs, and languages of each home and promote the meaningful, relevant, and active participation of families." (Division for Early Childhood 2010, 1)

While young children's development follows a predictable sequence, development is not uniform. Each child's pattern and pace of development varies. There may be strengths in certain domains and opportunities in others. Sometimes children have an identified delay or disability that requires adaptations and accommodations. The continuum in the ECIPs helps teachers and providers address individual differences among children in their program.

Demonstrate a continuum of learning from birth to kindergarten entrance.

Learning is strongest when integrated across domains or broad areas of growth and development. Development in one domain influences development in other domains. For example, children with a strong self-concept and expanding oral language skills may engage in more successful social inter-

actions with peers and adults. The ECIPs address this interrelatedness in the inclusion of some similar indicators across different domains. As teachers and providers observe children's performance related to the ECIPs, they recognize children's strengths, build upon them, and maximize connections across domains.

What the ECIPs Are and What they Are Not

The ECIPs demonstrate a continuum of increasingly complex learning for children from birth to kindergarten entrance. They address the development and learning of ALL children, including typically developing children, dual language learners, children with disabilities, and children with high needs.

They are not an all-inclusive resource about children's development. The standards reflect a selection of important developmental expectations that highlight the learning and skills children need in order to be prepared for kindergarten and to continue as life-long learners.

There are appropriate and inappropriate uses of the ECIPs. They are not intended to be used as a curriculum or an assessment tool. However, they should be used to inform curricular decisions and to correlate with authentic assessment procedures and content.

The ECIPs are not to be used to determine children's eligibility for various programs or services or to deny children access to programs or services.

How to Read the New ECIPs

The organization of the domains is designed to be easy-to-understand and aid in planning by teachers for individuals and small groups of children. The ECIPs are now displayed as an age continuum within each domain and include the following elements:

- DOMAINS** are major areas of development.
- COMPONENTS** are specific areas of learning within each domain.
- SUBCOMPONENTS** are consistent strands within a component across the full age-range continuum.
- INDICATORS** are expectations for observable outcomes for the child at specific ages. For quick reference, indicators are now numbered within the domain and subcomponent.
- INDICATOR NUMBERS** identify the location of an indicator within the domain, component and subcomponent.

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The learning domains included in the ECIPs are:

1. Social and Emotional Development
2. Approaches to Learning
3. Language, Literacy and Communications
4. The Arts
5. Social Systems: Cognitive
6. Physical and Movement Development
7. Mathematics
8. Scientific Thinking

There are five age ranges identified, one for each year of a child's life from birth to kindergarten entry.

The age ranges in the new ECIPs are:

- 0-1 year
- 1-2 years
- 2-3 years
- 3-4 years
- 4-5 years
- K-readiness

Note: In the Language, Literacy and Communications domain, the first two age ranges are slightly different than in the other domains. This is because of the large amount of research that highlighted these age ranges as important in language development.

Remember, children's development is highly variable. Children will not always demonstrate indicators identified for their chronological age. They may show some behaviors identified for younger children or may demonstrate some skills and knowledge beyond their present age. The ECIPs are formatted in a continuum across different age ranges so that teachers and providers can identify where each child is performing and easily see what the next expectation is in the continuum. They can also see the indicator(s) in a previous age range, which can guide teachers to plan for missed or needed experiences and adapt curricula accordingly.

The ECIPs are the basis for pedagogy, curriculum, child assessment, teacher preparation curricula, and evaluation in Minnesota. We hope that teachers and providers use the standards to communicate with par-

ents and family members so that, together, they make a difference in the lives of children. In addition, community members and policymakers will use the standards to make neighborhoods and cities robust places for children and families to thrive. The goal of these united efforts to implement the Minnesota Early Indicators of Progress fully is to support each child to grow, develop and learn while reaching his or her full potential.

Early Childhood Indicators of Progress: An Introduction. (2017, May 15). Retrieved July 6, 2017, from <http://www.education.state.mn.us/MDE/dse/early/ind/index.htm>



"Growth is never by mere chance, it is the result of forces working together." - James Cash

Recipes for Summer Play

Summer is not over yet! Here are some play recipes for celebrating the season!

Sponge Water Bomb

Materials

- 3 Sponges
- Rubber band
- Scissors



Directions

1. Cut each sponge into four long strips.
2. Stack all of the strips together.
3. Wrap a rubber band around the center
4. Toss the sponge into a bucket of water and you're ready to play!

Ice Chalk

- Half cornstarch
- Half water (though I tend to use more water than cornstarch so it's easier to mix)
- Food Coloring
- Dish soap (optional, but makes clean up easier)



Once you pour this chalk paint mixture into molds and freeze it, you have ice chalk, which you can use like regular sidewalk chalk. (Except it's cold and melty and the perfect sensory, art, and science activity for a hot summer day.)



Public libraries in Anoka and Washington County invite everyone to experience the great free programs for families at public libraries this summer. All libraries offer reading rewards, workshops, performers, regular story times, STEM events, and other programs. Visit the website of each library to gather more information about these fun and educational summer programs.

Anoka County Library

End the summer by taking a Storywalk® at the Centennial, Crooked Lake, Northtown, and St Francis libraries. A StoryWalk® is a delightful way for families to enjoy reading outside! Laminated pages from a children's picture book are mounted on signs then put up outside of the library. Families walk together through the Storywalk® and read the story together. At the end of the story, some of the libraries feature extension activities such as crafts.

StoryWalk® supports the *Every Child Ready to Read* initiative which identifies five early literacy practices parents and caregivers can do to prepare children for reading. When families participate in a StoryWalk® with titles such as *I Got the Rhythm* or *From Head to Toe*, they will practice the skills of talking, singing, writing, playing, and reading as part of the experience. The StoryWalk® Project was created in 2007 by Anne Ferguson of Montpelier, Vermont, in collaboration with Kellogg-Hubbard Library and the Vermont Bike and Pedestrian Coalition.

Washington County Library

Stories Sing with the Minnesota Opera, Saturday, August 05, 2017, 10:30 AM - 11:30 AM, Hardwood Creek Library

Hear stories read and sung by trained opera singers! Teaching artist and Minnesota Opera member Alisa Magallón will lead a lively and interactive opera Storytime for preschool age children. Ideal for children 3-6.

[The Bazillions Trio](#), Saturday, August 05, 2017, 1:00 PM - 2:00 PM, Park Grove Library

Kid friendly rock 'n roll! The Bazillions are the creation of Twin Cities' parents/ educators/ singer-songwriters Adam and Kristin Marshall.

For a full list of programs, visit each library system's calendar of events

Anoka County Library: <http://anokacountylibrary.org/>

Columbia Heights Public Library: <http://www.columbiaheightsmn.gov/index.aspx?nid=127>

Stillwater Public Library: <http://stillwaterlibrary.org/>

Washington County Library: <https://www.washcolib.org/>

Save the Dates for Early Childhood Professional Learning Communities



Child Care Aware of Minnesota Metro is sponsoring an Early Childhood Professional Learning Community - an extended learning opportunity to foster [collaborative learning](#) among colleagues in the field.

This is a place for you to meet with other providers, learn new things, help each other be successful, share what you know and what works for you! Your experience providing child care and/or teaching preschool is important for children. Your thoughts, ideas, and wisdom will lead the discussions along with Special Guests!!! **Please RSVP to Annette Borman**

Washington County Dates:

All meetings take place on the 3rd Thursday of the month from 6:30pm to 8:30pm at

Peace of Mind Early Education Center

August 17th, 2017
September 21st, 2017
October 19th, 2017
November 16th, 2017

Anoka County Dates:

All meetings take place on the 2nd Tuesday of the month from 6:30pm to 8:30pm at

Blaine Human Service Center

August 15th, 2017 (3rd Tuesday)
September 12th, 2017
October 10th, 2017
November 14th, 2017

Early Childhood Screening

Early Childhood Screening is a quick and simple way to check how your 3- or 4-year-old is growing, learning, and developing. Screenings are free and can help detect possible health or learning problems so that children can get help they need before starting kindergarten.



An Early Childhood Screening, or a similar health and developmental screening, is required for your child to enter kindergarten in Minnesota public schools. For more information or to schedule an appointment, contact your local school district, call MDE at 651-582-8412, or search [MDE's online directory](#).

Parent 
Aware

To all of the providers who earned a Parent Aware Star Rating in June 2017!

CONGRATULATIONS!

BRAVO!
Well Done!

Join them!

The next cohort starts in January 2018!
Applications are available now!

Terrific Twos: An Age of Childhood Play and Discovery

When your child turns 2, fascination with games and toys turns the world into his or her playground. It's an age where parents and caregivers take a more active role in play, too, challenging the toddler to kick a ball, build with blocks and play pretend.

Every child grows at his or her own rate, but children generally develop in predictable ways. Help Me Grow offers the following developmental milestones as typical for a 2-year-old. These milestones help monitor a toddler's progress:

- Kicks a ball forward
- Walks up and down stairs holding on
- Points to things or pictures in a book when named
- Uses two or three words together*
- Plays briefly beside other children
- Builds towers of four or more blocks
- Follows simple directions
- Knows names of familiar people and body parts
- Imitates others, especially adults and older children
- Shows more and more independence
- Explores how things work by touching them and trying them out
- Begins to sort shapes and colors
- Plays simple pretend or make-believe games
- Names items in a book such as a dog, cat, car or baby



For a 2-year-old, parents, child care providers and caregivers can take the following actions to encourage development:

- Talk to the toddler about things you and they are doing and seeing
- Be calm and comforting after temper outbursts
- Be consistent with what the toddler can and cannot do
- Talk to the toddler and use words for feelings
- Encourage and praise the toddler
- Tell stories, read and encourage pretend play

Help Me Grow suggests that parents, child care providers and caregivers track a child's progress as he or she grows. To request developmental resources or a developmental wheel, which includes milestones and actions to encourage a child's progress, contact Kathy McKay at (651) 728-0400 or kathy.mckay@metroecu.org. For more information, visit helpmegrowmn.org.

**Help Me Grow recommends that parents talk to their health care provider or refer their child through Help Me Grow if their toddler isn't using two-word phrases at 2 years old. To refer a child, visit www.helpmegrowmn.org.*

Portions of this content, developed by Help Me Grow Minnesota, may have previously appeared elsewhere.